



# Curriculum and Instruction – Mathematics

Quarter 2

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 <sup>nd</sup> 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 <i>(please use these tasks to expose students to standards prior to state testing)</i>	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	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 \(Omissions\)](#)



### 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.



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Quarter 2



Grade 2

## Grade 2 Quarter 2 Overview

### 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.C.4, 1.NBT.C.5, 1.NBT.C.6, 2.OA.B.2
2.NBT.B.6	Conceptual Understanding, Procedural Fluency	1.NBT.B.2, 2.NBT.A.1, 2.NBT.B.7
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.1, 1.NBT.B.2, 2.NBT.A.2
2.NBT.B.9	Conceptual Understanding	K.OA.A.2, 1.OA.B.4, 1.OA.B.3
2.MD.C.7	Conceptual Understanding, Procedural Fluency	1.MD.B.3
2.G.A.1	Conceptual Understanding, Procedural Fluency	1.G.A.1, K.G.B.4, K.G.B.5
2.G.A.3	Conceptual Understanding, Procedural Fluency	1.G.A.3, 2.G.A.2, 1.G.A.2
 <b>Indicates Power Standard (2017-2018)</b>		
<a href="#">Instructional Focus Document – Grade 2</a>		



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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<b>Module 4 Addition and Subtraction Within 200 with Word Problems to 100</b>			
<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster 2.OA.A:</b> Represent and solve problems involving addition and subtraction.</p> <p>■ <b>2.OA.A.1</b> 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><b>Domain:</b> Numbers Base Ten  <b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <p>■ <b>2.NBT.B.5</b> <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>■ <b>2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>■ <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are some different ways of adding tens and ones mentally?</li> <li>• How is adding tens like adding ones?</li> <li>• How can I use drawing to represent composing when adding?</li> <li>• What strategies can I use to help subtract within 100?</li> <li>• How can I use place value disk to write and solve problems?</li> <li>• How can I represent subtraction with and without the decomposition when there is a three-digit minuend?</li> <li>• How can I use place value strategies to solve word problems?</li> <li>• How can I use place value manipulatives to add and subtract?</li> <li>• How can I relate manipulative representations to written method?</li> <li>• How can I use number bonds to help subtract from the hundred?</li> <li>• How can I subtract from numbers with zeroes in the tens place?</li> <li>• How can I solve two step word problems within 100?</li> </ul> <p><b>Topic A: Sums and Differences Within 10</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic A</a></p> <p><a href="#">Optional Quiz: Topic A</a></p> <p>Pacing Considerations:</p> <p><b>Combine Lesson 3 and 4:</b>  <b>Suggestions for combining:</b></p> <p><b>Fluency (10 minutes)</b> Lesson 3</p> <p><b>Application Problem (8 minutes)</b> Lesson 3</p> <p><b>Concept Development (22 minutes)</b> Lesson 4</p> <p><b>Problem Set Problems (10 minutes)</b> Lesson 3: 1,2 Lesson 4: 2,3</p> <p><b>Debrief/Exit Ticket (10 minutes)</b> Lesson 3 Lesson 4</p>	<p><b>Vocabulary:</b> Algorithm, compose, decompose, equation, simplifying strategy, new groups below, total below</p> <p><i>Familiar terms and symbols:</i> Addend, addition, bundle, unbundle, regroup, rename, change, difference, hundreds place, place value, subtraction, units of ones, tens, hundreds, thousands.</p> <p><b>Additional instructional resources for enrichment/remediation:</b>  <a href="#">Remediation Guide</a></p> <p><b>Ready teacher-toolbox aligned lessons:</b></p> <ul style="list-style-type: none"> <li>• Lesson: 9: <a href="#">Solve One-Step Word Problems With Two-Digit Numbers</a></li> </ul> <p><b>Zearn - Mission 4</b> Lesson 1 –1 Step, 10 Step Lesson 2 – More Tens, Fewer Tens Lesson 3 – Friendly Neighbor Lesson 4 – Beach Day Lesson 5 – (Un)known Parts and Wholes</p> <p><a href="#">Embarc.online – Module 4</a></p> <p><b>Videos:</b></p>

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	<p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> 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)</li> <li>• <b>Lesson 2:</b> I can add and subtract multiples of 10 including counting on to subtract. (2.NBT.B.5, 2.NBT.B.8)</li> <li>• <b>Lesson 3 – 4:</b> 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)</li> <li>• <b>Lesson 5:</b> 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.9)</li> </ul>		<p><a href="#">Compose and Decompose Numbers</a> (2.NBT.B.5)</p> <p><a href="#">Add within 100 using base 10 blocks</a>(2.NBT.B.5)</p> <p><a href="#">Mentally add 10 or 100 visualizing base 10 blocks</a> (2.NBT.B.8)</p> <p><a href="#">Explain addition using associative and commutative properties</a>(2NBT.B.9)</p> <p><a href="#">Understand a word problem</a> (2.OA.A.1)</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> <li>• Subtracting 10 from a Two-Digit Number</li> <li>• Adding a Two-Digit Number and a Multiple of 10</li> <li>• Subtracting to Solve Real-World Problems</li> </ul> <p>Task Bank</p> <p><a href="#">Saving Money 2</a> (2.OA.A.1, 2.NBT.B.5)</p> <p><a href="#">Choral Counting</a> (2.NBT.B.8)</p> <p><a href="#">Pencil and a Sticker</a> (2.OA.A.1)</p>
<p><b>Domain:</b> Numbers Base Ten</p> <p><b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <ul style="list-style-type: none"> <li>■ <b>2.NBT.B.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties</li> </ul>	<p><b>Topic B: Strategies for Composing a Ten</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 6:</b> I can use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends. (2.NBT.B.7)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic B</a></p> <p><a href="#">Optional Quiz: Topic B</a></p> <p>Pacing Considerations:</p> <p><b>Combine Lesson 9 &amp; 10:</b></p> <p><b>Suggestions for combining:</b></p>	<p>Additional instructional resources for enrichment/remediation:</p> <p><a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>• Lesson 7: <a href="#">Add Two-Digit Numbers</a></li> </ul> <p><a href="#">Zearn - Mission 4</a></p>

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<p>of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>■ <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<ul style="list-style-type: none"> <li>• <b>Lesson 7:</b> I can relate addition using manipulatives to a written vertical method. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> <li>• <b>Lesson 8:</b> I can use math drawings to represent the composition and relate drawings to a written method. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> <li>• <b>Lesson 9-10:</b> I can use math drawings to represent the composition when adding a two-digit to a three-digit addend. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> </ul>	<p><b>Fluency (13 minutes)</b> Lesson 9: Place Value Practice Lesson 10: Sprint</p> <p><b>Application Problem (12 minutes)</b> Lesson 9</p> <p><b>Concept Development (27 minutes)</b> Lesson 9: Problem 1 Lesson 10: All</p> <p><b>Problem Set Problems (10 minutes)</b> Lesson 9: 1,2 Lesson 10: 2,3</p> <p><b>Debrief/Exit Ticket (10 minutes)</b> Lesson 9: 1,2 Lesson 10: 1,2</p>	<p>Lesson 6 – Bundle Up! Lesson 7 – Place It Vertically Lesson 8 – Algorithm Rhythm Lesson 9 – Add It Up Lesson 10 – Build and Bundle</p> <p><a href="#">Embarc.online – Module 4</a></p> <p>Videos: <a href="#">Add three digit numbers with base 10 blocks (2.NBT.B.7)</a> <a href="#">Explain addition using associative and commutative properties(2.NBT.B.9)</a></p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> <li>• Adding A Two-Digit Number and a One Digit Number</li> <li>• Adding Two-Digit Numbers</li> <li>• Mental Addition of Two-Digit and One-Digit Numbers</li> <li>• Two-Digit Sums with Base-Ten Models</li> </ul> <p>Task Bank <a href="#">Peyton and Presley Discuss Addition (2.NBT.B.7, 2.NBT.B.9)</a></p>

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<p><b>Domain:</b> Operations and Algebraic Thinking  <b>Cluster 2.OA.A:</b> Represent and solve problems involving addition and subtraction.</p> <p>■ <b>2.OA.A.1</b> 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><b>Domain:</b> Numbers Base Ten  <b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <p>■ <b>2.NBT.B.7</b> 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.</p> <p>■ <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p><b>Topic C: Strategies for Decomposing a Ten</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 11:</b> I can represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives. <b>(2.NBT.B.7)</b></li> <li>• <b>Lesson 12:</b> I can relate manipulative representations to a written method. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> <li>• <b>Lesson 13:</b> I can use math drawings to represent subtraction with and without decomposition and relate drawings to a written method. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> <li>• <b>Lesson 14-15:</b> I can represent subtraction with and without the decomposition when there is a three-digit minuend. <b>(2.NBT.B.7, 2.NBT.B.9)</b></li> <li>• <b>Lesson 16:</b> I can solve one- and two-step word problems within 100 using strategies based on place value. <b>(2.OA.A.1, 2.NBT.B.7, 2.NBT.B.9)</b></li> </ul> <p style="text-align: center;"><b>Mid Module Assessment</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic C</a></p> <p><a href="#">Optional Quiz: Topic C</a></p> <p><b>Pacing Considerations:</b>            No pacing suggestions recommended</p>	<p>Additional instructional resources for enrichment/remediation:  <a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>• Lesson 8: <a href="#">Subtract Two-Digit Numbers</a></li> </ul> <p><a href="#">Zearn - Mission 4</a></p> <p>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</p> <p><a href="#">Embarc.online – Module 4</a></p> <p><b>Videos:</b></p> <p><a href="#">Add three digit numbers with base 10 blocks (2.NBT.B.7)</a>  <a href="#">Explain addition using associative and commutative properties(2NBT.B.9)</a>  <a href="#">Understand a word problem (2.OA.A.1)</a></p> <p><b>I-Ready Lessons</b></p> <ul style="list-style-type: none"> <li>• <b>Subtraction in Comparison Situations</b></li> <li>• <b>Subtraction in Separation Situations</b></li> </ul>

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			<ul style="list-style-type: none"> <li>Subtraction in Part-Part-Whole Situations</li> <li>Subtracting a One-Digit Number from a Two-Digit Number</li> <li>Subtracting Two-Digit Numbers</li> </ul> Task Bank <a href="#">Apples for the Fall Festival</a> (2.OA.A.1, 2.NBT.B.5, 2.NBT.B.7)
<p><b>Domain:</b> Numbers Base Ten  <b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <ul style="list-style-type: none"> <li><b>2.NBT.B.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</li> <li><b>2.NBT.B.7</b> 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.</li> <li><b>2.NBT.B.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</li> <li><b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul>	<p><b>Topic D: Strategies for Composing Tens and Hundreds</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li><b>Lesson 17:</b> I can use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten. (2.NBT.B.7, 2.NBT.B.8)</li> <li><b>Lesson 18:</b> I can use manipulatives to represent additions with two compositions. (2.NBT.B.7)</li> <li><b>Lesson 19:</b> I can relate manipulative representation to a written method. (2.NBT.B.7, 2.NBT.B.9)</li> <li><b>Lesson 20-21:</b> I can use math drawings to represent additions with up to two compositions and relate drawings to a written method. (2.NBT.B.7, 2.NBT.B.9)</li> <li><b>Lesson 22:</b> 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.9)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic D</a></p> <p><a href="#">Optional Quiz: Topic D</a></p> <p><b>Pacing Considerations:</b></p> <p><b>Combine Lessons 20 and 21: Suggestions for combining:</b></p> <p><b>Fluency (12 minutes)</b> Lesson 21</p> <p><b>Application Problem (6 minutes)</b> Lesson 20</p> <p><b>Concept Development (24 minutes)</b> Lesson 20</p> <p><b>Problem Set Problems (10 minutes)</b> Lesson 20: 1b, 1c, 1d Lesson 21: 1a, 1b, 1c</p> <p><b>Debrief/Exit Ticket (10 minutes)</b> Lesson 20 or Lesson 21</p>	<p>Additional instructional resources for enrichment/remediation:  <a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>Lesson 13: <a href="#">Add Three-Digit Numbers</a></li> <li>Lesson 15: <a href="#">Add Several Two-Digit Numbers</a></li> </ul> <p><a href="#">Zearn - Mission 4</a></p> <p>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</p> <p><a href="#">Embarc.online – Module 4</a></p> <p><b>Videos:</b></p> <p><a href="#">Add up to four digit numbers using place value (2.NBT.B.6)</a></p> <p><a href="#">Use Models and Drawing Strategies to Add and Subtract within 1000 (2.NBT.B.7)</a></p>

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			<p><a href="#">Add three digit numbers with base 10 blocks</a> (2.NBT.B.7)</p> <p><a href="#">Mentally add 10 or 100 visualizing base 10 blocks</a> (2.NBT.B.8)</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> <li>Mental Addition of Two-Digit and One-Digit Numbers</li> <li>Two-Digit Sums with Base-Ten Models</li> <li>Adding Three or More Numbers</li> </ul> <p>Task Bank</p> <p><a href="#">Toll Bridge Puzzle</a> (2.NBT.B.6)</p> <p><a href="#">How Many Days Until Sumer Vacation?</a> (2.NBT.B.7)</p>
<p><b>Domain:</b> Numbers Base Ten</p> <p><b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <ul style="list-style-type: none"> <li><b>2.NBT.B.7</b> 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.</li> <li><b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</li> </ul>	<p><b>Topic E: Strategies for Decomposing Tens and Hundreds</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li><b>Lesson 23:</b> I can use number bonds to break apart three-digit minuends and subtract from the hundred. (2.NBT.B.7)</li> <li><b>Lesson 24:</b> 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)</li> <li><b>Lesson 25:</b> I can relate manipulative representations to a written method. (2.NBT.B.7, 2.NBT.B.9)</li> </ul>	<p><a href="#">Eureka Parent Newsletter: Topic E</a></p> <p><a href="#">Optional Quiz: Topic E</a></p> <p><b>Pacing Considerations:</b> No pacing suggestions recommended</p>	<p>Additional instructional resources for enrichment/remediation: <a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>Lesson 14: <a href="#">Subtract Three-Digit Numbers</a></li> </ul> <p><a href="#">Zearn - Mission 4</a></p> <p>Lesson 23 – Break Big and Subtract Lesson 24 – Show me Subtraction Lesson 25 – Unbundle, Unbundle, Subtract</p>

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Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES
	<ul style="list-style-type: none"> <li>• <b>Lesson 26:</b> 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)</li> <li>• <b>Lesson 27-28:</b> I can subtract from 200 and from numbers with zeros in the tens place. (2.NBT.B.7, 2.NBT.B.9)</li> </ul>	<p>Lesson 26 – Super Subtractor Lesson 27 - Double Unbundle Lesson 28 – Garden Time</p> <p><a href="#">Embarc.online – Module 4</a></p> <p>Videos: <a href="#">Use Models and Drawing Strategies to Add and Subtract within 1000</a> (2.NBT.B.7) <a href="#">Explain addition using associative and commutative properties</a>(2NBT.B.9)</p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> <li>• Subtraction in Comparison Situations</li> <li>• Subtraction in Separation Situations</li> <li>• Subtraction in Part-Part-Whole Situations</li> <li>• Subtracting a One-Digit Number from a Two-Digit Number</li> <li>• Subtracting Two-Digit Numbers</li> </ul> <p>Task Bank <a href="#">Peyton and Presley Discuss Addition</a> (2.NBT.B.7, 2.NBT.B.9)</p>

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

Quarter 2

Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p><b>Domain:</b> Operations and Algebraic Thinking <b>Cluster 2.OA.A:</b> Represent and solve problems involving addition and subtraction.</p> <p>■ <b>2.OA.A.1</b> 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><b>Domain:</b> Numbers Base Ten <b>Cluster:</b> Use place value understanding and properties of operations to add and subtract.</p> <p>■ <b>2.NBT.B.7</b> 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.</p> <p>■ <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p><b>Topic F: Student Explanations of Written Methods</b></p> <p><b>Objectives/Learning Targets</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 29:</b> I can use and explain the totals below written method using words, math drawings, and numbers. (2.NBT.B.7, 2.NBT.B.9) <b>(Can be omitted)</b></li> <li>• <b>Lesson 30:</b> I can compare totals below to new groups below as written methods. (2.NBT.B.7, 2.NBT.B.9) <b>(Can be omitted)</b></li> <li>• <b>Lesson 31:</b> I can solve two-stop word problems within 100. (2.OA.A.1, 2.NBT.B.7, 2.NBT.B.9)</li> </ul> <p style="text-align: center;"><b>End of Module Assessment</b></p>	<p><a href="#">Eureka Parent Newsletter: Topic F</a></p> <p><a href="#">Optional Quiz: Topic F</a></p> <p><b>Pacing Considerations:</b> <b>Omit Lessons 29 and 30.</b> 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.</p>	<p>Additional instructional resources for enrichment/remediation: <a href="#">Remediation Guide</a></p> <p>Ready teacher-toolbox aligned lessons:</p> <ul style="list-style-type: none"> <li>• Lesson 6: <a href="#">Solve Two-Step Word Problems</a> <a href="#">Zearn - Mission 4</a></li> </ul> <p>Lesson 31 Step On It <a href="#">Embarc.online – Module 4</a></p> <p>Videos: <a href="#">Explain addition using associative and commutative properties(2.NBT.B.9)</a> <a href="#">Understand a word problem (2.OA.A.1)</a></p> <p>I-Ready Lessons</p> <ul style="list-style-type: none"> <li>• <b>Subtracting to Solve Real-World Problems</b></li> </ul>

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

Quarter 2

Grade 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
<p>Activity/Tasks to support 2.MD.C.7, 2.G.A.1, 2.G.A.3</p> <p><i>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</i></p>			
<p><b>Domain:</b> Measurement and Data <b>Cluster 2.MD.C:</b> Work with Time and Money</p> <p>➤ <b>2.MD.C.7</b> Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.</p> <p><b>Domain:</b> Geometry <b>Cluster 2.G.A:</b> Reason about shapes and their attributes</p> <p>➤ <b>2.G.A.1</b> 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.</p> <p>➤ <b>2.G.A.3</b> Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words 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.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How will skip counting help me to tell time?</li> <li>What are two attributes of shapes?</li> <li>How can shapes be partitioned into equal parts?</li> </ul> <p><b>Objectives/Learning Targets:</b></p> <p><b>2.MD.C.7:</b> <i>I can</i> understand that skip counting by fives and tens supports telling and writing time to the nearest five minutes. <i>I can</i> tell time on an analog and digital clock</p> <p><b>2.G.A.1:</b> <i>I can</i> identify quadrilaterals.</p> <p><b>2.G.A.3:</b> <i>I can</i> describe fractions of rectangles by counting equal squares.</p>	<p><b>2.MD.C.7</b> <a href="#">Distinguish between am and pm</a> <a href="#">Skip Count by 5's</a> <a href="#">Telling time on an analog and digital clock</a></p> <p><b>Task:</b> <a href="#">Ordering Time</a></p> <p><b>2.G.A.1</b> <a href="#">Identify quadrilaterals</a></p> <p><b>Task:</b> <a href="#">Polygons</a></p> <p><b>2.G.A.3</b> <a href="#">Describe fractions of rectangles by counting equal squares</a></p> <p><b>Task:</b> <a href="#">Which Represents One Half</a> <a href="#">Representing Half a Rectangle</a></p>	<p><b>Vocabulary:</b></p> <p>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.</p> <p>2.G.A.1: angle, quadrilateral, side</p> <p>2.G.A.3 : fourths, halves, partition, thirds</p>

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

Quarter 2

Grade 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, enrichment, remediation, and differentiation.

<b>Textbook Resources</b> <a href="#">Eureka Math Teacher Support</a>	<b>TN Core/CCSS</b> <a href="#">Tennessee Math Standards</a> <a href="#">Achieve the Core - Tasks</a> <a href="#">Coherence Map</a>	<b>Videos</b> <a href="#">Making math fun with place value games</a> <a href="#">LearnZillion</a>
<b>Interactive Manipulatives</b> <a href="#">Base Ten Blocks</a> <a href="#">Addition Chart</a>	<b>Additional Sites</b> <a href="#">Inverse relationship of addition and subtraction</a> <a href="#">Alien Addition</a> <a href="#">Adding Doubles</a> <a href="#">Write a subtraction sentence based on the picture</a> <a href="#">Add three or more one-digit numbers</a> <a href="#">Balance addition equations one-digit</a> <a href="#">Popup Addition Game</a> <a href="#">Popup Subtraction Game</a> <a href="#">Read and Write Numbers</a> <a href="#">Illustrative Mathematics 2nd Grade</a>	
<b>Other</b> Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions. <a href="#">Pacing and Preparation Guide (Omissions)</a> <a href="#">Homework Help: Digital Access</a> <a href="#">Parent Roadmap</a> <a href="#">Parent Newsletters</a>		



# SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2



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 <a href="#">Topic E</a> <a href="#">Topic F</a> (Quizzes should not take more than 15 minutes to administer)
Module 3 <b>Omit Lesson 18 and 21</b>	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 <b>M3: End of Module Assessment</b>	11 <i>½ day students End of 1<sup>st</sup> Quarter</i> Flex Day Options 2.NBT.A.2 Pacing Other	
	14	15	16	17	18	<b>Flex Day Options include:</b> <b>Standard</b> - Suggested standard(s) to review for the day (*-denotes a Power Standard)  <b>Pacing</b> – Use this time to adjust instruction to stay on pace  <b>Other</b> – Includes assessments, review, reteaching, etc.
<i>Fall Break</i>						
Module 4	21 <i>2<sup>nd</sup> Quarter Begins</i> Module 4 Topic A: Lesson 1	21 Module 4 Topic A: Lesson 2	23 Module 4 <a href="#">Topic A: Lessons 3 and 4 combined</a>	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 <a href="#">Topic A</a> <a href="#">Topic B</a> (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 <a href="#">Topic B: Lessons 9 and 10 combined</a>  <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.**



# SHELBY COUNTY SCHOOLS 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2



November 2019						
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4					<b>1</b> <b>Flex Day Options</b> 2.NBT.B.7 2.NBT.B.9 Pacing Other	Optional Quizzes: Module 4 <a href="#">Topic C</a> <a href="#">Topic D</a> (Quizzes should not take more than 15 minutes to administer)  <b>Flex Day Options include:</b> <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Power Standard)  <b>Pacing</b> – Use this time to adjust instruction to stay on pace  <b>Other</b> – Includes assessments, review, reteaching, etc.
Module 4	<b>4</b> Module 4 Topic C: Lesson 11	<b>5</b> Module 4 Topic C: Lesson 12	<b>6</b> Module 4 Topic C: Lesson 13	<b>7</b> Module 4 Topic C: Lesson 14	<b>8</b> 1/2 day students <b>Flex Day Options</b> 2.NBT.B.7 2.NBT.B.9 Pacing Other	
Module 4	<b>11</b> <i>Veteran's Day</i>	<b>12</b> Module 4 Topic C: Lesson 15	<b>13</b> Module 4 Topic C: Lesson 16	<b>14</b> M4: Mid Module Assessment	<b>15</b> Module 4 Topic D: Lesson 17	
Module 4	<b>18</b> Module 4 Topic D: Lesson 18	<b>29</b> Module 4 Topic D: Lesson 19	<b>20</b> Module 4 <a href="#">Topic D: Lessons 20 and 21 combined</a>	<b>21</b> Module 4 Topic D: Lesson 22	<b>22</b> <b>Flex Day Options</b> 2.NBT.B.7 2.NBT.B.6 Pacing Other	
	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">PD FLEX DAYS</div>			<div style="border: 1px solid black; padding: 5px; display: inline-block;">Thanksgiving Break</div>			

*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 2019-2020 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2



December 2019							
Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:	
Module 4	<b>2</b> Module 4 Topic E: Lesson 23	<b>3</b> Module 4 Topic E: Lesson 24	<b>4</b> Module 4 Topic E: Lesson 25	<b>5</b> Module 4 Topic E: Lesson 26	<b>6</b> <b>Flex Day Options</b> 2.NBT.B.6 2.NBT.B.9 Pacing Other	<p><b>Omit Lesson 29 and 30</b></p> <p>Optional Quizzes: Module 4 <a href="#">Topic E</a> <a href="#">Topic F</a> (Quizzes should not take more than 15 minutes to administer)</p> <p><b>Flex Day Options include:</b> <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Power Standard)</p> <p><b>Pacing</b> – Use this time to adjust instruction to stay on pace</p> <p><b>Other</b> – Includes assessments, review, reteaching, etc.</p> <p><b>In order to expose students to standards prior to TN Ready please use the Tasks included in the Curriculum map that align with the following standards:</b> 2.MD.C.7 2.G.A.1 2.G.A.3</p>	
Module 4 <b>Omit Lesson 29 and 30</b>	<b>9</b> Module 4 Topic E: Lesson 27	<b>10</b> Module 4 Topic F: Lesson 28	<b>11</b> Module 4 Topic E: Lesson 24	<b>12</b> <b>M4 End of Module Assessment</b>	<b>13</b> <b>Flex Day Options</b> 2.NBT.B.5* 2.NBT.B.6 Pacing Other		
Tasks	<b>16</b> Flex (Task) Day (Standards 2.MD.C.7, 2.G.A.1, 2.G.A.3) <a href="#">(See Curriculum Map for Guidance)</a>	<b>17</b> Flex (Task) Day (Standards 2.MD.C.7, 2.G.A.1, 2.G.A.3) <a href="#">(See Curriculum Map for Guidance)</a>	<b>18</b> Flex (Task) Day (Standards 2.MD.C.7, 2.G.A.1, 2.G.A.3) <a href="#">(See Curriculum Map for Guidance)</a>	<b>19</b> Flex (Task) Day (Standards 2.MD.C.7, 2.G.A.1, 2.G.A.3) <a href="#">(See Curriculum Map for Guidance)</a>	<b>20</b> <i>½ day students End of 2<sup>nd</sup> Quarter</i> <b>Flex Day Options</b> 2.MD.C.7 2.G.A.1 2.G.A.3 Pacing Other		
	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>		
<b>Winter Break</b>							
	<b>30</b>	<b>31</b>	<b>1</b>	<b>2</b>	<b>3</b>		
<b>Winter Break</b>							

**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.**