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	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	*TN Ready Testing Window* — 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?

80% of seniors will be college-or career-ready	**90%** of students will graduate on time	**100%** of college-or career-ready graduates enroll in post-secondary opportunities

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
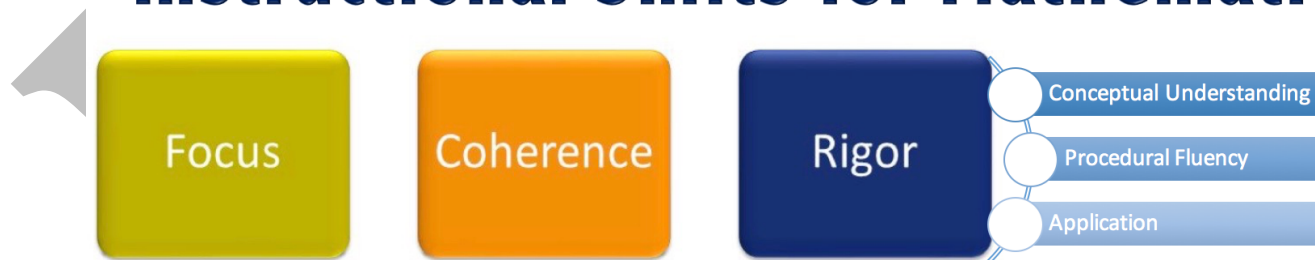
Focus	Coherence	Rigor
		Conceptual Understanding
		Procedural Fluency
		Application

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 2 Overview

Module 3 (con't): Place Value, Counting and Comparison of Numbers to 1,000 – Topic G only
Module 4: Addition and Subtraction Within 200 with word Problems to 100
Introduction to: 2.MD.C.7, 2.G.A.1, and 2.G.A.3 – these concepts will be fully addressed in Q4.

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.NBT.B.5	Procedural Fluency	1.NBT.C4, 1.NBT.C.5, 1.NBT.C.6, 2.OA.B.2
2.NBT.A.2	Procedural Fluency	Introductory Skill
2.NBT.B.6	Conceptual Understanding, Procedural Fluency	1.NBT.A.1, 2.NBT.A.1, 2.NBT.B.7, 2.NBT.B.8
2.NBT.B.7	Conceptual Understanding, Procedural Fluency	1.NBT.B.2, 2.NBT.A.1, 2.NBT.A.2
2.NBT.B.8	Conceptual Understanding	2.NBT.A.11.NBT.B.2, 2.NBT.A.1, 2.NBT.A.1
2.NBT.B.9	Conceptual Understanding	K.OA.A.2, 1.OA.B.4, 1.OA.B.3

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
**Module 3: Place Value, Counting, and Comparison of Numbers to 1,000** **Topic G (Continued from Q1)**		
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 G: Finding 1,10, and 100 More or Less than a Number** **Objectives/Learning Targets:** • **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)** **End of Module Assessment**	**Eureka Parent Newsletter: Topic G** **Optional Quiz: Topic G** **Pacing Considerations:** **Lesson 21** can be omitted if pacing is an issue. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 7: Add Two Digit Numbers **Zearn: Mission 3** Lesson 19: Ten More, Ten Less Lesson 20: Count Up, Count Down **Embarc.online - Module 3** **Videos** • Identify and extend a pattern by skip counting **I-Ready Lessons** • Place Value to 1,000	**Fluency Practice:** **Lesson 19:** Sprint: Differences **Lesson 20:** Sprint: Differences **Lesson 21:** Sprint: Differences

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		• Place Value: Hundreds, Tens, and Ones **Task Bank:** • Saving Money 2 (2.NBT.A.2)	

Module 4 Addition and Subtraction Within 200 with Word Problems to 100			

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
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. **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. ■ **2.NBT.B.8** Mentally add 10 or 100 to a given number 100-900, and mentally	**Essential Questions** • What are some different ways of adding tens and ones mentally? • How is adding tens like adding ones? • How can I use drawing to represent composing when adding? • What strategies can I use to help subtract within 100? • How can I use place value disk to write and solve problems? • How can I represent subtraction with and without the decomposition when there is a three-digit minuend? • How can I use place value strategies to solve word problems? • How can I use place value manipulatives to add and subtract? • How can I relate manipulative representations to written method? • How can I use number bonds to help subtract from the hundred?	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **Combine Lesson 3 & 4:** 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: 9: Solve One-Step Word Problems With Two-Digit Numbers **Zearn - Mission 4** Lesson 1 –1 Step, 10 Step Lesson 2 – More Tens, Fewer Tens	**Vocabulary:** Algorithm, compose, decompose, equation, simplifying strategy, new groups below, total below *Familiar terms and symbols:* Addend, addition, bundle, unbundle, regroup, rename, change, difference, hundreds place, place value, subtraction, units of ones, tens, hundreds, thousands. **Fluency Practice:** **Lesson 1:** Place Value More/Less **Lesson 2:** Place Value How Many More Tens? **Lesson 3:** More and Less: Multiples of 10 Sprint: Two-Digit Addition **Lesson 4:** Place Value Making a Ten Drill Making the Next Ten to Add

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
subtract 10 or 100 from a given number 100-900. ■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	• How can I subtract from numbers with zeroes in the tens place? • How can I solve two step word problems within 100? **Topic A: Sums and Differences Within 10** **Objectives/Learning Targets** • **Lesson 1:** I can relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10. **(2.NBT.B.5, 2.NBT.B.8, 2.NBT.B.9)** • **Lesson 2:** I can add and subtract multiples of 10 including counting on to subtract. **(2.NBT.B.5, 2.NBT.B.8, 2.NBT.B.9)** • **Lesson 3 – 4:** I can add and subtract multiples of 10 and some ones within 100. **(2.NBT.B.5, 2.NBT.B.8, 2.NBT.B.9)** • **Lesson 5:** Solve one- and two-step word problems within 100 using strategies based on place value. **(2.OA.A.1, 2.NBT.B.5, 2.NBT.B.8, 2.NBT.B.9)**	Lesson 3 – Friendly Neighbor Lesson 4 – Beach Day Lesson 5 – (Un)known Parts and Wholes **Embarc.online – Module 4** **Videos:** **Compose and Decompose Numbers (2.NBT.B.5)** **Add within 100 using base 10 blocks(2.NBT.B.5)** **Mentally add 10 or 100 visualizing base 10 blocks (2.NBT.B.8)** **Explain addition using associative and commutative properties(2NBT.B.9)** **Understand a word problem** (2.OA.A.1) **I-Ready Lessons** • **Subtracting 10 from a Two-Digit Number** • **Adding a Two-Digit Number and a Multiple of 10** • **Subtracting to Solve Real-World Problems** **Task Bank** Saving Money 2 (2.OA.A.1, 2.NBT.B.5) Choral Counting (2.NBT.B.8) Pencil and a Sticker (2.OA.A.1)	**Lesson 5:** rename the Units: Choral

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

Domain: Numbers Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
 	
■ **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
 	
■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.
	Topic B: Strategies for Composing a Ten
	
	Objectives/Learning Targets
	• **Lesson 6:** I can use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends. **(2.NBT.B.7, 2.NBT.B.9)**
	• **Lesson 7:** I can relate addition using manipulatives to a written vertical method. **(2.NBT.B.7, 2.NBT.B.9)**
	• **Lesson 8:** I can use math drawings to represent the composition and relate drawings to a written method. **(2.NBT.B.7, 2.NBT.B.9)**
	• **Lesson 9-10:** I can use math drawings to represent the composition when adding a two-digit to a three-digit addend. **(2.NBT.B.7, 2.NBT.B.9)**
		Eureka Parent Newsletter: Topic B
		
		Optional Quiz: Topic B
		
		Pacing Considerations:
		
		Combine Lesson 9 & 10: 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 7: Add Two-Digit Numbers
		
		Zearn - Mission 4
		Lesson 6 – Bundle Up!
		Lesson 7 – Place It Vertically
		Lesson 8 – Algorithm Rhythm
		Lesson 9 – Add It Up
		Lesson 10 – Build and Bundle
		
		Embarc.online – Module 4
		
		Videos:
		Add three digit numbers with base 10 blocks (2.NBT.B.7)
			Fluency Practice:
			
			Lesson 6: Finding Doubles
			     Say Ten Counting
			     Say Ten Counting to the Next Ten
			
			Lesson 7: Place Value
			     Say Ten Counting
			     Take Out the Tens
			
			Lesson 8: Number Patterns
			     Sums to the Teens
			
			Lesson 9: Place Value Practice
			     Sprint: Sums to the Teens
			Lesson 10: Compensation
			     Sprint: Subtraction from Teens

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Explain addition using associative and commutative properties (2.NBT.B.9) **I-Ready Lessons** • **Adding A Two-Digit Number and a One Digit Number** • **Adding Two-Digit Numbers** • **Mental Addition of Two-Digit and One-Digit Numbers** • **Two-Digit Sums with Base-Ten Models** **Task Bank** Peyton and Presley Discuss Addition (2.NBT.B.7, 2.NBT.B.9)	

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.
 	
Domain: Numbers Base Ten
	Topic C: Strategies for Decomposing a Ten
	
	Objectives/Learning Targets
	• **Lesson 11:** I can represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives. **(2.NBT.B.7, 2.NBT.B.9)**
	• **Lesson 12:** I can relate manipulative representations to a written method. **(2.NBT.B.7, 2.NBT.B.9)**
	• **Lesson 13:** I can use math drawings to represent subtraction with and without
		Eureka Parent Newsletter: Topic C
		
		Optional Quiz: Topic C
		
		Pacing Considerations:
		No pacing suggestions recommended
		
		Additional instructional resources for enrichment/remediation:
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		• Lesson 8: Subtract Two-Digit Numbers
			Fluency Practice:
			Lesson 11: 2 Less
			      Using 10 to Subtract
			      Subtract Common Units
			
			Lesson 12: Using 10 to Subtract
			      Get the Ten Out to Subtract
			      How Many More Tens
			
			Lesson 13: Subtraction From Tens
			      Sprint: Subtraction Patterns

■ Major Content	➤ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Cluster: Use place value understanding and properties of operations to add and subtract. ■ **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. ■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	decomposition and relate drawings to a written method. **(2.NBT.B.7, 2.NBT.B.9)** • **Lesson 14-15:** I can represent subtraction with and without the decomposition when there is a three-digit minuend. **(2.NBT.B.7, 2.NBT.B.9)** • **Lesson 16:** I can solve one- and two-step word problems within 100 using strategies based on place value. **(2.OA.A.1, 2.NBT.B.7, 2.NBT.B.9)** **Mid Module Assessment**	**Zearn - Mission 4** Lesson 11 – Act. Subtract Lesson 12 – Ready? Subtract! Lesson 13 – Unbundle and Subtract Lesson 14 – Super Subtraction Lesson 15 – Vertical Subtraction Lesson 16 – Part, Part, Whole **Embarc.online – Module 4** Videos: **Add three digit numbers with base 10 blocks** (2.NBT.B.7) **Explain addition using associative and commutative properties**(2NBT.B.9) **Understand a word problem** (2.OA.A.1) **I-Ready Lessons** • **Subtraction in Comparison Situations** • **Subtraction in Separation Situations** • **Subtraction in Part-Part-Whole Situations** • **Subtracting a One-Digit Number from a Two-Digit Number** • **Subtracting Two-Digit Numbers** **Task Bank** **Apples for the Fall Festival** (2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7)	**Lesson 14:** Place Value Rename the Units Take from the Tens or Ones **Lesson 15:** Subtraction from Tens Sprint: Two-Digit Subtraction **Lesson 16:** Find the Total Find the Difference

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Numbers Base Ten **Cluster:** Use place value understanding and properties of operations to add and subtract. ■ **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and properties of operations**.** ■ **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. ■ **2.NBT.B.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. ■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	**Topic D: Strategies for Composing Tens and Hundreds** **Objectives/Learning Targets** • **Lesson 17:** I can use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten. **(2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8)** • **Lesson 18:** I can use manipulatives to represent additions with two compositions. **(2.NBT.B.6, 2.NBT.B.7)** • **Lesson 19:** I can relate manipulative representation to a written method. **(2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.9)** • **Lesson 20-21:** I can use math drawings to represent additions with up to two compositions and relate drawings to a written method. **(2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.9)** • **Lesson 22:** I can solve additions with up to four addends with totals within 200 with and without two compositions of larger units. **(2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.9)**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** No pacing suggestions recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 13: Add Three-Digit Numbers • Lesson 15: Add Several Two-Digit Numbers **Zearn - Mission 4** Lesson 17 – Ones to Tens, Tens to Hundreds Lesson 18 – Bundle Bundle Lesson 19 – Disk and Numbers Lesson 20 – Bundle It Lesson 22 – Add It Your Way **Embarc.online – Module 4** **Videos:** **Add up to four digit numbers using place value** (2.NBT.B.6) **Use Models and Drawing Strategies to Add and Subtract within 1000** (2.NBT.B.7) **Add three digit numbers with base 10 blocks** (2.NBT.B.7)	**Fluency Practice:** **Lesson 17:** Compensation 　　　Rename the Units **Lesson 18:** Making the Next Ten to Add 　　　Sprint: Addition Crossing a Ten **Lesson 19:** Additions Fact Flash Cards 　　　Adding Ones to Make Tens **Lesson 20:** Addition Fact Flash Cards 　　　Sprint: Addition Crossing a Ten **Lesson 21:** Addition Fact Flash Cards 　　　Place Value 　　　Rename the Units: Choral Response **Lesson 22:** Addition Facts Flash Cards 　　　Subtraction from Tens 　　　Crossing a Ten

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Mentally add 10 or 100 visualizing base 10 blocks (2.NBT.B.8) **I-Ready Lessons** • **Mental Addition of Two-Digit and One-Digit Numbers** • **Two-Digit Sums with Base-Ten Models** • **Adding Three or More Numbers** **Task Bank** Toll Bridge Puzzle (2.NBT.B.6) How Many Days Until Sumer Vacation? (2.NBT.B.7)	

Domain: Numbers Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
 	
■ **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
 	
■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.
	Topic E: Strategies for Decomposing Tens and Hundreds
	
	Objectives/Learning Targets
	
	• **Lesson 23:** I can use number bonds to break apart three-digit minuends and subtract from the hundred. (**2.NBT.B.7, 2.NBT.B.9**)
	
	• **Lesson 24:** I can use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones. (**2.NBT.B.7, 2.NBT.B.9**)
	
	• **Lesson 25:** I can relate manipulative representations to a written method. (**2.NBT.B.7, 2.NBT.B.9**)
		Eureka Parent Newsletter: Topic E
		
		Optional Quiz: Topic E
		
		Pacing Considerations:
		No pacing suggestions recommended
		
		Additional instructional resources for enrichment/remediation:
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		• Lesson 14: Subtract Three-Digit Numbers
		
		Zearn - Mission 4
		Lesson 23 – Break Big and Subtract
			Fluency Practice:
			
			Lesson 23: Take from the Ten
			    Adding to One Hundred
			    Sprint: Subtraction Patterns
			
			Lesson 24: Subtraction Fact Flash Cards
			    Adding to 1 Hundred
			    Taking from a Ten or from the Ones
			Lesson 25: Subtraction Flash Cards
			    Zap to Zero
			    Rename the Units: Choral Response

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

	• **Lesson 26:** I can use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method. (**2.NBT.B.7, 2.NBT.B.9**)
	• **Lesson 27-28:** I can subtract from 200 and from numbers with zeros in the tens place. (**2.NBT.B.7, 2.NBT.B.9**)
		Lesson 24 – Show me Subtraction
		Lesson 25 – Unbundle, Unbundle, Subtract
		Lesson 26 – Super Subtractor
		Lesson 27 - Double Unbundle
		Lesson 28 – Garden Time
		
		Embarc.online – Module 4
		
		Videos:
		Use Models and Drawing Strategies to Add and Subtract within 1000 (2.NBT.B.7)
		Explain addition using associative and commutative properties(2NBT.B.9)
		
		I-Ready Lessons
		• **Subtraction in Comparison Situations**
		• **Subtraction in Separation Situations**
		• **Subtraction in Part-Part-Whole Situations**
		• **Subtracting a One-Digit Number from a Two-Digit Number**
		• **Subtracting Two-Digit Numbers**
		
		Task Bank
		Peyton and Presley Discuss Addition
		(2.NBT.B.7, 2.NBT.B.9)
			Lesson 26: Subtraction Flash Cards
			          Subtraction from Tens
			          Sprint: Subtraction Patterns
			
			Lesson 27: Subtraction Flash Cards
			          Subtraction from Tens
			          Subtraction from a Ten or a Hundred
			Lesson 28: Subtraction Flash Cards
			          Rename the Units: Choral Response
			          Taking from the Tens or Ones

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

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.
 	
Domain: Numbers Base Ten
Cluster: Use place value understanding and properties of operations to add and subtract.
 	
■ **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.
 	
■ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.
	Topic F: Student Explanations of Written Methods
	
	Objectives/Learning Targets
	• **Lesson 29:** I can use and explain the totals below written method using words, math drawings, and numbers. (**2.NBT.B.7, 2.NBT.B.9**)
	• **Lesson 30:** I can compare totals below to new groups below as written methods. (**2.NBT.B.7, 2.NBT.B.9**)
	• **Lesson 31:** I can solve two-stop word problems within 100. (**2.OA.A.1, 2.NBT.B.7, 2.NBT.B.9**)
	
	End of Module Assessment
		Eureka Parent Newsletter: Topic F
		
		Optional Quiz: Topic F
		
		Pacing Considerations:
		Consider **omitting Lesson 29 and 30.** Instead, introduce the concept of "Totals Below" in Lesson 21. Continue to embed "Totals Below" in the Concept Development or in the Debrief of subsequent lessons.
		Additional instructional resources for enrichment/remediation:
		Remediation Guide
		
		Ready teacher-toolbox aligned lessons:
		• Lesson 6: Solve Two-Step Word Problems
		Zearn - Mission 4
		Lesson 31 Step On It
		Embarc.online – Module 4
		Videos:
		Use Models and Drawing Strategies to Add and Subtract within 1000 (2.NBT.B.7)
		Explain addition using associative and commutative properties (2.NBT.B.9)
		Understand a word problem (2.OA.A.1)
		I-Ready Lessons
		• **Subtracting to Solve Real-World Problems**
			Fluency Practice:
			Lesson 29: Crossing a Ten
			    Rename the Units: Choral Response
			
			Lesson 30: Find the Difference
			    Sprint: Subtraction Crossing a Ten
			
			Lesson 31: Find the Total
			    Find the Difference

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Activity/Tasks to support 2.MD.C.7, 2.G.A.1, 2.G.A.3 *Note: These concepts will be taught in depth at the end of the year. Use this time so that students will be introduced to the concepts prior to TN Ready Testing*			
Domain: Measurement and Data **Cluster 2.MD.C:** Work with Time and Money ➢ **2.MD.C.7** Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks. **Domain:** Geometry **Cluster 2.G.A:** Reason about shapes and their attributes ➢ **2.G.A.1** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length. ➢ **2.G.A.3** Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words	**Essential Questions:** • How will skip counting help me to tell time? • What are two attributes of shapes? • How can shapes be partitioned into equal parts? **Objectives/Learning Targets:** **2.MD.C.7:** *I can* understand that skip counting by fives and tens supports telling and writing time to the nearest five minutes. *I can* tell time on an analog and digital clock **2.G.A.1:** *I can* identify quadrilaterals. **2.G.A.3:** *I can* describe fractions of rectangles by counting equal squares.	**2.MD.C.7** **Distinguish between am and pm** **Skip Count by 5's** **Telling time on an analog and digital clock** **2.G.A.1** **Identify quadrilaterals** **2.G.A.3** **Describe fractions of rectangles by counting equal squares**	**Vocabulary:** 2.MD.C.7: counting strips, five frames, hundreds chart, representations, skip counting, analog clock, A.M., digital clock, hour hand, minute hand, P.M. 2.G.A.1: angle, quadrilateral, side 2.G.A.3 : fourths, halves, partition, thirds

■ Major Content	➢ Supporting Content

halves, thirds, fourths, half of, a third of, and a fourth of, and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.			

■ 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	TN Core/CCSS	Videos
Engage NY/Eureka Math Teacher Support	**Tennessee Math Standards** **Achieve the Core - Tasks**	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

■ Major Content	➢ Supporting Content

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	10 *Fall Break*	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.

Shelby County Schools 2018-2019 Mathematics Instructional Calendar – Grade 2

November 2018

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4 Topic B: Lessons 6-10 (Combine lesson 9/10) Topic C: Lesson 11				1	2	**Combine Lesson 9 and 10**
Module 4 Topic C: Lessons 12-16	5	6	7	8	9	Optional Quizzes: Module 4 Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 4 1-day Review Mid Module Assessment Topic D: Lessons 17-18	12 *Veteran's Day (Out)*	13	14	15	16	
Module 4 Topic D: Lessons 19-20	19	20	21	22	23	
Module 4 Topic D: Lessons 21-22 Topic E: Lessons 23-25	26	27	28	29	30	

Thanksgiving Break (21, 22, 23)

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

December 2018

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4 Topic E: Lessons 26-28 (Omit Lessons 29 and 30) Topic F: Lesson 31 1-day Review	3	4	5	6	7	Omit Lesson 29 and 30 Optional Quizzes: Module 4 Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 4 End of Module Assessment Flex (NWEA) Day 2-day Flex (Task) Day	10 Module 4: End of Module Assessment Complete	11	12	13	14	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)
3-day Flex (Task) Day (Standards 2.MD.C.7, 2.G.A.1, 2.G.A.3) (See Curriculum Map for Guidance)	17	18	19 *2nd Nine Week ends*	20 Winter Break	21	In order to expose students to standards prior to TN Ready please us the Tasks included in the Curriculum map that align with the following standards: 2.MD.C.7 2.G.A.1 2.G.A.3
	24 Winter Break	25	26	27	28	
	31 Winter Break	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.