Mathematics
Grade 2 – Year at a Glance
2018 - 2019

Q1			Q2		Q3		Q4		
Module 1 Aug. 6 – Aug. 21	Module 2 Aug. 22 – Sept. 6	Module 3 Sept.10 – Oct. 19	Module 4 Oct. 23 – Dec. 10	2nd Grade Tasks Dec. 10 – Dec.19	Module 5 Jan. 9 – Feb. 6	Module 6 Feb. 7 – Mar. 8	Module 7 Mar. 18-Apr. 18	Module 8 Apr. 22-May 22	
Sums and Differences to 100	Addition and Subtraction of Length Units	Place Value, Counting, and Comparison of Numbers to 1,000	Addition and Subtraction Within 200 with Word Problems to 100	Activities/tasks for standards below *(please use these tasks to expose students to standards prior to state testing)*	Addition and Subtraction Within 1,000 with Word Problems	Foundations of Multiplication and Division	Problem Solving with Length, Money, and Data	TN Ready Testing Window	Time, Shapes, and Fractions as Equal Parts of Shapes
2.OA.A.1	2.MD.A.1	2.NBT.A.1	2.OA.A.1	2.MD.C.7	2.NBT.B.7	2.OA.C.3	2.NBT.B.5		2.MD.C.7
2.OA.B.2	2.MD.A.2	2.NBT.A.2	2.NBT.B.5	2.G.A.1	2.NBT.B.8	2.OA.C.4	2.MD.A.1		2.G.A.1
2.NBT.B.5	2.MD.A.3	2.NBT.A.3	2.NBT.B.6	2.G.A.3	2.NBT.B.9	2.G.A.2	2.MD.A.2		2.G.A.3
	2.MD.A.4	2.NBT.A.4	2.NBT.B.7				2.MD.A.3		
	2.MD.B.5		2.NBT.B.8				2.MD.A.4		
	2.MD.B.6		2.NBT.B.9				2.MD.B.5		
							2.MD.B.6		
							2.MD.C.8		
							2.MD.D.9		
							2.MD.D.10		

Key:

Major Content	Additional Content

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

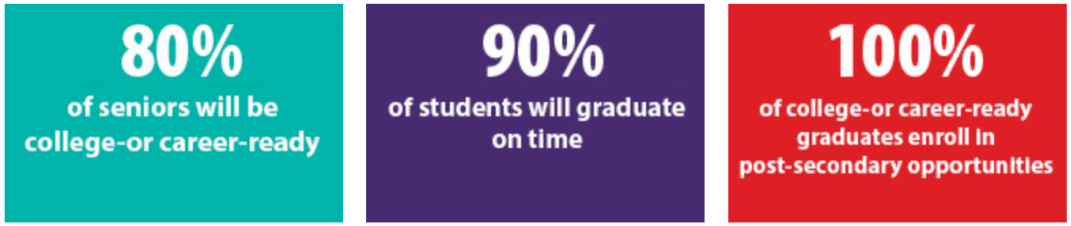
Use the following guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

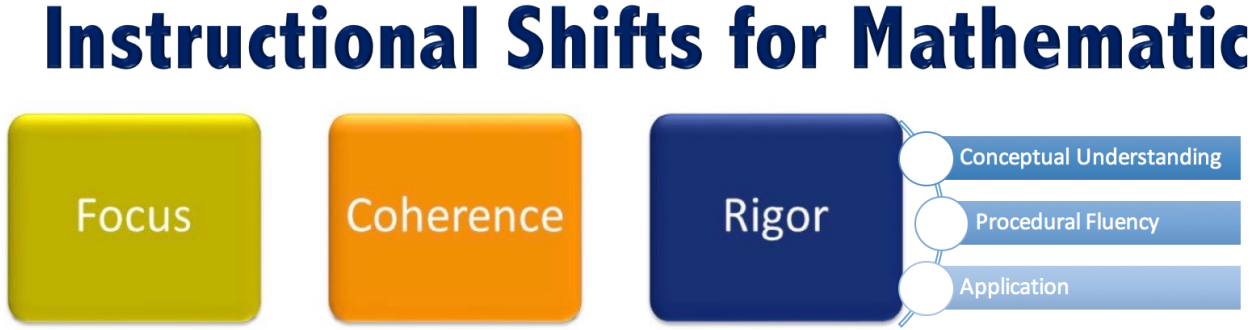
Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.



The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) "processes and proficiencies" with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

Tennessee Mathematics Content Standards

Standards for Mathematical Practice

Literacy Skills for Mathematical Proficency

Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

Grade 2 Quarter 1 Overview

Module 1: Sums and Differences to 100
Module 2: Addition and Subtraction of Length Units
Module 3: Place Value, Counting, and Comparison of Numbers to 1,000 (To be completed in Q2)

- Topic A-F

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
2.OA.A.1	Application	1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6, 1.OA.A.1
2.OA.B.2	Procedural Fluency	1.OA.C.6
2.NBT.A.5	Procedural Fluency	1.NBT.C4, 1.NBT.C.5, 1.NBT.C.6, 2.OA.B.2
2.MD.A.1	Procedural Fluency	1.MD.A.2
2.MD.A.2	Conceptual Understanding & Procedural Fluency	2.MD.A.1, 2.MD.A.3
2.MD.A.3	Conceptual Understanding	2.MD.A.1
2.MD.A.4	Procedural Fluency	2.MD.A.3
2.MD.B.5	Application	2.MD.A.4
2.MD.B.6	Conceptual Understanding	Introductory Skill
2.NBT.A.1	Conceptual Understanding	1.NBT.B.2, 2.NBT.A.2
2.NBT.A.2	Procedural Fluency	Introductory Skill
2.NBT.A.3	Conceptual Understanding & Procedural Fluency	2.NBT.A.1
2.NBT.A.4	Conceptual Understanding	2.NBT.A.1

Curriculum and Instruction –Mathematics

Quarter 1 — Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
Module 1: Sums and Differences Within 100			
Domain: Operations and Algebraic Thinking **Cluster 2.OA.B:** Add and subtract within 20 ■ **2.OA.B.2** ***Fluently*** add and subtract within 30 using mental strategies. By the end of 2nd grade know from memory all sums of two one-digit numbers and related subtraction facts.	**Essential Questions** • How can I make a ten and add to ten? • How can I add and subtract like units? • How can we write related addition and subtraction facts? • How can I take from a ten? **Topic A: Foundations for Fluency with Sums and Differences within 100** **Objectives/Learning Targets** • **Lesson 1:** I can practice making ten and adding to ten. **(2.OA.B.2)** • **Lesson 2:** I can practice making the next ten and adding to a multiple of ten. **(2.OA.B.2)**	Eureka Parent Newsletter: Topic A Optional Quiz: Topic A **Pacing Considerations:** **Lesson 1 and 2** can be combined to allow additional time to set classroom routines and procedures. Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket. **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 1: Understand Mental Math Strategies • Lesson 2: Solve One-Step Word Problems Zearn - Mission 1 Lesson 1 –Make and Take From 10 Lesson 2 – Tens and Ones	**Vocabulary:** Make a ten *Familiar Terms and Symbols:* Addend, a ten, count on, expression, like units, make ten and take from ten, number sentence, number bond, one part, partners to 10, say ten counting, ten plus facts, total **Fluency Practice:** **Lesson 1:** Ten Frame Flash Happy Counting the Say Ten Way Sprint: Add a Ten and Some Ones Target Practice: Within 10 Pairs to Ten with Number Bonds **Lesson 2:** The Value of Tens and Ones Happy Counting the Say Ten Way Sprint: Add a Ten and Some Ones Target Practice: Within 10 Make the Next Ten

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
		Embarc.online: Module 1 **Videos:** Use Mental Strategies to Add and Subtract Within 20 **(2.OA.B.2)** Add and Subtract Within 20 **(2.OA.B.2)** **I-Ready Lessons:** • Addition and Subtraction Fact Families • Relating Addition and Subtraction Facts **Task Bank** Hitting the Target Number (2.OA.B.2)	
Domain: Operations and Algebraic Thinking **Cluster 2.OA.A:** Represent and solve problems involving addition and subtraction. ■ **2.OA.A.1** Add and subtract within 100 to solve one and two-step contextual problems involving situations of add to, take from, put together, take apart, and compare. Use objects, drawings and equations with a symbol for the unknown number to represent the problem. **Cluster 2.OA.B:** Add and subtract within 20	**Topic B: Initiating Fluency with Addition and Subtraction Within 100** **Objectives/Learning Targets** **Lesson 3:** I can add and subtract like units **(2. OA. A.1, 2.OA.B.2)** **Lesson 4:** I can make a ten to add within 20. **(2. OA. A.1, 2.OA.B.2, 2.NBT. 5)** **Lesson 5:** I can make a ten to add within 100. **(2. OA. A.1, 2.OA.B.2, 2.NBT. 5)**	Eureka Parent Newsletter: Topic B Optional Quiz: Topic B **Pacing Considerations:** No pacing adjustment recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 3: Understand Mental Math Strategies (Make a Ten) Zearn - Mission 1	**Lesson 3:** Sprint: Related Facts **Lesson 4:** Draw Tens and Ones Make Ten Make the Next Ten within 100 Take Out One **Lesson 5:** Happy Counting: Say Ten Way Put Together/Take Apart Make the Next Ten Within 100 **Lesson 6:** One or Two Less Take from Ten

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
■ **2.OA.B.2** ***Fluently*** add and subtract within 30 using mental strategies. By the end of 2nd grade know from memory all sums of two one-digit numbers and related subtraction facts. **Domain:** Numbers Base Ten **Cluster:** Use place value understanding and properties of operations to add and subtract. ■ **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.	**Lesson 6:** I can subtract single-digit numbers from multiples of 10 within 100. **(2. OA. A.1, 2.OA.B.2, 2.NBT. 5)** **Lesson 7:** I can take from ten within 20. **(2. OA. A.1, 2.OA.B.2, 2.NBT. 5)** **Lesson 8:** I can take from ten within 100. **(2. OA. A.1, 2.OA.B.2, 2.NBT. 5)** **Complete End of Module Assessment**	Lesson 3 – Make it Easy Lesson 4 – Make Ten Lesson 5 – Make Ten Returns Lesson 6 – Take out 10 Lesson 7 – Take out 10 Returns Lesson 8 – Take out 10 Again **Embarc.online: Module 1** **Videos:** • **Solve Addition and Subtraction Word Problems by Drawing Models (2.OA.A.1)** • **Use Mental Strategies to Add and Subtract Within 20 (2.OA.B.2)** • **Add and Subtract Within 20 (2.OA.B.2)** • **Add and Subtract Within 100 Using Place Value Strategies, Hundreds Charts and Properties of Operation (2.NBT.B.5)** **I-Ready Lessons** • Addition and Subtraction Fact Families • Relating Addition and Subtraction Facts • Adding a Two-Digit Number and a One-Digit Number **Task Bank** Building Towards Fluency(2.OA.B.2)	Take Out Ten **Lesson 7:** Take Out Ten and Subtract **Lesson 8:** Take from a Ten or Take from the ones Take Out Ten and Subtract

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
Module 2: Addition and Subtraction of Lengths Units			
Domain: Measurement and Data **Cluster 2.MD.A:** Measure and estimate lengths in standard 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.	**Essential Questions** • How can I determine the best tool for measuring objects? • How can I measure using non-standard units of measure? • How can you compare measurements? • How can I use what I know about measurement to help me solve word problems? **Topic A: Understand Concepts About the Ruler** **Objectives/Learning Targets** **Lesson 1:** I can connect measurement with physical units by using multiple copies of the same physical unit to measure. **(2.MD.A.1)** **Lesson 2:** I can use iteration with one physical unit to measure. **(2.MD.A.1)** **Lesson 3:** I can apply concepts to create unit rulers and measure lengths using unit rulers. **(2.MD.A.1)**	Eureka Parent Newsletter: Topic A Optional Quiz **Pacing Considerations:** If students show conceptual understanding of iterated length units in **Lesson 1**, consider consolidating **Lessons 2 and 3**. If consolidated, students can apply the "mark and move forward" strategy to making a ruler. **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 16: Understand Length and Measurement Tools Zearn - Mission 1 Lesson 1 – Block by Block Lesson 2 – Mark and Move Lesson 3 – Rulers Rule Embarc.online: Module 1 **Videos:** • Measure using a Ruler **I-Ready Lessons** • Using a Ruler: Inches • Using a Ruler: Centimeter	**Vocabulary** Benchmark, endpoint, estimate, hash mark, meter, meter stick or strip, number line, overlap, ruler *Familiar Terms and Symbols:* Centimeter, combine, compare, difference, height, length, length unit **Fluency Practice:** **Lesson 1:** Happy Counting 20-40 Two More Sprint: Before, Between, After **Lesson 2:** Say Ten Counting Say Ten Counting to the Next Ten Make Ten to Add **Lesson 3:** Happy Counting 40-60 Making 10 by Identifying the Missing Part Sprint: Making 10

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 — Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
Domain: Measurement and Data **Cluster 2.MD.A:** Measure and estimate lengths in standard 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. ■ **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.	**Topic B: Measure and Estimate Length Using Different Measurement Tools** **Objectives/Learning Targets** **Lesson 4:** I can measure various objects using centimeter rulers and meter sticks. **(2.MD.A.1, 2.MD.A.3)** **Lesson 5:** I can develop estimation strategies by applying prior knowledge of length and using mental benchmarks. **(2.MD.A.1, 2.MD.A.3)**	**Eureka Parent Newsletter: Topic B** **Optional Quiz** **Pacing Considerations:** Consider consolidating **Lesson 4,** which provides practice measuring the lengths of various objects using rulers and meter sticks, with Lesson 5, if a chart of benchmarks is created while measuring. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 17: Measure Length • Lesson 19: Understand Estimating Length **Zearn - Mission 1** Lesson 4 – Meter or Centimeter Lesson 5 – Benchmark It **Embarc.online: Module 1** **Videos:** • **Practicing Estimating Length in Inches** • **Understand Ways to Estimate Length** **I-Ready Lessons** • Estimating Length	**Fluency Practice:** **Lesson 4:** Related Facts on a Ruler Sprint: Related Facts **Lesson 5:** Break Apart by Tens and Ones Take Out a Part

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
		Task Bank Determining Length (2.MD.A.1, 2.MD.A.3, 2.MD.A.4)	
Domain: Measurement and Data **Cluster 2.MD.A:** Measure and estimate lengths in standard 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. ■ **2.MD.A.2** Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chose. ■ **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.	**Topic C: Measure and Compare Lengths Using Different Length Units** **Objectives/Learning Targets** **Lesson 6:** I can measure and compare lengths using centimeters and meters. **(2.MD.A.1, 2.MD.A.2, 2.MD.A.4)** **Lesson 7:** I can measure and compare lengths using standard metric length units and non-standard length units; relate measurement to unit size. **(2.MD.A.1, 2.MD.A.2, 2.MD.A.4)**	Eureka Parent Newsletter: Topic C Optional Quiz **Pacing Considerations:** No pacing adjustments recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 20: Compare Lengths Zearn - Mission 1 Lesson 6 – How Much Longer? Lesson 7 – Measure with Objects Embarc.online: Module 1 **I-Ready Lessons** • Understand Measurement with Different Units • Compare Lengths	**Fluency Practice:** **Lesson 6:** Happy Counting Sprint: Find the Longer Length

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Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
		Task Bank Determining Length (2.MD.A.1, 2.MD.A.3, 2.MD.A.4) How Big is A Foot	
Cluster 2.MD.B: Relate addition and subtraction to length ■ **2.MD.D.5** Add and subtract within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawing) and equations with a symbol for the unknown number to represent the problem. ■ **2.MD.D.6** Represent whole numbers as lengths for 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.	**Topic D: Relate Addition and Subtraction to Length** **Objectives/Learning Targets** • **Lesson 8:** I can solve addition and subtraction word problems using the ruler as a number line. **(2.MD.B.5, 2.MD.B.6)** • **Lesson 9:** I can measure lengths of string using measurement tools, and use tape diagrams to represent and compare the lengths. **(2.MD.B.5, 2.MD.B.6)** • **Lesson 10:** I can apply conceptual understanding of measurement by solving two-step word problems. **(2.MD.B.5, 2.MD.B.6)** **Complete End of Module Assessment**	Eureka Parent Newsletter: Topic D Optional Quiz **Pacing Considerations:** **Lesson 8** could be omitted unless students demonstrate a need to use the number line to solve addition and subtraction problems. **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 21: Add and Subtract Lengths Zearn - Mission 1 Lesson 8 – Tape-tastic! Lesson 9 – Tape Diagram Jam Lesson 10 – Measure and Step Embarc.online: Module 1	**Fluency Practice:** **Lesson 8:** How Many More to Make a Meter? Sprint: Making a Meter **Lesson 9:** Adding Multiples of 10 to Numbers Happy Counting by Centimeters **Lesson 10:** Subtracting Multiples of 10 from Numbers Take From Ten Relate Subtraction to Addition Sprint: Relate Subtraction to Addition

■ Major Content | ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
		I-Ready Lessons • Solve Problems Involving Length • Adding a Two-Digit Number and a One-Digit Number **Task Bank** Frog and Toad on the Number Line(2.MD.B.6)	
Module 3: Place Value, Counting, and Comparison of Numbers to 1,000 **Topics A-F (To be continued in Q2)**			
Domain: Numbers and Operations Base Ten **Cluster 2.NBT.A:** Understand place value. ■ **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 70 tens and 6 ones). ■ **2.NBT.A.2** Count within 1000; skip count by 5s, 10s, and 100s, starting from any number in this skip counting sequence.	**Essential Questions** • How can understanding the relationship between 1, 10, and 100 help me add and subtract from 100? • What units can I count by when counting to 1,000? • How can I use the place value chart when counting to 1,000? • How can you show the value of numbers in different ways? • Why is it important to know the value of money? • How can using place value disk help with understanding place value? • How can I represent numbers in different forms? • How does understanding place value help you compare three-digit numbers?	Eureka Parent Newsletter: Topic A Eureka Parent Newsletter: Topic B Optional Quiz: Topic A and B **Pacing Considerations:** No pacing adjustments recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 10: Understand Three-Digit Numbers Zearn - Mission 1 Lesson 1 – Bundle and Count Units	**Vocabulary** Base ten numerals, expanded form, hundreds place, one thousand, place value or number disk, standard form, unit form, word form *Familiar Terms and Symbols* =, <,>, altogether, bundling, grouping, how many more/less, how much more/less, more than, less than, number sentence, ones place, place value, renaming, changing, tens place, units of ones, hundreds, one thousand **Fluency Practice:** **Lesson 1:** Meter Strip Subtraction Skip Count Up and Down by Fives Happy Counting Skip-count by Tens

■ Major Content ➢ Supporting Content

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Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
	Topic A: Forming Base Ten Units of Ten, a Hundred, and a Thousand **Topic B: Understanding the Place Value Units of One, Ten, and a Hundred** **Objectives/Learning Targets:** **Lesson 1:** I can bundle and count ones, tens, and hundreds to 1,000. **(2.NBT.A.1)** **Lesson 2:** I can count up and down between 100 and 220 using ones and tens. **(2.NBT.A.2)** (Note: Use analog clock to prove a context for skip-counting by 5's) **Lesson 3:** I can count up and down between 90 and 1,000 using ones, tens, and hundreds. **(2.NBT.A.2)** (Note: Use analog clock to prove a context for skip-counting by 5's)	Lesson 2 – Count Up Lesson 3 – Count On Embarc.online: Module 1 **Videos:** • Understand the Value of Digits Using Pictures **I-Ready Lessons** • Place Value: Hundreds, Tens, and Ones • Counting by 10's • Counting by 5's **Task Bank** Boxes and Cartons of Pencils(2.NBT.A.1) Saving Money 2 (2.NBT.A.2)	**Lesson 2:** Meter Strip Subtraction Measure and Compare Skip-count Up and Down by Fives on the Clock Counting with Ones, Tens, and Hundreds **Lesson 3:** Sprint: differences to 10 with Teen Numbers Mixed Counting with Ones, Tens, and Hundreds from 0 to 1000
Domain: Numbers and Operations Base Ten **Cluster 2.NBT.A:** Understand place value. ■ **2.NBT.A.3** Read and write numbers to 1000 using base ten numerals, number names, and expanded form.	**Topic C: Three-Digit Numbers in Unit, Standard, Expanded and Word Forms** **Objectives/Learning Targets:** **Lesson 4:** I can count up to 1,000 on the place value chart. **(2.NBT.A.3)** **Lesson 5:** I can write base ten three-digit number in unit form; show the value of each digit. **(2.NBT.A.3)**	Eureka Parent Newsletter: Topic C Optional Quiz: Topic C **Pacing Considerations:** Omit the Application Problem in **Lesson 7** in order to give more time to practice the multiple segments in the Concept Development. **Additional instructional resources for enrichment/remediation:**	**Fluency Practice:** **Lesson 4:** Sprint: Adding to the Teens Exchange to Get to 50 **Lesson 5:** Exchange to Get 100 Meter Strip Addition: Using Two-Digit Numbers with Totals in the Ones Place that are Less Than or Equal to 12

■ Major Content | ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
	Lesson 6: I can write base ten numbers in expanded form. **(2.NBT.A.3)** **Lesson 7:** I can write, read, and relate base ten numbers in all forms. **(2.NBT.A.3)**	**Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 11: Read and Write Three-Digit Numbers **Zearn - Mission 1** Lesson 4 – Benchmark Bundle Lesson 5 – One Number, Many Forms Lesson 6 – Excellent Expanding Lesson 7 – Familiar Forms **Embarc.online: Module 1** **Videos:** • **Write Three-Digit Numbers in Expanded Form by Understand the Value of Each Digit** **I-Ready Lessons** • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones **Task Bank** **Bundling and Unbundling**	**Lesson 6:** Meter Strip Addition: Using Two-Digit Numbers with Totals in the Ones that are Greater than 12 Unit Form Counting from 398-405 Think 10 to Add 9 **Lesson 7**: Write Numbers in Expanded Form Sprint: Expanded Form Skip-Count up and down $10 Between 45-125

■ Major Content	➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
Domain: Numbers and Operations Base Ten **Cluster 2.NBT.A:** Understand place value. ■ **2.NBT.A.2** Count within 1000; skip count by 5s, 10s, and 100s, starting from any number in this skip counting sequence.	**Topic D: Modeling Base Ten Numbers Within 1,000 with Money** **Objectives/Learning Targets:** **Lesson 8:** I can count the total value of $1, $10, and $100 bills up to $1,000. **(2.NBT.A.2)** **Lesson 9:** I can count from $10 to $1,000 on the place value chart and the empty number line. **(2.NBT.A.2)** **Lesson 10:** I can explore $1,000. How many $10 bills can we change for a thousand dollar bill? .**(2.NBT.A.2)** **Complete Mid Module Assessment**	Eureka Parent Newsletter: Topic D Optional Quiz: Topic D **Pacing Considerations:** Reduce the Concept Development of **Lesson 9** by omitting the empty number line. Instead, have students draw the bills used to count up from one amount to the next as was done in Lesson 3 but with bundles. If the empty number line is omitted in **Lesson 9,** then the component following the Problem Set of **Lesson 13**, "Estimating Numbers on the Empty Number Line," should also be omitted along with related questions from the Debrief and Problem 2 of the Exit Ticket. Consider using the empty number line as an extension. Omit **Lesson 10** and use it instead as an extension for early finishers or as a center activity during a different time of day (e.g., RTI time, economics, morning work, or problem of the week). **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 25: Solve Word Problems Involving Money	**Fluency Practice:** **Lesson 8:** Mixed Counting with Ones, Tens, and Hundreds **Lesson 9:** Count and Change Coins Mixed Counting with Ones, Tens and Hundreds Skip-count by twos beginning at 394 **Lesson 10:** Count and Change Coins Sprint: More Expanded Form Skip-count by Tens

■ Major Content ➢ Supporting Content

Curriculum and Instruction –Mathematics

Quarter 1 Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
		Zearn - Mission 1 Lesson 8 – Exchange Place Lesson 9 – Counting Dollars Lesson 10 – Ones, Tens – Solve! Embarc.online: Module 1 I-Ready Lessons • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones	
Domain: Numbers and Operations Base Ten **Cluster 2.NBT.A:** Understand place value. ■ **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; or 70 tens and 6 ones). ■ **2.NBT.A.3** Read and write numbers to 1000 using base ten numerals, number names, and expanded form.	**Topic E: Modeling Numbers Within 1,000 with Place Value Disks** **Objectives/Learning Targets:** **Lesson 11:** I can count the total value of ones, tens, and hundreds with place value disks. **(2.NBT.A. 1, 2.NBT.A.3)** **Lesson 12:** I can change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. **(2.NBT.A. 1, 2.NBT.A.3)** **Lesson 13:** I can read and write numbers within 1,000 after modeling with place value disks. **(2.NBT.A. 1, 2.NBT.A.3)** **Lesson 14:** I can model numbers with more than 9 ones or 9 tens; write in expanded, unit, standard, and word forms. **(2.NBT.A. 1, 2.NBT.A.3)**	Eureka Parent Newsletter: Topic E Optional Quiz: Topic E **Pacing Considerations:** Reduce **Lesson 11** by omitting the use of Dienes blocks in the Concept Development. Distribute bills instead. Omit the discussion about the difference between modeling with the blocks and the bills. Have students only model with bills and place value disks in the Problem Set. Omit, or move to morning work, the Application Problems in **Lessons 12 and 14** to allow more time for the Concept Developments. **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons:	**Fluency Practice:** **Lesson 11:** Rekenrek Counting: Numbers in Unit Form Sprint: Addition and Subtraction to 10 **Lesson 12:** 10 More/10 Less Sprint: Sums to 10 with Ten Numbers **Lesson 13:** Sprint: Sprint-Place Value Counting to 100 100 More/100 Less How Many Tens/How Many Hundreds **Lesson 14:** Sprint: Review of Subtraction in the Teens Happy Counting Up and Down by Ones Crossing 100 **Lesson 15:** Sprint: Expanded Notation Compare Numbers

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
	Lesson 15: I can explore a situation with more than 9 groups of ten. **(2.NBT.A. 1, 2.NBT.A.3)**	• Lesson 11: Read and Write Three-Digit Numbers **Zearn - Mission 1** Lesson 11 – Disk-overy Lesson 12 – Changing 10 Lesson 13 – Whisper to 1,000 Lesson 14 – 1 Ten = 10 Ones Lesson 15 – 9 Tens and Then Some **Embarc.online: Module 1** **Videos:** • **Convert Expanded Form into Standard Form by Understanding the Value of Each Digit** **I-Ready Lessons** • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones **Task Bank** **Looking at Numbers Every Which Way**	
Domain: Numbers and Operations Base Ten **Cluster 2.NBT.A:** Understand place value. ■ **2.NBT.A.4** Compare two three-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	**Topic F: Comparing Two Three-Digit Numbers** **Objectives/Learning Targets:** **Lesson 16:** I can compare two three-digit numbers using <,>, and =. **(2.NBT.A.4)** **Lesson 17:** I can compare two three-digit numbers using <,>, and = when there are more	**Eureka Parent Newsletter: Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** Combine **Lessons 17 and 18,** or perhaps use Lesson 18 as an activity for centers to allow students continued practice comparing numbers when represented in different forms.	**Fluency Practice:** **Lesson 16:** Sprint: Sums Crossing Ten **Lesson 17:** Sprint: Sums Crossing Ten (Sums and Differences to 20) **Lesson 18:** Sprint: Sums Crossing Ten (Sums and Differences to 20)

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY /FLUENCY
	than 9 ones or 9 tens. (**2.NBT.A.4**) **Combine with Lesson 18** **Lesson 18:** I can order numbers in different form. (**2.NBT.A.4**) **Combine with Lesson 17**	**Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 12: Compare Three-Digit Numbers **Zearn - Mission 1** Lesson 16 – Com-pair Lesson 17 – Com-pair Remix **Embarc.online: Module 1** **Videos:** • **Compare Two Three-Digit Numbers by Ordering Numbers and Using Comparison Symbols** **I-Ready Lessons** • Comparing and Ordering Three-Digit Numbers • Comparing and Ordering Numbers to 1,000 **Task Bank** **Ordering Three-Digit Numbers** **The Largest Number Game**	

■ Major Content	➢ Supporting Content

RESOURCE TOOLBOX

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)

https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores.

Textbook Resources

Engage NY/Eureka Math Teacher Support

TN Core/CCSS

Tennessee Math Standards

Achieve the Core - Tasks

Videos

Making math fun with place value games

Kids Math TV

LearnZillion

Interactive Manipulatives

Base Ten Blocks

Addition Chart

Additional Sites

Math Dictionary

Inverse relationship of addition and subtraction

Addition Machine

Alien Addition

Adding Doubles

Write a subtraction sentence based on the picture

Add three or more one-digit numbers

Balance addition equations one-digit

Popup Addition Game

Popup Subtraction Game

Read and Write Numbers

Illustrative Mathematics 2nd Grade

Other

Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

Homework Help: Digital Access

Parent Roadmap

Parent Newsletters

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2

August 2018						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
			1	**2**	**3**	**Lesson 1 and 2 can be combined**
2-3 days for routines and procedures **Module 1** **Topic A: Lessons 1-2** **Topic B: Lesson 3**	**6** *1st Day of School*	**7**	**8**	**9**	**10**	Optional Quizzes: Module 1 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
Module 1 **Topic B: Lessons 4-8**	**13**	**14**	**15**	**16**	**17**	Optional Quizzes: Module 2 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer)
Module 1 **1-day Review** **End of Module Assessment** **Module 2** **Topic A: Lessons 1-3** **(Combine lesson 2/3)** **Topic B: Lesson 4**	**20**	**21** **Module 1: End of Module Assessment Complete**	**22**	**23**	**24**	
Module 2 **Topic B: Lesson 5** **Topic C: Lessons 6-7** **Topic D: Lessons 8-9**	**27**	**28**	**29**	**30**	**31**	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2

September 2018						
Suggested Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 2 **Topic D: Lesson 10** **1-Day Review** **End of Module Assessment** **Flex (NWEA) Day**	**3** ***Labor Day (Out)***	**4**	**5**	**6** **Module 2: End of Module Assessment Complete**	**7**	Optional Quizzes: Module 2 Topic D (Quizzes should not take more than 15 minutes to administer) Optional Quizzes: Module 3 Topic A and B Topic C Topic D (Quizzes should not take more than 15 minutes to administer) Note: ***Flex days*** are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
Module 3 **Topic A: Lesson 1** **Topic B: Lessons 2-3** **Topic C: Lesson 4-5**	**10**	**11**	**12**	**13** *Parent Conferences*	**14**	
Module 3 **Topic C: Lessons 6-7** **Topic D: Lessons 8-10**	**17**	**18**	**19**	**20**	**2**	
Module 3 **1-day Review** **Mid Module Assessment** **Module 4** **Topic E: Lessons 11-13**	**24**	**25** **Module 3: Mid Module Assessment Complete**	**26**	**27**	**28**	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2

October 2018

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3 **Topic E: Lessons 14-15** **Topic F: 16-18**	**1**	**2**	**3**	**4**	**5** *End of 1st Nine Weeks*	**Lesson 17 and 18 can be combined**
	8 *Columbus Day*	**9** ***Fall Break***	**10**	**11**	**12**	Optional Quizzes: Module 3 Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 3 **Topic G: Lessons 19-21** **1-day Review** **End of Module Assessment**	**15** *Begin 2nd Nine Weeks*	**16**	**17**	**18**	**19** **Module 3: End of Module Assessment Complete**	Optional Quizzes: Module 4 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
Flex (Task) Day **Module 4** **Topic A: Lessons 1-5** **(Combine Lessons 3/4)**	**22**	**23**	**24**	**25**	**26**	**Combine Lesson 3 and 4** Note: ***Flex days*** are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
Module 4 **Topic B: Lessons 6-10** **(Combine lesson 9/10)** **Topic C: Lesson 11**	**29**	**30**	**31** *Halloween*	1	2	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.