

# West Carroll Special School District Instructional Plan/Pacing Guide, 2016-2017

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<b>Subject:</b> Math		<b>Grade Level:</b> Second Grade			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery  What student generated product will demonstrate that he/she has met the learning expectation?	Pacing (Beginning and ending dates of instruction)
1 Number Concepts	2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by twos; write an equation to express an even number as a sum of two equal addends.	Even and Odd Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Classify numbers up to 10 as even or odd using ten frames</li> <li>List ways to show how even numbers and odd numbers are different</li> <li>Complete activity pages 13-18</li> </ul>	Students will differentiate even and odd numbers. Students will classify numbers up to 20 as even or odd.	2 days August 8-9
1 Number Concepts	2.OA.C.3	Represent Even Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Writing equations with equal addends</li> <li>Complete activity pages 19-24</li> </ul>	Students will represent even numbers by writing equations with equal addends.	1 day August 10
1 Number Concepts	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Understand Place Value	The students will complete the following activities: <ul style="list-style-type: none"> <li>Describe to a partner how you know the value of a digit</li> <li>Complete activity pages 25-28</li> </ul>	Students will understand the value of a digit. Students will use place value to describe the values of digits in 2-digit numbers.	1 day August 11
1 Number Concepts	2.NBT.A.3	Expanded Form	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write three two-digit numbers as tens and ones</li> </ul>	Students will describe a 2-digit number as tens and ones. Students will write 2-digit numbers in expanded form.	2 days August 12 & 15

			<ul style="list-style-type: none"> <li>Complete activity pages 31-34</li> </ul>		
1 Number Concepts	2.NBT.A.3	Different Ways to Write Numbers	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Draw a poster to explain different ways to write a two-digit number</li> <li>Complete activity pages 37-39</li> </ul>	Students will show different ways to write 2-digit numbers by writing numbers in word form, expanded form, and standard form.	1 day August 16
1 Number Concepts	2.NBT.A.3 2.OB.C.3	Mid-Chapter Checkpoint/Formative Assessment	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Complete the Personal Math Trainer Activity</li> <li>Complete page 40</li> </ul>	80% of students make 80 or above	1 day August 17
1 Number Concepts	2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded forms.	Different Names for Numbers	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Have teams of three children list different ways to show the value of a number</li> <li>complete pages 43-46</li> </ul>	Students will show the value of a number in different ways. Students will apply place value concepts to find equivalent representations of numbers.	2 days August 18-19
1 Number Concepts	2.NBT.A.3	Problem Solving: Tens and Ones	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Write to others about how finding a pattern can help you find all the ways to show a number with tens and ones</li> <li>Complete pages 49-52</li> </ul>	Students will show numbers with tens and ones. Students will solve problems by finding different combinations of tens and ones to represent 2-digit numbers using the strategy <i>find a pattern</i> .	2 days August 22-23
1 Number Concepts	2.NBT.A.2 Count within 1000; skip-count by 5's, 10's, and 100's	Counting Patterns within 100	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Will work as team to narrate how to count by ones, fives and tens with numbers less than 100</li> <li>Complete pages 55-58</li> </ul>	Students will count within 100. Students will extend counting sequences within 100, counting by 1's, 5's, and 10's.	2 days August 24-25
1	2.NBT.A.2	Counting Patterns within 1000	<p>The students will complete the following activities:</p>	Students will count within 1000.	2 days August 26 & 29

Number Concepts			<ul style="list-style-type: none"> <li>Teams will demonstrate and explain how to count by ones, fives, tens, and 100's with numbers less than 1000</li> <li>Complete pages 61-64</li> </ul>	Students will extend counting sequences within 1000, counting by 1's, 5's, and 10's.	
1 Number Concepts	2.NBT.A.3 2.OA.C.3 2.NBT.A.2	Chapter Review/Test	Complete Assessment	80% of students make 80 or above	1 day August 30
2 Numbers to 1000	2.NBT.A.1a 100 can be thought of as a bundle of tens. 2.NBT.A.1b The numbers 100, 200, 300...900 refer to one, two, three...nine hundreds	Group Tens as Hundreds	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Use mathboards to write the steps for how you group tens as 100's</li> <li>Complete pages 75-78</li> </ul>	Students will understand that each group of 10 tens is equivalent to 100. Students will group tens as hundreds.	2 days August 31- September 1
2 Numbers to 1000	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	Explore 3-digit Numbers	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Rephrase what they learn about how to write a 3-digit number for a group of tens</li> <li>Pages 81-84</li> </ul>	Students will write 3-digit numbers that are represented by groups of tens.	1 day September 2
2 Numbers to 1000	2.NBT.A.1	Model 3-digit Numbers	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Narrate a demonstration for the class to show a 3-digit number using base ten blocks</li> <li>Pages 87-90</li> </ul>	Students will show 3-digit numbers. Students will use concrete and pictorial models to represent 3-digit numbers.	1 day September 6
2 Numbers to 1000	2.NBT.A.1 2.NBT.A.3	Hundreds, Tens, and Ones	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Show on their mathboard how to write a three digit number that is shown by a set of base-ten blocks</li> <li>Pages 93-96</li> </ul>	Students will show 3-digit numbers. Students will apply place value concepts to write 3-digit numbers that are represented by pictorial models.	1 day September 7

2 Numbers to 1000	2.NBT.A.1	Place Values to 1000	The students will complete the following activities: <ul style="list-style-type: none"> <li>Discuss and then write an explanation on how they know the value of the digits in numbers</li> <li>Pages 99-102</li> </ul>	Students will know the values of digits in numbers. Students will use place value to describe the values of digits in numbers to 1000.	1 day September 8
2 Numbers to 1000	2.NBT.A.3	Number Names	The students will complete the following activities: <ul style="list-style-type: none"> <li>Illustrate and label a how to poster on how to write 3-digit numbers using words</li> <li>Pages 105-108</li> </ul>	Students will write 3-digit numbers. Students will read and write 3-digit numbers in word form.	1 day September 9
2 Numbers to 1000	2.NBT.A.3	Different Forms of Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Use digits to write how many hundreds, tens, and ones</li> <li>Pages 111-113</li> </ul>	Students will write 3-digit numbers. Students will write 3-digit numbers in expanded form and in standard form.	1 day September 12
2 Numbers to 1000	2.NBT.A.1 2.NBT.A.3	Mid-Chapter Checkpoint/Formative Assessment	The students will complete the following activities: <ul style="list-style-type: none"> <li>Complete the Personal Math Trainer Activity</li> <li>Complete page 114</li> </ul>	80% of students make 80 or above	1 day September 13
2 Numbers to 1000	2.NBT.A.3	Different Ways to Show Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures to solve and write how many tens and ones</li> <li>Pages 117-120</li> </ul>	Students will show the value of 3-digit numbers. Students will apply place value concepts to find equivalent representations of numbers.	1 day September 14
2 Numbers to 1000	2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, mentally subtract 10 or 100 from a given number 100-900.	Count on and Count Back by 10 and 100	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures for the numbers</li> <li>Pages 123-126</li> </ul>	Students will identify 10 more, 10 less, 100 more, or 100 less.	2 days September 15-16



2 Numbers to 1000	2.NBT.B.8	Number Patterns	The students will complete the following activities: <ul style="list-style-type: none"> <li>Shade numbers in a counting pattern</li> <li>Pages 129-132</li> </ul>	Students will identify and extend counting patterns by counting on by tens or hundreds.	2 days September 20-21
2 Numbers to 1000	2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Problem Solving: Compare Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Model to solve a problem about comparing numbers</li> <li>Pages 135-138</li> </ul>	Students will solve problems involving number comparisons. Students will make a model to solve a problem about comparing numbers.	2 days September 22-23
2 Numbers to 1000	2.NBT.A.4	Compare Numbers	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures to solve problems</li> <li>Pages 141-144</li> </ul>	Students will compare 3-digit numbers. Students will compare 3-digit numbers using $>$ , $=$ , and $<$ symbols.	1 day September 26
2 Numbers to 1000	2.NBT.A.1 2.NBT.A.3 2.NBT.B.8 2.NBT.A.4	Chapter Review/Test	Complete Assessment	80% of students make 80 or above	1 day September 27
3 Basic Facts and Relationships	2.OA.B.2 Fluently add and subtract within 20 using mental strategies.	Use Double Facts	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw a picture to show a problem and then write an addition sentence for the problem</li> <li>Pages 163-166</li> </ul>	Students will find sums for near double facts. Students will use doubles facts to find sums of near doubles facts.	2 days September 28-29
3 Basic Facts and Relationships	2.OA.B.2	Practice Addition Facts	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw pictures to show problems</li> <li>Pages 169-172</li> </ul>	Students will remember sums to addition facts. Students will use strategies such as doubles, the associate property, and counting on.	1 day September 30
3 Basic Facts and Relationships	2.OA.B.2	Make a Ten to Add	The students will complete the following activities: <ul style="list-style-type: none"> <li>Show how they can make a ten to find a sum</li> <li>Pages 175-178</li> </ul>	Students will remember sums to solve addition facts. Students will use the make a ten strategy to recall sums for addition.	2 days October 3-4

3 Basic Facts and Relationships	2.OA.B.2	Add 3 Addends	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the sum of each pair of addends</li> <li>Pages 181-184</li> </ul>	Students will add 3 addends. Students will find the sums of three addends by applying the commutative and associative properties of addition.	1 day October 5
3 Basic Facts and Relationships	2.OA.B.2	Relate Addition to Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the sum and the difference for the related facts</li> <li>Pages 187-190</li> </ul>	Students will find sums and differences. Students will use the inverse relationship of addition and subtraction to recall basic facts.	2 days October 6-7
3 Basic Facts and Relationships	2.OA.B.2	Practice Subtraction Facts	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the difference</li> <li>Pages 193-195</li> </ul>	Students will remember differences. Students will recall differences for basic facts using mental strategies.	2 days October 17-18
3 Basic Facts and Relationships	2.OA.B.2	Mid-Chapter Checkpoint/Formative Assessment	The students will complete the following activities: <ul style="list-style-type: none"> <li>Complete the Personal Math Trainer Activity</li> <li>Complete page 196</li> </ul>	80% of students make 80 or above	1 day October 19
3 Basic Facts and Relationships	2.OA.B.2	Use Ten to Subtract	The students will complete the following activities: <ul style="list-style-type: none"> <li>Show the amount they subtract for each problem</li> <li>Pages 199-202</li> </ul>	Students will find differences. Students will find differences on a number line to develop the mental strategy of decomposing to simplify facts.	2 days October 20-21
3 Basic Facts and Relationships	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of addition to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol	Use Drawings to Represent Problems	The students will complete the following activities: <ul style="list-style-type: none"> <li>Complete bar models and write number sentences to solve</li> <li>Pages 205-208</li> </ul>	Students will solve addition and subtraction problems. Students will use bar models to represent a variety of addition and subtraction situations.	1 day October 24

	for the unknown number to represent the problem.				
3 Basic Facts and Relationships	2.OA.A.1	Use Equations to Represent Problems	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write number sentences for problems and then solve</li> <li>Pages 211-214</li> </ul>	Students will solve addition and subtraction problems. Students will write equations to represent a variety of addition and subtraction situations.	1 day October 25
3 Basic Facts and Relationships	2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.	Equal Groups	The students will complete the following activities: <ul style="list-style-type: none"> <li>Act out problems and draw to show what they did</li> <li>Pages 217-220</li> </ul>	Students will solve addition and subtraction problems. Students will solve problems involving equal groups by using the strategy <i>act it out</i> .	1 day October 26
3 Basic Facts and Relationships	2.OA.C.4	Repeated Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Use counters to model problems and draw pictures for the model</li> <li>Pages 223-226</li> </ul>	Students will write addition sentences for problems with equal groups. Students will write equations using repeated addition to find the total numbers of objects in arrays.	2 days October 27-28
3 Basic Facts and Relationships	2.OA.B.2 2.OA.A.1 2.OA.C.4	Chapter Review/Test	Complete Assessment	80% of students make 80 or above	1 day October 31
4 2-Digit Addition	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Break Apart Ones to Add	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures and break apart numbers to ten and then add and write the sum</li> <li>Pages 237-240</li> </ul>	Students will find sums of addition problems. Students will find sums by breaking apart a 1-digit addend to make a 2-digit addend a multiple of ten.	2 days November 1-2
4 2-Digit Addition	2.NBT.B.5	Use Compensation	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures to show the problems</li> <li>Pages 243-246</li> </ul>	Students will use compensation to develop flexible thinking for 2-digit addition. Students will use strategies for addition	2 days November 3-4

4 2-Digit Addition	2.NBT.B.5	Break Apart Addends as Tens and Ones	The students will complete the following activities: <ul style="list-style-type: none"> <li>Break apart the addends to find the sum</li> <li>Pages 249-252</li> </ul>	Students will apply place-value concepts to 2-digit addition. Students will use a break-apart strategy for 2-digit addition.	2 days November 7-8
4 2-Digit Addition	2.NBT.B.5	Model Regrouping for Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw to show regrouping</li> <li>Write how many tens and ones are in the sum</li> <li>Pages 255-258</li> </ul>	Students will model 2-digit addition with regrouping. Students will use cubes to model 2-digit addition.	3 days November 9-11
4 2-Digit Addition	2.NBT.B.5	Model and Record 2-Digit Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures to help solve and write the sum</li> <li>Pages 261-264</li> </ul>	Students will record 2-digit addition. Students will draw quick pictures and record 2-digit addition using the standard algorithm.	2 days November 14-15
4 2-Digit Addition	2.NBT.B.5 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	2-Digit Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw quick pictures to model each problem</li> <li>Pages 267-270</li> </ul>	Students will record 2-digit addition. Students will solve and record 2-digit addition using the standard algorithm.	2 days November 16-17
4 2-Digit Addition	2.NBT.B.5	Mid-Chapter Checkpoint/Formative Assessment	The students will complete the following activities: <ul style="list-style-type: none"> <li>Complete the Personal Math Trainer Activity</li> <li>Complete page 272</li> </ul>	80% of students make 80 or above	1 day November 18
4 2-Digit Addition	2.NBT.B.5	Practice 2- Digit Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the sum</li> <li>Pages 273-275</li> </ul>	Students will find the sums of 2-digit addition problems. Students will practice 2-digit addition using the standard algorithm.	2 days November 21-22
4 2-Digit Addition	2.NBT.B.5	Rewrite 2-Digit Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Rewrite the addition problem and then add</li> <li>Pages 279-282</li> </ul>	Students will identify two ways to write addition problems. Students will rewrite horizontal addition problems vertically in the standard algorithm format.	3 days November 28-30



4 2-Digit Addition	2.OA.A.1	Problem Solving-Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Label bar models and write number sentences</li> <li>Pages 285-288</li> </ul>	Students will solve 2-digit addition problems. Students will draw diagrams to solve 2-digit addition problems.	2 days December 1-2
4 2-Digit Addition	2.OA.A.1	Write Equations to Represent Addition	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw to show how you find a sum</li> <li>Pages 291-294</li> </ul>	Students will write number sentences to represent problems. Students will represent addition situations with number sentences using a symbol for the unknown number.	1 day December 5
4 2-Digit Addition	2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Find Sums for 3 Addends	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw to show each problem and then add</li> <li>Pages 297-300</li> </ul>	Students will find sums of three 2-digit numbers. Students will use the standard algorithm to find the sums.	2 days December 6-7
4 2-Digit Addition	2.NBT.B.6	Find Sums for Four Addends	The students will complete the following activities: <ul style="list-style-type: none"> <li>show how they solved an addition problem</li> <li>Pages 303-306</li> </ul>	Students will find sums of four 2-digit numbers. Students will use the standard algorithm to find sums	2 days December 8-9
4 2-Digit Addition	2.NBT.B.5 2.NBT.B.9 2.NBT.B.6 2.OA.A.1	Chapter Review/Test	Complete Assessment	80% of students make 80 or above	1 day December 12
5 2-Digit Subtraction	2.NBT.B.5	Break Apart Ones to Subtract	The students will complete the following activities: <ul style="list-style-type: none"> <li>Break apart sums to subtract and then write the difference</li> <li>Pages 317-320</li> </ul>	Students will find differences. Students will break apart a 1-digit subtrahend to subtract it from a 2-digit number.	3 days December 13-15
5 2-Digit Subtraction	2.NBT.B.5	Break Apart Numbers to Subtract	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw jumps on a number line to show how to break apart the number to subtract</li> <li>Pages 323-326</li> </ul>	Students will find differences. Students will break apart a 2-digit subtrahend to subtract it from a 2-digit number.	2 days December 16 & 19

5 2-Digit Subtraction	2.NBT.B.5	Model Regrouping for Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw to show regrouping and write the difference two ways using tens and ones</li> <li>• Pages 329-332</li> </ul>	Students will model 2-digit subtraction with regrouping. Students will use cubes to model 2-digit subtraction.	3 days January 4-6
5 2-Digit Subtraction	2.NBT.B.5	Model and Record 2-Digit Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw a quick picture to solve and write the difference</li> <li>• Pages 335-338</li> </ul>	Students will model 2-digit subtraction with regrouping. Students will draw quick pictures and record 2-digit subtraction using the standard algorithm.	2 days January 9-10
5 2-Digit Subtraction	2.NBT.B.5	2-Digit Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw a quick picture to model each problem</li> <li>• Pages 341-344</li> </ul>	Students will find differences. Students will record 2-digit subtraction using the standard algorithm.	2 days January 11-12
5 2-Digit Subtraction	2.NBT.B.5	Practice 2-Digit Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Write the difference</li> <li>• Pages 347-349</li> </ul>	Students will find differences. Students will practice 2-digit subtraction using the standard algorithm.	2 days January 13 & 17
5 2-Digit Subtraction	2.NBT.B.5	Mid-Chapter Checkpoint/Formative Assessment	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Complete the Personal Math Trainer Activity</li> <li>• Complete page 350</li> </ul>	80% of students make 80 or above	1 day January 18
5 2-Digit Subtraction	2.NBT.B.5	Rewrite 2-Digit Subtraction	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Write the numbers for each subtraction problem</li> <li>• Pages 353-356</li> </ul>	Students will identify two ways to write subtraction problems. Students will rewrite horizontal subtraction problems vertically in the standard algorithm format.	2 days January 19-20
5 2-Digit Subtraction	2.NBT.B.5	Add to Find Differences	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Use the number line and count up to find the difference</li> </ul>	Students will find differences. Students will use addition to find differences.	1 day January 23

			<ul style="list-style-type: none"> <li>• Pages 359-362</li> </ul>		
5 2-Digit Subtraction	2.OA.A.1	Problem Solving- Subtraction	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Label a bar model and write a number sentence to solve</li> <li>• Pages 365-368</li> </ul>	Students will solve 2-digit subtraction problems. Students will draw diagrams to solve 2-digit subtraction problems.	1 day January 24
5 2-Digit Subtraction	2.OA.A.1	Write Equations to Represent Subtraction	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Draw to show the problem and write a number sentence to solve</li> <li>• Pages 371-374</li> </ul>	Students will represent 2-digit subtraction situations. Students will represent subtraction situations with number sentences using a symbol for the unknown number.	1 day January 25
5 2-Digit Subtraction	2.OA.A.1	Solve Multistep Problems	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Write a number sentence for the problem</li> <li>• Pages 377-380</li> </ul>	Students will solve multistep problems. Students will analyze word problems to determine what operations to use to solve multistep problems.	1 day January 26
5 2-Digit Subtraction	2.NBT.B.5 2.OA.A.1	Chapter Review/Test	Complete Assessment	80% of students make 80 or above.	1 day January 27
6 3-Digit Addition and Subtraction	2.NBT.B.7 Add and subtract within 1000, using concrete models or drawing and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.	Draw to Represent 3-Digit Addition	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Draw quick pictures to model a problem</li> <li>• Pages 391-394</li> </ul>	Students will represent 3-digit addition. Students draw quick pictures to represent 3-digit addition.	1 day January 30
6 3-Digit Addition and Subtraction	2.NBT.B.7	Break Apart 3-Digit Addends	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Draw a quick picture for a number and write the number in different ways</li> </ul>	Students will apply place value concepts. Students will use the break apart strategy for 3-digit addition.	1 day January 31

			<ul style="list-style-type: none"> <li>• Pages 397-400</li> </ul>		
6 3-Digit Addition and Subtraction	2.NBT.B.7	3-Digit Addition: Regroup Ones	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Write the sum</li> <li>• Pages 403-406</li> </ul>	Students will find sums for 3-digit addition. Students will record 3-digit addition using the standard algorithm with possible regrouping of ones.	1 day February 1
6 3-Digit Addition and Subtraction	2.NBT.B.7	2-Digit Addition: Regroup Tens	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Draw quick pictures to show the problem and write the sum</li> <li>• Pages 409-412</li> </ul>	Students will find sums for 3-digit addition. Students will record 3-digit addition using the standard algorithm with possible regrouping of tens.	1 day February 2
6 3-Digit Addition and Subtraction	2.NBT.B.7	Addition: Regroup Ones and Tens	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use mental math and write the sum for each problem</li> <li>• Pages 415-417</li> </ul>	Students will find sums for 3-digit addition. Students will record 3-digit addition using the standard algorithm with possible regrouping of ones and tens.	2 days February 3 & 6
6 3-Digit Addition and Subtraction	2. NBT.B.7	Mid-Chapter Checkpoint	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Complete the Personal Math Trainer Activity</li> <li>• Complete page 418</li> </ul>	80% of students make 80 or above.	1 day February 7
6 3-Digit Addition and Subtraction	2.NBT.B.7	Problem Solving: 3-Digit Subtraction	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Make a model to solve and draw a quick picture of their model</li> <li>• Pages 421-424</li> </ul>	Students will solve problems involving 3-digit subtraction. Students will make a model to solve 3-digit subtraction problems.	2 days February 8-9
6 3-Digit Addition and Subtraction	2.NBT.B.7	3-Digit Subtraction: Regroup Tens	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Write in difference</li> <li>• Pages 427-430</li> </ul>	Students will find differences for 3-digit subtraction. Students will record 3-digit subtraction using the standard algorithm with possible regrouping of tens.	1 day February 10



6 3-Digit Addition and Subtraction	2.NBT.B.7 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	3-Digit Subtraction: Regroup Hundreds	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw quick pictures to solve a problem</li> <li>• Pages 433-436</li> </ul>	Students will find differences for 3-digit subtraction. Students will record 3-digit subtraction using the standard algorithm with possible regrouping of hundreds.	2 days February 13-14
6 3-Digit Addition and Subtraction	2.NBT.B.7	3-Digit Subtraction: Regroup Hundreds and Tens	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Use mental math and write the difference for each problem</li> <li>• Pages 439-442</li> </ul>	Students will find differences for 3-digit subtraction. Students will record 3-digit subtraction using the standard algorithm with possible regrouping of hundreds and tens.	2 days February 15-16
6 3-Digit Addition and Subtraction	2.NBT.B.7	Regrouping with Zeros	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Write the difference</li> <li>• Pages 445-448</li> </ul>	Students will find differences for 3-digit subtraction. Students will record subtraction using the standard algorithm when there are zeros in the minuend.	3 days February 17 & 21-22
6 3-Digit Addition and Subtraction	2.NBT.B.7	Chapter Review/Test	Complete Assessment	80% of students will make 80 or above.	1 day February 23
7 Money and Time	2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately	Dimes, Nickels, and Pennies	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Sort and draw the coins</li> <li>• Pages 467-470</li> </ul>	Students will find the total values of collections of coins. Students will count dimes, nickels, and pennies.	1 day February 24
7 Money and Time	2.MD.C.8	Quarters	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Count on to find the total value</li> <li>• Pages 473-476</li> </ul>	Students will find the total values of collections of coins. Students will count dimes, nickels, pennies, and quarters.	1 day February 27
7 Money and Time	2.MD.C.8	Count Collections	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw and label the coins from greatest to least</li> <li>• Find the total value</li> <li>• Pages 479-482</li> </ul>	Students will find the total values of collections of coins. Students will order coins by value and then find the total value.	1 day February 28

7 Money and Time	2.MD.C.8	Hands On: Show Amounts in Two Ways	The students will complete the following activities: <ul style="list-style-type: none"> <li>Use coins to show an amount in two ways and then draw and label the coins</li> <li>Pages 485-488</li> </ul>	Students will represent money amounts less than a dollar using two different combinations of coins. Students will use coins to show the same amounts in two ways.	1 day March 1
7 Money and Time	2.MD.C.8	One Dollar	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw the coins to show one dollar and write the total value</li> <li>Pages 491-493</li> </ul>	Students will show one dollar in a variety of ways. Students will use coins to show a dollar.	1 day March 2
7 Money and Time	2.MD.C.8	Mid-Chapter Checkpoint/ Formative Assessment		80% of students make 80 or above.	1 day March 3
7 Money and Time	2.MD.C.8	Amounts Greater than \$1	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw and label the coins and write the total value</li> <li>Pages 497-500</li> </ul>	Students will find the total values of collections of money. Students will find and record the total value for money amounts greater than \$1.	1 day March 6
7 Money and Time	2.MD.C.8	Problem Solving: Money	The students will complete the following activities: <ul style="list-style-type: none"> <li>Use play coins and bills to solve and then draw to show what they did</li> <li>Pages 503-506</li> </ul>	Students will solve word problems involving money. Students will use the strategy "act it out" to solve.	1 day March 7
7 Money and Time	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Time to the Hour and Half Hour	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw the hour hand to show time</li> <li>Pages 509-512</li> </ul>	Students will tell and write time. Students will tell and write time to the hour and half hour.	1 day March 8
7 Money and Time	2.MD.C.7	Time to 5 Minutes	The students will complete the following activities: <ul style="list-style-type: none"> <li>Draw the hour and minute hand to show time</li> <li>Pages 515-518</li> </ul>	Students will tell and write time. Students will tell and write time to the nearest 5 minutes.	1 day March 9

7 Money and Time	2.MD.C.7	Practice Telling Time	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the time on the digital clocks</li> <li>Pages 521-524</li> </ul>	Students will tell and write time. Students will tell and write time to the nearest 5 minutes.	1 day March 10
7 Money and Time	2.MD.C.7	A.M. and P.M.	The students will complete the following activities: <ul style="list-style-type: none"> <li>Write the time and then circle am or pm</li> <li>Pages 527-530</li> </ul>	Students will tell and write time using A.M. and P.M.	1 day March 13
7 Money and Time	2.MD.C.7 2.MD.C.8	Chapter Review/Test	Complete Assessment	80% of students will make 80 or above.	1 day March 14
8 Length in Customary Units	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Hands On: Measure with Inch Models	The students will complete the following activities: <ul style="list-style-type: none"> <li>Use color tiles to measure the length</li> <li>Pages 541-544</li> </ul>	Students will measure lengths of objects. Students will use concrete models to measure the lengths of objects in inches.	1 day March 15
8 Length in Customary Units	2.MD.A.1	Hands On: Make and Use a Ruler	The students will complete the following activities: <ul style="list-style-type: none"> <li>Measure the length with your ruler and count the inches</li> <li>Pages 547-550</li> </ul>	Students will measure lengths of objects. Students will make an inch ruler and use it to measure the lengths of objects.	1 day March 16
8 Length in Customary Units	2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate Lengths in Inches	The students will complete the following activities: <ul style="list-style-type: none"> <li>Circle the best estimate for the length of the string</li> <li>Pages 553-556</li> </ul>	Students will estimate the lengths of objects. Students will estimate the lengths of objects by mentally partitioning the lengths into inches.	1 day March 17
8 Length in Customary Units	2.MD.A.1	Hands On: Measure with an inch ruler	The students will complete the following activities: <ul style="list-style-type: none"> <li>Measure the length to the nearest inch</li> <li>Pages 559-562</li> </ul>	Students will measure lengths of objects. Students will measure the lengths of objects to the nearest inch using an inch ruler.	1 day March 20
8 Length in Customary Units	2.MD.B.5 Use addition and subtraction within 100 to solve word problems	Problem Solving: Add and Subtract in Inches	The students will complete the following activities:	Students will solve addition and subtraction problems involving the lengths of objects.	1 day March 21

	involving lengths that are given in the same units, e.g., by using drawings (such as drawing so rulers) and equations with a symbol for the unknown number to represent the problem 2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole number sums and differences within 100 on a number line diagram		<ul style="list-style-type: none"> <li>Draw a diagram and write a number sentence to solve</li> <li>Pages 565-567</li> </ul>	Students will use the strategy <i>draw a diagram</i> .	
8 Length in Customary Units	2.MD.A.1 2.MD.A.3 2.MD.B.5 2.MD.B.6	Mid-Chapter Checkpoint/ Formative Assessment		80% of students will make 80 or above.	1 day March 22
8 Length in Customary Units	2.MD.A.2 measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen	Hands On: Measure in Inches and Feet	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Measure to the nearest inch and then measure to the nearest foot</li> <li>Pages 571-574</li> </ul>	Students will measure lengths of objects. Students will measure the lengths of objects in both inches and feet to explore the inverse relationship between size and number of units.	1 day March 23
8 Length in Customary Units	2.MD.A.3	Estimate Lengths in Feet	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Estimate lengths of objects in the classroom</li> <li>Pages 577-580</li> </ul>	Students will estimate the lengths of objects. Students will estimate the lengths of objects by mentally partitioning the lengths into feet.	1 day March 24
8 Length in Customary Units	2.MD.A.1	Choose a Tool	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Choose the best tool for measuring the real object</li> </ul>	Students will measure the lengths of objects.	1 day April 3



			<p>and then they will measure and record the length or distance</p> <ul style="list-style-type: none"> <li>• Pages 583-586</li> </ul>	Students will select appropriate tools for measuring different lengths.	
8 Length in Customary Units	M.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Display Measurement Data	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use an inch ruler to measure and record each length</li> <li>• Pages 589-592</li> </ul>	Students will measure lengths of objects. Students will measure the lengths of objects and use a line plot to display the measurement data.	1 day April 4
8 Length in Customary Units	2.MD.A.1 2.MD.A.3 2.MD.B.5 2.MD.B.6 2.MD.A.2 2.MD.D.9	Chapter Review/Test	Complete Assessment	80% of students make 80 or above.	1 day April 5
9 Length in Metric Units	2.MD.A.1	Hands On: Measure with a Centimeter Tool	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use cubes to measure the length</li> <li>• Pages 603-606</li> </ul>	Students will measure the lengths of objects. Students will use concrete models to measure the lengths of objects in centimeters.	1 day April 6
9 Length in Metric Units	2.MD.A.3	Estimate Lengths in centimeters	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Estimate lengths of objects in centimeters</li> <li>• Pages 609-612</li> </ul>	Students will measure the lengths of objects. Students will estimate the lengths of objects by mentally partitioning the lengths into centimeters.	1 day April 7
9 Length in Metric Units	2.MD.A.1	Hands On: Measure with a Centimeter Ruler	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Measure the length to the nearest centimeter</li> <li>• Pages 615-618</li> </ul>	Students will measure lengths of objects. Students will measure the length of objects using a centimeter ruler.	1 day April 10

9 Length in Metric Units	2.MD.B.6 2.MD.B.5	Problem Solving: Add and Subtract Lengths	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Draw a diagram and write a number sentence to solve for the unknown number</li> <li>• Pages 621-623</li> </ul>	Students will solve problems involving adding and subtracting lengths. Students will use the strategy "draw a diagram."	1 day April 11
9 Length in Metric Units	2.MD.A.1 2.MD.A.3 2.MD.B.5 2.MD.B.6	Mid-Chapter Checkpoint/ Formative assessment		80% of students make 80 or above.	1 day April 12
9 Length in Metric Units	2.MD.A.2	Hands On: Centimeters and Meters	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Measure to the nearest centimeter and meter</li> <li>• Pages 627-630</li> </ul>	Students will explore the inverse relationship between size and number of units. Students will measure the lengths of objects in both centimeters and meters.	1 day April 13
9 Length in Metric Units	2.MD.A.3	Estimate Lengths in Meters	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Find real objects and estimate their lengths in meters</li> <li>• Pages 633-636</li> </ul>	Students will measure lengths of objects. Students will estimate the lengths of objects by mentally partitioning lengths into meters.	1 day April 17
9 Length in Metric Units	2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit	Hands On: Measure and Compare Lengths	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Measure and record each length</li> <li>• Pages 639-642</li> </ul>	Students will compare the lengths of two objects. Students will measure and then find the difference in the lengths of two objects.	1 day April 18
9 Length in Metric Units	2.MD.A.1 2.MD.A.3 2.MD.B.5 2.MD.B.6 2.MD.A.4	Chapter Review/Test	Complete Assessment	80% of students make 80 or above.	1 day April 19
10 Measurement and Data	2.MD.D.10	Collect Data	The students will complete the following activities: <ul style="list-style-type: none"> <li>• Collect data to put in tally chart</li> </ul>	Students will collect data. Students will collect data in a survey and record that data in a tally chart.	1 day April 20

			<ul style="list-style-type: none"> <li>• Pages 653-656</li> </ul>		
10 Measurement and Data	2.MD.D.10	Read Picture Graphs	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use a picture graph to answer questions</li> <li>• Pages 659-662</li> </ul>	Students will interpret data. Students will interpret data in picture graphs and use that information to solve problems.	1 day April 21
10 Measurement and Data	2.MD.D.10	Make Picture Graphs	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use tally charts to complete picture graphs</li> <li>• Pages 665-667</li> </ul>	Students will make pictographs. Students will make pictographs to display data.	1 day April 24
10 Measurement and Data	2.MD.D.10	Mid-Chapter Checkpoint/ Formative assessment		80% of students make 80 or above.	1 day April 25
10 Measurement and Data	2.MD.D.10	Read Bar Graphs	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use the bar graph to answer questions</li> <li>• Pages 671-674</li> </ul>	Students will interpret bar graphs. Students will interpret data in bar graphs and use that information to solve problems.	1 day April 26
10 Measurement and Data	2.MD.D.10	Make Bar graphs	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Use bar graphs to solve the problem and then draw to show what they did</li> <li>• Pages 677-680</li> </ul>	Students will make bar graphs. Students will make bar graphs to represent data.	1 day April 27
10 Measurement and Data	2.MD.D.10	Problem Solving: Display Data	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Make a bar graph to solve problems</li> <li>• Pages 683-686</li> </ul>	Students will solve problems involving data. Students will use the strategy <i>make a bar graph</i> .	1 day April 28
10 Measurement and Data	2.MD.D.10	Chapter Review/Test	Complete Assessment	80% of students make 80 or above.	1 day May 1
11 Geometry and Fractions	2.GA.1 Recognize and draw shapes having specified attributes, such	Three-Dimensional Shapes	The students will complete the following activities:	Students will identify three-dimensional shapes.	1 day May 2

	as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		<ul style="list-style-type: none"> <li>• Draw a picture of an object with the same shape shown</li> <li>• Pages 705-708</li> </ul>	Students will identify cubes, rectangular prisms, spheres, cylinders, and cones.	
11 Geometry and Fractions	2.GA.1	Attributes of Three-Dimensional Shapes	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Write how many faces, edges, and vertices for each shape</li> <li>• Pages 711-714</li> </ul>	Students will identify and describe three-dimensional shapes. Students will use the number of faces, edges, and vertices to describe three-dimensional shapes.	1 day May 3
11 Geometry and Fractions	2.GA.1	Hands On: Build Three-Dimensional Shapes	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Build a rectangular prism with the given number of unit cubes. Then shade to show the top and front views.</li> <li>• 717-720</li> </ul>	Students will build three-dimensional shapes. Students will use cubes and other objects to build three-dimensional shapes.	1 day May 4
11 Geometry and Fractions	2.GA.1	Two-Dimensional Shapes	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Write the number of sides and the number of vertices</li> <li>• p.723-726</li> </ul>	Students will name shapes. Students will name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices.	1 day May 5
11 Geometry and Fractions	2.GA.1	Angles in Two-Dimensional Shapes	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>• Circle the angles in each shape and write how many</li> <li>• p.729-732</li> </ul>	Students will identify angles in two-dimensional shapes. Students will identify angles in quadrilaterals.	1 day May 8
11 Geometry and Fractions	2.GA.1	Sort Two-Dimensional Shapes	<ul style="list-style-type: none"> <li>• The students will complete the following activities:</li> <li>• Circle the shapes that match the rule</li> <li>• p.735-738</li> </ul>	Students will sort two-dimensional shapes. Students will use sides and angles to sort shapes.	1 day May 9
11	2.GA.2 Partition a rectangle into rows and	Hands On: Partition Rectangles	<p>The students will complete the following activities:</p>	Students will partition rectangles.	1 day May 10



Geometry and Fractions	columns of same-size squares and count to find the total number of them		<ul style="list-style-type: none"> <li>Use color tiles to cover the rectangle and trace around the square tiles</li> <li>p.741-743</li> </ul>	Students will partition rectangles into equal-size squares and find the total number of these squares.	
11 Geometry and Fractions	2.GA.1 2.GA.2	Mid-Chapter Checkpoint Formative assessment	The students will complete the following activities:	80% of students make 80 or above.	1 day May 11
11 Geometry and Fractions	2.GA.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Equal Parts	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Write how many equal parts there are in the whole and then write halves, thirds, or fourths to name the equal parts</li> <li>p.747-750</li> </ul>	Students will identify and name equal parts. Students will identify and name equal parts of circles and rectangles as halves, thirds, or fourths.	1 day May 12
11 Geometry and Fractions	2.GA.3	Show Equal Parts of a Whole	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Draw to show equal parts</li> <li>p.753-756</li> </ul>	Students will partition shapes. Students will show halves, thirds, or fourths.	1 day May 15
11 Geometry and Fractions	2.GA.3	Describe Equal Parts	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Draw to show thirds and color a third of the shape</li> <li>p.759-762</li> </ul>	Students will identify and describe equal parts. Students will describe equal parts as a half of, a third of, or a fourth of.	1 day May 16
11 Geometry and Fractions	2.GA.3	Problem Solving: Equal Shares	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Draw to show your answer and write to explain</li> <li>p.765-768</li> </ul>	Students will solve problems involving wholes, divided into equal shares. Students will draw a diagram.	1 day May 17
11 Geometry and Fractions	2.GA.1 2.GA.2 2.GA.3	Chapter Review/Test	<p>The students will complete the following activities:</p> <ul style="list-style-type: none"> <li>Complete Assessment</li> </ul>	80% of students make 80 or above.	1 day May 18

