



Curriculum and Instruction –Mathematics

Quarter 1

Grade 2

Mathematics Grade 2 – Year at a Glance 2019 – 2020

Q1			Q2		Q3		Q4		
Module 1 Aug. 19 – Aug. 29	Module 2 Sept. 3 – Sept. 11	Module 3 Sept.12 – Oct. 11	Module 4 Oct. 21 – Dec. 13	2 nd Grade Tasks Dec. 16 – Dec.20	Module 5 Jan. 6 – Feb. 3	Module 6 Feb. 4 – Mar. 3	Module 7 Mar. 4-Apr. 21	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
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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 \(Omissions\)](#)



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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**.

Instructional Shifts for Mathematics



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.





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



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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

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.C.4, 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
✦ Indicates Power Standard (2017-2018) Instructional Focus Document – Grade 2		



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
Module 1: Sums and Differences Within 100		
<p>Domain: Operations and Algebraic Thinking</p> <p>Cluster 2.OA.A: Represent and solve problems involving addition and subtraction.</p> <p>■ 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.</p> <p>Cluster 2.OA.B: Add and subtract within 20</p> <p>■ 2.OA.B.2 <i>Fluently</i> 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.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • 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? <p>Topic A: Foundations for Fluency with Sums and Differences within 100</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> • 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.1.A.2, 2.OA.B.2) 	<p>Eureka Parent Newsletter: Topic A</p> <p>Optional Quiz: Topic A</p> <p>Pacing Considerations:</p> <p>Combine Lesson 1 and 2: Suggestions for combining:</p> <p>Fluency (47 minutes) Complete Fluency from Lesson 1</p> <p>Application Problem N/A</p> <p>Problem Set Problems N/A</p> <p>Debrief/Exit Ticket (13 minutes) Lesson 1 Lesson 2</p> <p>Vocabulary: Make a ten</p> <p><i>Familiar Terms and Symbols:</i> 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</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 1: Understand Mental Math Strategies • Lesson 2: Solve One-Step Word Problems <p>Zearn - Mission 1 Lesson 1 –Make and Take From 10 Lesson 2 – Tens and Ones</p> <p>Embarc.online: Module 1</p> <p>Videos: Add Within 20 by Regrouping on a Ten Frame (2.OA.B.2) Add and Subtract Within 20 (2.OA.B.2)</p> <p>I-Ready Lessons:</p> <ul style="list-style-type: none"> • Addition and Subtraction Fact Families • Relating Addition and Subtraction Facts <p>Task Bank Hitting the Target Number (2.OA.B.2)</p>

■ Major Content	➤ Supporting Content
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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
<p>Domain: Operations and Algebraic Thinking Cluster 2.OA.A: Represent and solve problems involving addition and subtraction.</p> <p>■ 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.</p> <p>Cluster 2.OA.B: Add and subtract within 20</p> <p>■ 2.OA.B.2 <i>Fluently</i> 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.</p> <p>Domain: Numbers Base Ten Cluster: Use place value understanding and properties of operations to add and subtract.</p> <p>■ 2.NBT.B.5 <i>Fluently</i> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>Topic B: Initiating Fluency with Addition and Subtraction Within 100</p> <p>Objectives/Learning Targets</p> <p>Lesson 3: I can add and subtract like units (2.OA.B.2)</p> <p>Lesson 4: I can make a ten to add within 20. (2.OA.B.2)</p> <p>Lesson 5: I can make a ten to add within 100. (2. OA. A.1, 2.OA.B.2)</p> <p>Lesson 6: I can subtract single-digit numbers from multiples of 10 within 100. (2.NBT. 5)</p> <p>Lesson 7: I can take from ten within 20. (2.NBT. 5)</p> <p>Lesson 8: I can take from ten within 100. (2. OA. A.1, 2.NBT. 5)</p> <p>Complete End of Module Assessment</p>	<p>Eureka Parent Newsletter: Topic B</p> <p>Optional Quiz: Topic B</p> <p>Pacing Considerations: No pacing adjustment recommended</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 3: Understand Mental Math Strategies (Make a Ten) <p>Zearn - Mission 1 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</p> <p>Embarc.online: Module 1</p> <p>Videos:</p> <ul style="list-style-type: none"> Solve Addition and Subtraction Word Problems by Drawing Models (2.OA.A.1) Subtract within 20 using ten frames (2.OA.B.2) Add and Subtract Within 20(2.OA.B.2) Compose and Decompose Numbers(2.NBT.B.5) <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Addition and Subtraction Fact Families Relating Addition and Subtraction Facts Adding a Two-Digit Number and a One-Digit Number <p>Task Bank Building Towards Fluency(2.OA.B.2)</p>

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Module 2: Addition and Subtraction of Lengths Units			
<p>Domain: Measurement and Data</p> <p>Cluster 2.MD.A: Measure and estimate lengths in standard units.</p> <p>■ 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.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • 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? <p>Topic A: Understand Concepts About the Ruler</p> <p>Objectives/Learning Targets</p> <p>Lesson 1: I can connect measurement with physical units by using multiple copies of the same physical unit to measure. (2.MD.A.1)</p> <p>Lesson 2: I can use iteration with one physical unit to measure. (2.MD.A.1)(Can be omitted)</p> <p>Lesson 3: I can apply concepts to create unit rulers and measure lengths using unit rulers. (2.MD.A.1)</p>	<p>Eureka Parent Newsletter: Topic A</p> <p>Optional Quiz Topic A</p> <p>Pacing Considerations:</p> <p>Omit Lesson 2</p>	<p>Vocabulary Benchmark, endpoint, estimate, hash mark, meter, meter stick or strip, number line, overlap, ruler</p> <p><i>Familiar Terms and Symbols:</i> Centimeter, combine, compare, difference, height, length, length unit</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 16: Understand Length and Measurement Tools <p>Zearn - Mission 1 Lesson 1 – Block by Block Lesson 2 – Mark and Move Lesson 3 – Rulers Rule</p> <p>Embarc.online: Module 1</p> <p>Videos:</p> <ul style="list-style-type: none"> • Measure using a Ruler <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Using a Ruler: Inches • Using a Ruler: Centimeter

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<p>Domain: Measurement and Data Cluster 2.MD.A: Measure and estimate lengths in standard units.</p> <ul style="list-style-type: none"> ■ 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. 	<p>Topic B: Measure and Estimate Length Using Different Measurement Tools</p> <p>Objectives/Learning Targets Lesson 4: I can measure various objects using centimeter rulers and meter sticks. (2.MD.A.1) (Can be omitted)</p> <p>Lesson 5: I can develop estimation strategies by applying prior knowledge of length and using mental benchmarks. (2.MD.A.3)</p>	<p>Eureka Parent Newsletter: Topic B</p> <p>Pacing Considerations: Omit Lesson 4</p>	<p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 17: Measure Length • Lesson 19: Understand Estimating Length <p>Zearn - Mission 1 Lesson 4 – Meter or Centimeter Lesson 5 – Benchmark It</p> <p>Embarc.online: Module 1</p> <p>Videos:</p> <ul style="list-style-type: none"> • Measure with Non Standard Objects <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Estimating Length <p>Task Bank Determining Length (2.MD.A.1, 2.MD.A.3, 2.MD.A.4)</p>
<p>Domain: Measurement and Data Cluster 2.MD.A: Measure and estimate lengths in standard units.</p> <ul style="list-style-type: none"> ■ 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 	<p>Topic C: Measure and Compare Lengths Using Different Length Units</p> <p>Objectives/Learning Targets Lesson 6: I can measure and compare lengths using centimeters and meters. (2.MD.A.1, 2.MD.A.4)</p>	<p>Eureka Parent Newsletter: Topic C</p> <p>Optional Quiz Topic B and C</p> <p>Pacing Considerations: No pacing adjustments recommended</p>	<p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 20: Compare Lengths <p>Zearn - Mission 1 Lesson 6 – How Much Longer? Lesson 7 – Measure with Objects</p>

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<p>describe how the two measurements relate to the size of the unit chose.</p> <p>■ 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.</p>	<p>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.2)</p>	<p>Embarc.online: Module 1</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Understand Measurement with Different Units Compare Lengths <p>Task Bank</p> <p>Determining Length (2.MD.A.1, 2.MD.A.3, 2.MD.A.4)</p> <p>How Big is A Foot</p>	
<p>Domain: Measurement and Data</p> <p>Cluster 2.MD.A: Measure and estimate lengths in standard units.</p> <p>■ 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.</p> <p>Cluster 2.MD.B: Relate addition and subtraction to length</p> <p>■ 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.</p>	<p>Topic D: Relate Addition and Subtraction to Length</p> <p>Objectives/Learning Targets</p> <ul style="list-style-type: none"> 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.A.4, 2.MD.B.5) Lesson 10: I can apply conceptual understanding of measurement by solving two-step word problems. (2.MD.B.5) <p>Complete End of Module Assessment</p>	<p>Eureka Parent Newsletter: Topic D</p> <p>Optional Quiz Topic D</p> <p>Pacing Considerations:</p> <p>Omit Lesson 8</p> <p>Combine Lesson 9 and 10:</p> <p>Suggestions for combining:</p> <p>Fluency (12 minutes) Lesson 10</p> <p>Application Problem (6 minutes) Lesson 9</p> <p>Concept Development (24 minutes) Lesson 9: 1 Lesson 10: 2</p> <p>Problem Set (10 minutes) Lesson 9: 1,3 Lesson 10: 2,3</p> <p>Debrief/Exit Ticket (10 minutes)</p> <p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 21: Add and Subtract Lengths <p>Zearn - Mission 1</p> <p>Lesson 8 – Tape-tastic! Lesson 9 – Tape Diagram Jam Lesson 10 – Measure and Step</p> <p>Embarc.online: Module 1</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Solve Problems Involving Length Adding a Two-Digit Number and a One-Digit Number 	

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<p>■ 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.</p>		<p>Lesson 9: 1,2 Lesson 10: All</p>	<p>Task Bank Frog and Toad on the Number Line(2.MD.B.6)</p>
<p>Module 3: Place Value, Counting, and Comparison of Numbers to 1,000</p>			
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p> <p>■ 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).</p> <p>■ 2.NBT.A.2 Count within 1000; skip count by 5s, 10s, and 100s, starting from any number in this skip counting sequence.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> 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? <p>Topic A: Forming Base Ten Units of Ten, a Hundred, and a Thousand</p>	<p>Eureka Parent Newsletter: Topic A Eureka Parent Newsletter: Topic B</p> <p>Optional Quiz: Topic A and B</p> <p>Pacing Considerations:</p> <p>No pacing adjustments recommended</p>	<p>Vocabulary Base ten numerals, expanded form, hundreds place, one thousand, place value or number disk, standard form, unit form, word form</p> <p><i>Familiar Terms and Symbols</i> =, <, >, 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</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 10: Understand Three-Digit Numbers <p>Zearn - Mission 1 Lesson 1 – Bundle and Count Units Lesson 2 – Count Up Lesson 3 – Count On</p>

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	<p>Topic B: Understanding the Place Value Units of One, Ten, and a Hundred</p> <p>Objectives/Learning Targets:</p> <p>Lesson 1: I can bundle and count ones, tens, and hundreds to 1,000. (2.NBT.A.1)</p> <p>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)</p> <p>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)</p>	<p>Embarc.online: Module 1</p> <p>Videos:</p> <ul style="list-style-type: none"> Understand the Value of Digits Using Pictures <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Place Value: Hundreds, Tens, and Ones Counting by 10's Counting by 5's <p>Task Bank</p> <p>Boxes and Cartons of Pencils(2.NBT.A.1)</p> <p>Saving Money 2 (2.NBT.A.2)</p>
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p> <ul style="list-style-type: none"> 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. 2.NBT.A.3 Read and write numbers to 1000 using base ten numerals, number names, and expanded form. 	<p>Topic C: Three-Digit Numbers in Unit, Standard, Expanded and Word Forms</p> <p>Objectives/Learning Targets:</p> <p>Lesson 4: I can count up to 1,000 on the place value chart. (2.NBT.A.1, 2.NBT.A.2)</p> <p>Lesson 5: I can write base ten three-digit number in unit form; show the value of each digit. (2.NBT.A.1, 2.NBT.A.3)</p> <p>Lesson 6: I can write base ten numbers in expanded form. (2.NBT.A.3)</p> <p>Lesson 7: I can write, read, and relate base ten numbers in all forms. (2.NBT.A.1, 2.NBT.A.3)</p>	<p>Eureka Parent Newsletter: Topic C</p> <p>Optional Quiz: Topic C</p> <p>Pacing Considerations:</p> <p>Omit the Application Problem in Lesson 7 in order to give more time to practice the multiple segments in the Concept Development.</p> <p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 11: Read and Write Three-Digit Numbers <p>Zearn - Mission 1 Lesson 4 – Benchmark Bundle Lesson 5 – One Number, Many Forms Lesson 6 – Excellent Expanding Lesson 7 – Familiar Forms</p> <p>Embarc.online: Module 1</p> <p>Videos:</p>

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			<ul style="list-style-type: none"> • Write Three-Digit Numbers in Expanded Form by Understand the Value of Each Digit <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones <p>Task Bank</p> <p>Bundling and Unbundling</p>
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p> <ul style="list-style-type: none"> ■ 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. 	<p>Topic D: Modeling Base Ten Numbers Within 1,000 with Money</p> <p>Objectives/Learning Targets:</p> <p>Lesson 8: I can count the total value of \$1, \$10, and \$100 bills up to \$1,000. (2.NBT.A.1, 2.NBT.A.2)</p> <p>Lesson 9: I can count from \$10 to \$1,000 on the place value chart and the empty number line. (2.NBT.A.1, 2.NBT.A.2)</p> <p>Lesson 10: I can explore \$1,000. How many \$10 bills can we change for a thousand dollar bill? (2.NBT.A.1, 2.NBT.A.2) (Can be omitted)</p> <p>Complete Mid Module Assessment</p>	<p>Eureka Parent Newsletter: Topic D</p> <p>Optional Quiz: Topic D</p> <p>Pacing Considerations:</p> <p>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.</p> <p>Omit Lesson 10 and use it instead as an extension for early finishers or as a</p>	<p>Additional instructional resources for enrichment/remediation:</p> <p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 25: Solve Word Problems Involving Money <p>Zearn - Mission 1</p> <p>Lesson 8 – Exchange Place Lesson 9 – Counting Dollars Lesson 10 – Ones, Tens – Solve!</p> <p>Embarc.online: Module 1</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones

■ Major Content	➤ Supporting Content
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Curriculum and Instruction –Mathematics

Quarter 1

Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p> <p>■ 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).</p> <p>■ 2.NBT.A.2 Count within 1000; skip count by 5s, 10s, and 100s, starting from any number in this skip counting sequence.</p> <p>■ 2.NBT.A.3 Read and write numbers to 1000 using base ten numerals, number names, and expanded form.</p>	<p>Topic E: Modeling Numbers Within 1,000 with Place Value Disks</p> <p>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.2) 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) Lesson 15: I can explore a situation with more than 9 groups of ten. (2.NBT.A. 1, 2.NBT.A.2, 2.NBT.A.3)</p>	<p>center activity during a different time of day (e.g., RTI time, economics, morning work, or problem of the week).</p> <p>Eureka Parent Newsletter: Topic E Optional Quiz: Topic E</p> <p>Pacing Considerations: Combine Lessons 11 and 12: Suggestions for combining:</p> <p>Fluency (12 minutes) Complete fluency from Lesson 11 and Sprint from Lesson 12</p> <p>Application Problem (10 minutes) Lesson 12</p> <p>Concept Development (15 minutes) Lesson 11: 1 Lesson 12: Part b</p> <p>Problem Set (10 minutes) Lesson 11: 1a, 1b, 2b, 2i Lesson 12: 1, 3</p> <p>Debrief/Exit Ticket (14 minutes) Lesson 11: 1,2 Lesson 12: 1,2</p>	<p>Additional instructional resources for enrichment/remediation: Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 11: Read and Write Three-Digit Numbers <p>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</p> <p>Embarc.online: Module 1</p> <p>Videos:</p> <ul style="list-style-type: none"> Convert Expanded Form into Standard Form by Understanding the Value of Each Digit <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Place Value to 1,000 Place Value: Hundreds, Tens, and Ones <p>Task Bank Looking at Numbers Every Which Way</p>
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p>	<p>Topic F: Comparing Two Three-Digit Numbers</p>	<p>Eureka Parent Newsletter: Topic F</p>	<p>Additional instructional resources for enrichment/remediation:</p>

<p>■ Major Content</p>	<p>➤ Supporting Content</p>
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Curriculum and Instruction –Mathematics

Quarter 1

Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>■ 2.NBT.A.3 Read and write numbers to 1000 using base ten numerals, number names, and expanded form.</p> <p>■ 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.</p>	<p>Objectives/Learning Targets:</p> <p>Lesson 16: I can compare two three-digit numbers using $<$, $>$, and $=$. (2.NBT.B.3, 2.NBT.A.4)</p> <p>Lesson 17: I can compare two three-digit numbers using $<$, $>$, and $=$ when there are more than 9 ones or 9 tens. (2.NBT.B.3, 2.NBT.A.4)</p> <p>Lesson 18: I can order numbers in different form. (2.NBT.B.3, 2.NBT.A.4) (Can be omitted)</p>	<p>Optional Quiz: Topic F</p> <p>Pacing Considerations:</p> <p>Combine Lessons 16 and 17:</p> <p>Suggestions for combining:</p> <p>Fluency (12 minutes) Lesson 16</p> <p>Application Problem (8 minutes) Lesson 17</p> <p>Concept Development (20 minutes) Lesson 16: Concrete Lesson 17: Pictorial</p> <p>Problem Set (12 minutes) Lesson 16: 2,3 Lesson 17: 1,3</p> <p>Debrief/Exit Ticket (10 minutes) Lesson 16: 1,3,2,5,7,8 Lesson 17: 2</p> <p>Omit Lesson 18: Use Lesson 18 as an activity for centers to allow students continued practice comparing numbers when represented in different forms.</p>	<p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> Lesson 12: Compare Three-Digit Numbers <p>Zearn - Mission 1 Lesson 16 – Com-pair Lesson 17 – Com-pair Remix</p> <p>Embarc.online: Module 1</p> <p>Videos: Compare 3 digit numbers by comparing number parts</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> Comparing and Ordering Three-Digit Numbers Comparing and Ordering Numbers to 1,000 <p>Task Bank Ordering Three-Digit Numbers The Largest Number Game</p>
<p>Domain: Numbers and Operations Base Ten Cluster 2.NBT.A: Understand place value.</p>	<p>Topic G: Finding 1,10, and 100 More or Less than a Number</p>	<p>Eureka Parent Newsletter: Topic G</p>	<p>Additional instructional resources for enrichment/remediation:</p>

■ Major Content

➤ Supporting Content



Curriculum and Instruction –Mathematics

Quarter 1

Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>■ 2.NBT.A.2 Count within 1000; skip count by 5s, 10s, and 100s, starting from any number in this skip counting sequence.</p>	<p>Objectives/Learning Targets:</p> <ul style="list-style-type: none"> • Lesson 19: I can model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less. (2.NBT.A.2) • Lesson 20: I can model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place. (2.NBT.A.2) • Lesson 21: I can complete a pattern counting up and down. (2.NBT.A.2) (Can be omitted) <p style="text-align: center;">End of Module Assessment</p>	<p>Optional Quiz: Topic G</p> <p>Pacing Considerations:</p> <p>Combine Lessons 19 and 20: Suggestions for combining:</p> <p>Fluency (12 minutes) Lesson 19</p> <p>Application Problem (8 minutes) Lesson 20</p> <p>Concept Development (20 minutes) Lesson 19: Concrete Lesson 20: Pictorial</p> <p>Problem Set (10 minutes) Lesson 19: 1, 2 Lesson 20: 1, 2</p> <p>Debrief/Exit Ticket (10 minutes) Lesson 19 Lesson 20</p> <p>Omit Lesson 21</p>	<p>Remediation Guide</p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> • Lesson 7: Add Two Digit Numbers <p>Zearn: Mission 3</p> <p>Lesson 19: Ten More, Ten Less Lesson 20: Count Up, Count Down</p> <p>Embarc.online - Module 3</p> <p>Videos</p> <ul style="list-style-type: none"> • Identify and extend a pattern by skip counting <p>I-Ready Lessons</p> <ul style="list-style-type: none"> • Place Value to 1,000 • Place Value: Hundreds, Tens, and Ones <p>Task Bank:</p> <ul style="list-style-type: none"> • Saving Money 2 (2.NBT.A.2)

RESOURCE TOOLKIT

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



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Quarter 1

Grade 2

enrichment, remediation, and differentiation.

Textbook Resources Eureka Math Teacher Support	TN Core/CCSS Tennessee Math Standards Achieve the Core - Tasks Coherence Map	Videos Making math fun with place value games LearnZillion
Interactive Manipulatives Base Ten Blocks Addition Chart		Additional Sites Inverse relationship of addition and subtraction 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		

■ Major Content	➤ Supporting Content
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August 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
				1	2	Flex Day Options include: Standard- Suggested standard(s) to review for the day (*-denotes a Power Standard) Pacing – Use this time to adjust instruction to stay on pace Other – Includes assessments, review, reteaching, etc. Optional Quizzes: Module 1 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
	5	6	7	8	9	
	12	13	14	15	16	
	Use this time to establish routines, procedures, and build positive classroom culture. Additional SEL resources: SEL Connections and SEL Competencies					
	<i>1st Day of School</i>					
Module 1	19 Module 1 Topic A: Lessons 1 and 2 combined	20 Module 1 Topic B: Lesson 3	21 Module 1 Topic B: Lesson 4	22 Module 1 Topic B: Lesson 5	23 Flex Day Options 2.OA.B.2* Pacing Other	
Module 1	26 Module 1 Topic B: Lesson 6	27 Module 1 Topic B: Lesson 7	28 Module 1 Topic B: Lesson 8	29 M1: End of Module Assessment	30 Flex Day Options 2.NBT.B.5* Pacing Other	

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.



September 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 2 Omit Lessons 2 and 4	2 Labor Day	3 Module 2 Topic A: Lesson 1	4 Module 2 Topic A: Lesson 3	5 Module 2 Topic B: Lesson 5	6 Module 2 Topic B: Lesson 6	<p>Flex Day Options include:</p> <p>Standard- Suggested standard(s) to review for the day (*-denotes a Power Standard)</p> <p>Pacing – Use this time to adjust instruction to stay on pace</p> <p>Other – Includes assessments, review, reteaching, etc.</p> <p>Optional Quizzes: Module 2 Topic A Topic B & C Topic D (Quizzes should not take more than 15 minutes to administer)</p> <p>Optional Quizzes: Module 3 Topic A and B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)</p>
Module 2 Omit Lesson 8 Module 3	9 Module 2 Topic B: Lesson 7	10 Module 2 Topic B: Lessons 9 and 10 combined	11 M2: End of Module Assessment	12 Module 3 Topic A: Lesson 1	13 Flex Day Options 2.MD.A.1 2.MD.B.5 Pacing Other	
Module 3	16 Module 3 Topic B: Lesson 2	17 Module 3 Topic B: Lesson 3	18 Module 3 Topic C: Lesson 4	19 <i>Parent Teacher Conferences</i> Module 3 Topic C: Lesson 5	20 $\frac{1}{2}$ day students Flex Day Options 2.NBT.A.1 2.NBT.A.2 Pacing Other	
Module 3 Omit Lesson 10	23 Module 3 Topic C: Lesson 6	24 Module 3 Topic C: Lesson 7	25 Module 3 Topic D: Lesson 8	26 Module 3 Topic D: Lesson 9	27 Flex Day Options 2.NBT.A.1 2.NBT.A.2 Pacing Other	
Module 3	30 M3: Mid Module Assessment	1	2	3	4	

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.



October 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 3	30	1 Module 3 Topic E: Lessons 11 and 12 combined	2 Module 3 Topic E: Lesson 13	3 Module 3 Topic E: Lesson 14	4 Flex Day Options 2.NBT.A.1 2.NBT.A.3 Pacing Other	Optional Quizzes: Module 3 Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 3 Omit Lesson 18 and 21	7 Module 3 Topic E: Lesson 15	8 Module 3 Topic E: Lesson 16 and 17 combined	9 Module 3 Topic E: Lesson 19 and 20 combined	10 M3: End of Module Assessment	11 <i>½ day students End of 1st Quarter</i> Flex Day Options 2.NBT.A.2 Pacing Other	Flex Day Options include: Standard- Suggested standard(s) to review for the day (*-denotes a Power Standard) Pacing – Use this time to adjust instruction to stay on pace Other – Includes assessments, review, reteaching, etc.
	14	15	16	17	18	
<i>Fall Break</i>						
Module 4	21 <i>2nd Quarter Begins</i> Module 4 Topic A: Lesson 1	21 Module 4 Topic A: Lesson 2	23 Module 4 Topic A: Lessons 3 and 4 combined	24 Module 4 Topic A: Lesson 5	25 Flex Day Options 2.NBT.B.5* 2.NBT.B.8 Pacing Other	Optional Quizzes: Module 4 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
Module 4	28 Module 4 Topic B: Lesson 6	29 Module 4 Topic B: Lesson 7	30 Module 4 Topic B: Lesson 8	31 Module 4 Topic B: Lessons 9 and 10 combined <i>Halloween</i>	1	

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.