



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 2



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	2 nd 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
<u>2.OA.A.1</u>	<u>2.MD.A.1</u>	<u>2.NBT.A.1</u>	<u>2.OA.A.1</u>	<u>2.MD.C.7</u>	<u>2.NBT.B.7</u>	2.OA.C.3	<u>2.NBT.B.5</u>	<u>2.MD.C.7</u>
<u>2.OA.B.2</u>	<u>2.MD.A.2</u>	<u>2.NBT.A.2</u>	<u>2.NBT.B.5</u>	<u>2.G.A.1</u>	<u>2.NBT.B.8</u>	2.OA.C.4	<u>2.MD.A.1</u>	<u>2.G.A.1</u>
<u>2.NBT.B.5</u>	<u>2.MD.A.3</u>	<u>2.NBT.A.3</u>	<u>2.NBT.B.6</u>	<u>2.G.A.3</u>	<u>2.NBT.B.9</u>	2.G.A.2	<u>2.MD.A.2</u>	<u>2.G.A.3</u>
	<u>2.MD.A.4</u>	<u>2.NBT.A.4</u>	<u>2.NBT.B.7</u>				<u>2.MD.A.3</u>	
	<u>2.MD.B.5</u>		<u>2.NBT.B.8</u>				<u>2.MD.A.4</u>	
	<u>2.MD.B.6</u>		<u>2.NBT.B.9</u>				<u>2.MD.B.5</u>	
							<u>2.MD.B.6</u>	
							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





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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 Proficiency](#)



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 3 Overview

Module 5: Addition and Subtraction Within 1,000 with word Problems

Module 6: Foundations of Multiplication and Division

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.NBT.B.7	Conceptual Understanding/Procedural Fluency	2.NBT.1, 2.NBT.2, 1.NBT.2
2.NBT.B.8	Procedural Fluency	2.NBT.1, 2.NBT.2, 1.NBT.2, 2.OA.3
2.NBT.B.9	Conceptual Understanding	1.OA.3, 1.OA.4, K.OA.2
2.OA.C.3	Conceptual Understanding	1.OA.7
2.OA.C.4	Conceptual Understanding	1.OA.7
2.G.2	Conceptual Understanding/ Procedural Fluency	Introductory



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Module 5: Addition and Subtraction Within 1,000 with word Problems to 100			
<p>Domain: Number and Operations in Base Ten Cluster: Use place value understanding and properties of operations to add and subtract.</p> <p>■ 2.NBT.B.7- Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>■ 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.</p> <p>■ 2.NBT.B.9- Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> How can I relate 10 more, 10 less, and 100 less to addition and subtraction of 10 and 100? How can I add and subtract multiple of 100? How can I use the associative property to add and subtract? How can I relate manipulative representations to the addition algorithm? How can I use math drawings to represent addition and subtraction? How can I use addition to explain why subtraction works? <p>Topic A – Strategies for Adding and Subtracting Within 1, 000</p> <p>Objectives/Learning Targets:</p> <ul style="list-style-type: none"> Lesson 1: I can relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) Lesson 2: I can add and subtract multiples of 100 including counting on to subtract. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) Lesson 3: I can Add multiples of 	<p>Eureka Parent Newsletter – Topic A</p> <p>Optional Quiz: Topic: A</p> <p>Pacing Considerations:</p> <p>Combine Lessons 2 and 3: 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.</p> <p>IF pacing is an issue consider combining lessons 5 and 6.</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 13: Add Three-Digit Numbers Lesson 14: Subtract Three-Digit Numbers <p>Zearn: Mission 5</p> <p>Lesson 1 – More or Less Lesson 2 – More Hundreds, Fewer Hundreds Lesson 3 – Way? Arrow Way! Lesson 4 – Break It Down</p>	<p>Module 5 Vocabulary Compensation</p> <p>Familiar Terms and Symbols Addend, addition, algorithm, bundle, compose, decompose, difference, equation</p> <p>Fluency Practice: Topic A</p> <ul style="list-style-type: none"> Lesson 1: Place value, more/less Lesson 2: Place value, How many more hundreds? Lesson 3: How Many More to Make 100? Sprint: Subtracting Multiples of Ten and Some Ones Lesson 4: Subtracting Multiples of Hundreds and Tens, Sprint: Subtracting Multiples of Ten and Some Ones Lesson 5: Making the next hundred, Making the next hundred to add Lesson 6: Compensation with Linking Cubes, Compensation with subtraction Lesson 7: Making the Next Hundred to Add, Compensation with subtraction

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	<p>100 and some tens within 1,000. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9)</p> <ul style="list-style-type: none"> • Lesson 4: I can subtract multiples of 100 and some tens within 1,000. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) • Lesson 5: I can use the associative property to make a hundred in one addend. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) • Lesson 6: I can use the associative property to subtract from three-digit numbers and verify solutions with addition. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) • Lesson 7: I can share and critique solution strategies for varied addition and subtraction problems within 1,000. (2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9) 	<p>Lesson 5 – Easier Adding Lesson 6 – Easier Subtracting Lesson 7 – Thousand Strategies</p> <p>Embarc.online – Module 5</p> <p>Videos: Add three-digit numbers with base ten blocks (2.NBT.B.7) Mentally add 10 or 100 visualizing base ten blocks (2.NBT.B.8) Explain addition using the commutative and associative properties (2.NBT.B.9)</p> <p>I-Ready Lessons Adding a two-digit number and a multiple of 10 Adding two-digit numbers Two-digit sums and estimation Two-digit sums with base-ten models Subtracting 10 from a two-digit number Mental addition of two-digit numbers Adding three-digit numbers Subtracting a one-digit number from a two-digit number Subtracting two-digit numbers and estimating differences Add or Subtract 10 or 100</p> <p>Task Bank: Choral Counting (2.NBT.B.8)</p>	

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<p>Domain: Number and Operations in Base Ten Cluster: Use place value understanding and properties of operations to add and subtract.</p> <p>■ 2.NBT.B.7- Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>■ 2.NBT.B.9- Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Topic B: Strategies for Composing Tens and Hundreds Within 1,000</p> <p>Objectives/Learning Targets:</p> <ul style="list-style-type: none"> • Lesson 8-9: I can relate manipulative representations to the addition algorithm. (2.NBT.B.7, 2.NBT.B.9) • Lesson 10-11: I can use math drawings to represent additions with up to two compositions and relate drawing to the addition algorithm. (2.NBT.B.7, 2.NBT.B.9) <p>Lesson 12: I can choose and explain solution strategies and record with a written addition method. (2.NBT.B.7, 2.NBT.B.9)</p> <p>Complete Mid-Module Assessment</p>	<p>Eureka Parent Newsletter – Topic B</p> <p>Optional Quiz: Topic: B</p> <p>Pacing Considerations:</p> <p>IF pacing is an issue consider combining lessons 8 and 9 and/or 10 and 11. When combining lessons 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.</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 13: Add Three-Digit Numbers <p>Zearn: Mission 5 Lesson 8 – Add Away Lesson 9 – Double Bundle Lesson 10 – Compose and Match Lesson 11 – Math Magic Lesson 12 – Sum Sharing</p> <p>Embarc.online – Module 5</p>	<p>Fluency Practice:</p> <p>Topic B</p> <ul style="list-style-type: none"> • Lesson 8-9: Add Common Units, Sprint: Two-Digit Addition, Making the Next Ten to Add, Add Common Units, More Tens and Ones • Lesson 10-11: Compensation, Sprint: Addition Crossing Tens, Place Value, Say Ten Counting, Compensation • Lesson 12: Compensation, Sprint: Compensation Addition

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		<p>Videos: Add three-digit numbers with base ten blocks (2.NBT.B.7) Explain addition using the commutative and associative properties (2.NBT.B.9)</p> <p>I-Ready Lessons: Adding a two-digit number and a multiple of 10 Adding two-digit numbers Two-digit sums and estimation Two-digit sums with base-ten models Mental addition of two-digit numbers Adding three-digit numbers</p> <p>Task Bank: Many ways to do addition 2 (2.NBT.B.7)</p>	
<p>Domain: Number and Operations in Base Ten Cluster: Use place value understanding and properties of operations to add and subtract.</p> <p>■ 2.NBT.B.7- Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>■ 2.NBT.B.9- Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Topic C- Strategies or Decomposing Tens and Hundreds Within 1,000</p> <p>Objectives/Learning Targets:</p> <ul style="list-style-type: none"> ● Lesson 13: I can relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works. (2.NBT.B.7, 2.NBT.B.9) ● Lesson 14-15: I can use math drawings to represent subtraction with up to two decompositions, relate drawings to the 	<p>Eureka Parent Newsletter – Topic C</p> <p>Optional Quiz: Topic: C</p> <p>Pacing Considerations:</p> <p>IF pacing is an issue consider combining lessons 14 and 15 and/or 16 and 17. When combining lessons 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.</p>	<p>Fluency Practice: Topic C</p> <ul style="list-style-type: none"> ● Lesson 13: Making the Next Ten, Making the Next Hundred, Subtracting Multiples of Hundreds and Tens ● Lesson 14-15: Grade 2 Core Fluency Differentiated Practice Sets, Using the Nearest Ten to Subtract, Subtract Common Units, Get to 10, 20, or 30, Count by Ten or One with Dimes and Pennies ● Lesson 16-17: Sprint: Subtraction from

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	<p>algorithm, and use addition to explain why the subtraction method works. (2.NBT.B.7, 2.NBT.B.9)</p> <ul style="list-style-type: none"> • Lesson 16-17- I can subtract from multiples of 100 and from numbers with zero in the tens place. (2.NBT.B.7, 2.NBT.B.9) • Lesson 18- I can apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place. (2.NBT.B.7, 2.NBT.B.9) 	<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 14: Subtract Three-Digit Numbers <p>Zearn: Mission 5 Lesson 13 – Prove It Lesson 14 – Subtract and Prove Lesson 15 – Showing Subtraction Lesson 16 – Smart Strategies Lesson 17 – Take Away, from Hundreds! Lesson 18 – Multiple Zeros</p> <p>Embarc.online – Module 5</p> <p>Videos: Add three-digit numbers with base ten blocks (2.NBT.B.7) Explain addition using the commutative and associative properties (2.NBT.B.9)</p> <p>I-Ready Lessons Subtracting 10 from a two-digit number Subtracting a one-digit number from a two-digit number Subtracting two-digit numbers and estimating differences</p>	<p>Teens, Coin Drop, More or Less, Using the Nearest Ten to Subtract, Subtract Common Units</p> <ul style="list-style-type: none"> • Lesson 18: Grade 2 Core Fluency Differentiated Practice Sets, Get the Ten Out and Subtract

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<p>Domain: Number and Operations in Base Ten Cluster: Use place value understanding and properties of operations to add and subtract.</p> <p>■ 2.NBT.B.7- Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>■ 2.NBT.B.9- Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Topic D- Student Explanations for Choice of Solution Methods</p> <p>Objectives/Learning Targets: Lesson 19-20: I can choose and explain solution strategies and record with a written addition or subtraction method. (2.NBT.B.7, 2.NT.B.8, 2.NBT.B.9)</p> <p>End-of-Module Assessment</p>	<p>Eureka Parent Newsletter – Topic D</p> <p>Optional Quiz: Topic: D</p> <p>Pacing Considerations:</p> <p>IF pacing is an issue consider combining lessons 19 and 20. When combining lessons 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.</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 13: Add Three-Digit Numbers Lesson 14: Subtract Three-Digit Numbers <p>Zearn: Mission 5</p> <p>Lesson 19 – Sum Different Strategies Lesson 20 – Strategy Selection</p> <p>Embarc.online – Module 5</p>	<p>Fluency Practice:</p> <p>Topic D</p> <p>Lesson 19-20: Grade 2 Core Fluency Differentiated Practice Sets, Take from the Ten, Skip Counting by Twos</p>

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		<p>Videos: Add three-digit numbers with base ten blocks (2.NBT.B.7) Mentally add 10 or 100 visualizing base ten blocks (2.NBT.B.8) Explain addition using the commutative and associative properties (2.NBT.B.9)</p> <p>I-Ready Lessons: Adding a two-digit number and a multiple of 10 Adding two-digit numbers Two-digit sums and estimation Two-digit sums with base-ten models Subtracting 10 from a two-digit number Mental addition of two-digit numbers Adding three-digit numbers Subtracting a one-digit number from a two-digit number Subtracting two-digit numbers and estimating differences Add or subtract 10 or 100</p> <p>Task Bank: How many days until summer vacation? (2.NBT.B.7) Peyton and Presley discuss addition (2.NBT.B.7, 2.NBT.B.9)</p>	

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Module 6: Foundations of Multiplication and Division			
<p>Domain: Operations and Algebraic Thinking Cluster: Work with equal groups of objects to gain foundations for multiplication</p> <p>➤ 2.OA.C.4- Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • How can I use manipulatives to create equal groups? • How can I use math drawings to represent equal groups, and relate to repeated addition? • How can I represent equal groups with tape diagrams, and relate to repeated addition? • How can I compose arrays from rows and columns, and count to find the total using objects? • How can I solve word problems involving addition of equal groups in rows and columns? • How can I use square tiles to compose a rectangle, and relate to the array model? • How can I partition a rectangle into same-size squares, and compose arrays with the squares? <p>Topic A- Formation of Equal Groups Objectives/ Learning Targets</p> <ul style="list-style-type: none"> • Lesson 1- I can use manipulatives to create equal groups. (2.OA.C.4) • Lesson 2- 3: I can use math drawings to represent equal groups, and relate to repeated addition. (2.OA.C.4) • Lesson 4: I can represent equal groups with tape diagrams, and relate to repeated addition. (2.OA.C.4) 	<p>Eureka Parent Newsletter: Topic A</p> <p>Optional Quiz: Topic A</p> <p>Pacing Considerations:</p> <p>Combine Lessons 1 and 2: 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.</p> <p>Combine Lessons 3 and 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.</p> <p>IF pacing is an issue consider omitting Lesson 3.</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 23: Add Using Arrays <p>Zearn: Mission 6 Lesson 1 – Equal Groups</p>	<p>Vocabulary Array, columns, even number, odd number, repeated addition, rows, tessellation, whole number</p> <p>Familiar Terms and Symbols Addends, doubles, equation, number path, number sentence, pair, rectangle, skip-counting</p> <p>Fluency Practice:</p> <p>Topic A</p> <ul style="list-style-type: none"> • Lesson 1: Grade 2 Core Fluency Practice Sets, Get the Ten Out and Subtract, Subtract Common Units • Lesson 2-3: Grade 2 Core Fluency Practice Sets, Using the Nearest Ten to Subtract, Subtracting Multiples of Hundreds, Happy Counting by Fives, Sprint: Subtraction Within 20 • Lesson 4: Happy Counting by Fives, Sprint: Adding Crossing Ten

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Lesson 2 – Add, Repeat, Complete! Lesson 4 – Equal Groups, Equal Tapes Embarc.online: Module 6 Videos: Use repeat addition to find the total number objects in an array (2.OA.C.4) I-Ready Lessons: Understand patterns Multiplication Concepts: Arrays Task Bank: Counting Dots in Arrays (2.OA.C.4)	
<p>Domain: Operations and Algebraic Thinking Cluster: Work with equal groups of objects to gain foundations for multiplication</p> <p>➤ 2.OA.C.4 - Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>Topic B- Arrays and Equal Groups Objectives/ Learning Targets</p> <ul style="list-style-type: none"> • Lesson 5: I can compose arrays from rows and columns, and count to find the total using objects. (2.OA.C.4.) • Lesson 6: I can decompose arrays into rows and columns, and relate to repeated addition. (2.OA.C.4.) • Lesson 7: I can represent arrays and distinguish rows and columns using math drawings. (2.OA.C.4) • Lesson 8: I can create arrays using square tiles with gaps. (2.OA.C.4.) <p>Lesson 9: I can solve word problems involving addition of equal groups in rows and columns. (2.OA.C.4)</p>	<p>Eureka Parent Newsletter: Topic B Optional Quiz: Topic B</p> <p>Pacing Considerations: Omit Lesson 8</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 23: Add Using Arrays <p>Zearn: Mission 6</p>	<p>Topic B</p> <ul style="list-style-type: none"> • Lesson 5: Making the Next Ten to Add, Grade 2 Core Fluency Practice Sets, Happy Counting by Tens: Crossing 100 • Lesson 6: Making the Next Hundred Drill, Grade 2 Core Fluency Practice Sets, Happy Counting by Tens: Crossing 100 • Lesson 7: Coin Drop, <i>Sprint</i>: Sums to the Teens • Lesson 8: Using the Nearest Ten to Subtract, <i>Sprint</i>: Subtraction from Teens • Lesson 9: Get the Ten Out and Subtract, Grade 2 Core Fluency Practice Sets, Happy Counting by Tens: Crossing 100

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

Quarter 3

Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	<p>Complete Mid- Module Assessment</p>	<p>Lesson 5 – Groups to Array Lesson 6 – A Row, a Column, Array, Lesson 7 – Hooray Array! Lesson 9 Array Addition</p> <p>Embarc.online: Module 6</p> <p>Videos: Use repeat addition to find the total number objects in an array (2.OA.C.4)</p> <p>I-Ready Lessons: Understand patterns Multiplication Concepts: Arrays</p> <p>Task Bank: Red and Blue Tiles (2.OA.C.4) Partitioning a rectangle into a square (2.OA.C.4, 2.G.A.2)</p>	

■ Major Content

➤ Supporting Content



Curriculum and Instruction – Mathematics

Quarter 3

Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
<p>Domain: Operations and Algebraic Thinking Cluster: Work with equal groups of objects to gain foundations for multiplication</p> <p>➤ 2.OA.C.4 - Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>Domain: Geometry Cluster: Reason with shapes and their attributes</p> <p>❖ 2.G.A.2- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>Topic C- Rectangular Arrays as a Foundation for Multiplication and Division</p> <p>Objectives/ Learning Targets</p> <ul style="list-style-type: none"> • Lessons 10-11: I can use square tiles to compose a rectangle, and relate to the array model. (2.OA.C.4, 2.G.A.2) • Lesson 12: I can use math drawings to compose a rectangle with square tiles. (2.OA.C.4, 2.G.A.2) • Lesson 13: I can use square tiles to decompose a rectangle. (2.OA.C.4, 2.G.A.2) • Lesson 14: I can use scissors to partition a rectangle into same-size squares, and compose arrays with the squares. (2.OA.C.4, 2.G.A.2) • Lesson 15: I can use math drawings to partition a rectangle with square tiles, and relate to repeated addition. (2.OA.C.4, 2.G.A.2) • Lesson 16: I can use grid paper to create designs to develop spatial structuring. (2.OA.C.4, 2.G.A.2) 	<p>Eureka Parent Newsletter: Topic C</p> <p>Optional Quiz: Topic C</p> <p>Pacing Considerations:</p> <p>Omit Lesson 11 and 16</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 27: Understand Tiling in Rectangles <p>Zearn: Mission 6</p> <p>Lesson 10 – Tile Time Lesson 12 – Step-by-Step Arrays Lesson 13 – Breaking Down Arrays Lesson 14 – Array Builder Lesson 15 – Repeated Rows</p> <p>Embarc.online: Module 6</p> <p>Videos: Lego Pad: Trajectory of Understanding (2.G.A.2) Partition rectangles into same size squares using columns and rows (2.G.A.2)</p>	<p>Topic C</p> <ul style="list-style-type: none"> • Lessons 10-11: Happy Counting by Tens: Crossing 100, <i>Sprint</i>: Sums to the Teens, <i>Sprint</i>: Subtraction Crossing Ten • Lesson 12: Compensation, Grade 2 Core Fluency Practice Sets • Lesson 13: Making the Next Ten to Add, Grade 2 Core Fluency Practice Sets • Lesson 14: <i>Sprint</i>: Subtraction from Teens, Coin Drop, More and Less • Lesson 15: <i>Sprint</i>: Subtraction Crossing the Ten, Using the Nearest Ten to Subtract, Subtract Common Units • Lesson 16: Get to 10, 20, or 30, Count by Ten or One with Dimes and Pennies, Grade 2 Core Fluency Practice Sets

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Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		<p>I-Ready Lessons: Understand patterns Multiplication Concepts: Arrays Concepts of area in two-dimensional shapes</p> <p>Task Bank: Partitioning a rectangle into a square (2.OA.C.4, 2.G.A.2)</p>	
<p>Domain: Operations and Algebraic Thinking Cluster: Work with equal groups of objects to gain foundations for multiplication</p> <p>➤ 2.OA.C.3- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>Topic D- The Meaning of Even and Odd Numbers</p> <p>Objectives/ Learning Targets</p> <ul style="list-style-type: none"> • Lesson 17: I can relate doubles to even numbers and write number sentences to express the sums. (2.OA.C.3) • Lesson 18: I can pair objects and skip count to relate to even numbers. (2.OA.C.3) • Lesson 19: I can investigate the pattern of even numbers: 0,2,4,6, and 8 in the ones place and relate to odd numbers. (2.OA.C.3) • Lesson 20: I can use rectangular arrays to investigate odd and even numbers. (2.OA.C.3) <p>Complete End of Module Assessment</p>	<p>Eureka Parent Newsletter: Topic D</p> <p>Optional Quiz: Topic D</p> <p>Pacing Considerations: No pacing considerations 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 4: Understand Odd and Even Numbers <p>Zearn: Mission 6 Lesson 17 – Even Doubles Lesson 18 – Doubly Even Lesson 19 – Odds and Evens Lesson 20 – Even the Odds</p>	<p>Topic D</p> <ul style="list-style-type: none"> • Lesson 17: Subtraction Patterns, Grade 2 Core Fluency Practice • Lesson 18: Skip-Counting by Twos, <i>Sprint:</i> Subtraction from Teens

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Curriculum and Instruction – Mathematics

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Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		<p>Embarc.online: Module 6</p> <p>Videos: Determine whether a number is odd or even by looking at the ones place (2.OA.C.3) Recognize even and odd numbers by forming partners and equal groups (2.OA.C.3)</p> <p>I-Ready Lessons: Understand patterns Multiplication Concepts: Arrays</p> <p>Task Bank: Buttons Odd and Even (2.OA.C.3)</p>	

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Curriculum and Instruction – Mathematics

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Grade: 2

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.

<p>Textbook Resources Engage NY/Eureka Math Teacher Support</p>	<p>TN Core/CCSS Tennessee Math Standards Achieve the Core - Tasks</p>	<p>Videos Making math fun with place value games Kids Math TV LearnZillion</p>
<p>Interactive Manipulatives Base Ten Blocks Addition Chart</p>		<p>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</p>
<p>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</p>		

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



January 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
		1	2	3	4	Optional Quizzes: Module 5 Topic A Topic B Topic C (Quizzes should not take more than 15 minutes to administer) Combine Lesson 2 and 3
Winter Break		Professional				
Module 5 Topic A: Lessons 1-6 (Combine Lessons 2/3)	7 <i>Begin 3rd Nine Weeks</i>	8	9	10	11	
Module 5 Topic A: Lesson 7 Topic B: Lessons 8-11	14	15	16	17	18	
Module 5 1-day Review Mid Module Assessment Topic C: Lessons 13-14	21 <i>Martin Luther King Jr. Day (Out)</i>	22	23 Module 5: Mid Module Assessment Complete	24	25	
Module 5 Topic C: Lessons 15-18 Topic D: Lesson 19	28	29	30	31	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 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 2



February 2019

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Topic C: Lessons 15-18 Topic D: Lesson 19					1	Optional Quizzes: Module 5 Topic D (Quizzes should not take more than 15 minutes to administer)
Module 5 Topic D: Lesson 20 1-day Review End of Module Assessment Module 6 Topic A: Lessons 1-4 (Combine lesson 1/2, Omit Lesson 3)	4	5	6 Module 5: End of Module Assessment Complete	7 <i>Parent Conferences</i>	8	Combine Lesson 1 and 2 Omit Lesson 3 Optional Quizzes: Module 6 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 6 Topic B: Lessons 5-9 (Omit Lesson 8) 1-day Review	11	12	13	14	15	Omit Lesson 8
Module 6 Mid Module Assessment Topic C: Lessons 10-14 (Omit Lesson 11)	18 <i>President's Day (In)</i>	19	20	21	22	Omit Lesson 11
Module 6 Topic C: Lesson 15 (Omit Lesson 16) Topic D: 17-20	25	26	27	28	1	Omit Lesson 16

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



March 2019						
Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 Topic C: Lesson 15 (Omit Lesson 16) Topic D: 17-20					1	Optional Quizzes: Module 7 Topic A Topic B (Quizzes should not take more than 15 minutes to administer) Note: <i>Flex days</i> 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 6 1-day Review End of Module Assessment Flex (NWEA) Day 2-day Flex (Task) Day	4	5 Module 6: End of Module Assessment Complete	6	7	8 <i>3rd Nine Week ends</i>	
	11	12	13	14	15	
Spring Break						
Module 7 Topic A: Lessons 1-5 (Combine Lessons 1/2, 3/4) Topic B: Lesson 6-7	18 <i>Begin 4th Nine Weeks</i>	19	20	21	22	Combine Lessons 1 and 2 Combine Lessons 3 and 4 Combine Lessons 11 and 12
Module 7 Topic B: Lessons 8-13 (Combine Lesson 11/12)	25	26	27	28	29	

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.