Mathematics
Grade 2 – Year at a Glance
2019 - 2020

Q1   Q2   Q3   Q4

Module 1 Aug. 12 – Aug. 27	Module 2 Aug. 28 – Sept. 12	Module 3 Sept.13 – Oct. 11	Module 4 Oct. 21 – Dec. 13	2nd Grade Tasks Dec. 16 – Dec.20	Module 5 Jan. 6 – Feb. 3	Module 6 Feb. 4 – Mar. 3	Module 7 Mar. 7-Apr. 21		Module 8 Apr. 22-May 22
Sums and Differences to 100	Addition and Subtraction of Length Units	Place Value, Counting, and Comparison of Numbers to 1,000	Addition and Subtraction Within 200 with Word Problems to 100	Activities/tasks for standards below *(please use these tasks to expose students to standards prior to state testing)*	Addition and Subtraction Within 1,000 with Word Problems	Foundations of Multiplication and Division	Problem Solving with Length, Money, and Data	TN Ready Testing Window	Time, Shapes, and Fractions as Equal Parts of Shapes
2.OA.A.1	2.MD.A.1	2.NBT.A.1	2.OA.A.1	2.MD.C.7	2.NBT.B.7	2.OA.C.3	2.NBT.B.5		2.MD.C.7
2.OA.B.2	2.MD.A.2	2.NBT.A.2	2.NBT.B.5	2.G.A.1	2.NBT.B.8	2.OA.C.4	2.MD.A.1		2.G.A.1
2.NBT.B.5	2.MD.A.3	2.NBT.A.3	2.NBT.B.6	2.G.A.3	2.NBT.B.9	2.G.A.2	2.MD.A.2		2.G.A.3
	2.MD.A.4	2.NBT.A.4	2.NBT.B.7				2.MD.A.3		
	2.MD.B.5		2.NBT.B.8				2.MD.A.4		
	2.MD.B.6		2.NBT.B.9				2.MD.B.5		
							2.MD.B.6		
							2.MD.C.8		
							2.MD.D.9		
							2.MD.D.10		

Key:

Major Content	Additional Content

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

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

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
Module 7: Problem Solving with Length, Money and Data (will be continued 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.NBT.B.5**	Procedural Fluency	1.NBT.C4, 1.NBT.C.5, 1.NBT.C.6, 2.OA.B.2
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.MD.C.8	Conceptual Understanding/ Procedural Fluency	Introductory
2.MD.D.10	Procedural Fluency/Application	1.MD.C.4, 1.OA.A.1, 1.OA.A.2, K.MD.B.3
2.G.A.2	Conceptual Understanding/ Procedural Fluency	Introductory
✎ **Indicates Power Standard** (2017-2018)		
[Instructional Focus Document](#) – **Grade 2**		

Quarter 3   **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 5: Addition and Subtraction Within 1,000 with word Problems to 100			

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Number and Operations in 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, drawings, 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.	**Essential Questions** • 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? • **Topic A – Strategies for Adding and Subtracting Within 1, 000** **Objectives/Learning Targets:** • **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)** • **Lesson 2:** I can add and subtract multiples of 100 including counting on to subtract. **(2.NBT.B.7, 2.NBT.B.8)** • **Lesson 3:** I can Add multiples of 100 and some tens within 1,000. **(2.NBT.B.7, 2.NBT.B.8)**	**Eureka Parent Newsletter – Topic A** **Optional Quiz: Topic: A** **Pacing Considerations:** **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. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 13: Add Three-Digit Numbers • Lesson 14: Subtract Three-Digit Numbers **Zearn: Mission 5** Lesson 1 – More or Less Lesson 2 – More Hundreds, Fewer Hundreds Lesson 3 – Way? Arrow Way! Lesson 4 – Break It Down Lesson 5 – Easier Adding Lesson 6 – Easier Subtracting Lesson 7 – Thousand Strategies	**Module 5 Vocabulary** Compensation Familiar Terms and Symbols Addend, addition, algorithm, bundle, compose, decompose, difference, equation **Fluency Practice:** **Topic A** • **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

Commented [CLB1]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson.
Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

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■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	• **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.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.9)**	**Embarc.online – Module 5** **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) **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 **Task Bank:** Choral Counting (2.NBT.B.8)	

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Number and Operations in 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, drawings, 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 Tens and Hundreds Within 1,000** **Objectives/Learning Targets:** • **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)** **Lesson 12:** I can choose and explain solution strategies and record with a written addition method. **(2.NBT.B.7, 2.NBT.B.9)** **Complete Mid-Module Assessment**	**Eureka Parent Newsletter – Topic B** **Optional Quiz: Topic: B** **Pacing Considerations:** **Combine Lesson 8 and 9:** 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 13: Add Three-Digit Numbers **Zearn: Mission 5** Lesson 8 – Add Away Lesson 9 – Double Bundle Lesson 10 – Compose and Match Lesson 11 – Math Magic Lesson 12 – Sum Sharing **Embarc.online – Module 5** **Videos:** Add three-digit numbers with base ten blocks (2.NBT.B.7)	**Fluency Practice:** **Topic B** • **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

Commented [CLB2]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Explain addition using the commutative and associative properties (2.NBT.B.9) **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 **Task Bank:** Many ways to do addition 2 (2.NBT.B.7)	
Domain: Number and Operations in 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, drawings, 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 C- Strategies or Decomposing Tens and Hundreds Within 1,000** **Objectives/Learning Targets:** ● **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 algorithm, and use addition to explain why the subtraction method works. **(2.NBT.B.7, 2.NBT.B.9)**	**Eureka Parent Newsletter – Topic C** **Optional Quiz: Topic: C** **Pacing Considerations:** **Combine lessons 14 and 15:** 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. **Combine lessons 16 and 17:** Review both lessons and choose the problems that align to the depth of knowledge the standard requires	**Fluency Practice:** **Topic C** ● **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 Teens, Coin Drop, More or Less, Using the Nearest Ten to Subtract, Subtract Common Units

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Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

Commented [CLB4]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	• **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)**	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 14: Subtract Three-Digit Numbers **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 **Embarc.online – Module 5** **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) **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	• **Lesson 18:** Grade 2 Core Fluency Differentiated Practice Sets, Get the Ten Out and Subtract

■ Major Content	➢ Supporting Content

Quarter 3　　　　　　　　　　　　　　　　　　　　　　　　**Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Number and Operations in 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, drawings, 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 D- Student Explanations for Choice of Solution Methods** **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)** **End-of-Module Assessment**	**Eureka Parent Newsletter – Topic D** **Optional Quiz: Topic: D** **Pacing Considerations:** **Combine lessons 19 and 20:** 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 13: Add Three-Digit Numbers • Lesson 14: Subtract Three-Digit Numbers **Zearn: Mission 5** Lesson 19 – Sum Different Strategies Lesson 20 – Strategy Selection **Embarc.online – Module 5**	**Fluency Practice:** **Topic D** **Lesson 19-20:** Grade 2 Core Fluency Differentiated Practice Sets, Take from the Ten, Skip Counting by Twos

> **Commented [CLB5]:** Need Specific guidance around the following:
> Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.`

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		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) **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 **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)	

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■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Module 6: Foundations of Multiplication and Division			
Domain: Operations and Algebraic Thinking **Cluster:** Work with equal groups of objects to gain foundations for multiplication ➢ **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.	**Essential Questions** • 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? **Topic A- Formation of Equal Groups** **Objectives/ Learning Targets** • **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**)	**Eureka Parent Newsletter: Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **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. **Omit Lesson 3** **Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 23: Add Using Arrays **Zearn: Mission 6** Lesson 1 – Equal Groups Lesson 2 – Add, Repeat, Complete! Lesson 4 – Equal Groups, Equal Tapes **Embarc.online: Module 6**	**Vocabulary** Array, columns, even number, odd number, repeated addition, rows, tessellation, whole number Familiar Terms and Symbols Addends, doubles, equation, number path, number sentence, pair, rectangle, skip-counting **Fluency Practice:** **Topic A** • **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

Commented [CLB6]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		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)	
Domain: Operations and Algebraic Thinking **Cluster:** Work with equal groups of objects to gain foundations for multiplication ➢ **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.	**Topic B- Arrays and Equal Groups** **Objectives/ Learning Targets** • **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**) • **Lesson 9**: I can solve word problems involving addition of equal groups in rows and columns. (**2.OA.C.4**) **Complete Mid- Module Assessment**	**Eureka Parent Newsletter: Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** **Omit Lesson 8** **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 23: Add Using Arrays **Zearn: Mission 6** Lesson 5 – Groups to Array Lesson 6 – A Row, a Column, Array, Lesson 7 – Hooray Array! Lesson 9 Array Addition	**Topic B** • **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, *Sprint:* Sums to the Teens • **Lesson 8:** Using the Nearest Ten to Subtract, *Sprint:* 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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■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		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:** Red and Blue Tiles (2.OA.C.4) Partitioning a rectangle into a square (2.OA.C.4, 2.G.A.2)	
Domain: Operations and Algebraic Thinking **Cluster:** Work with equal groups of objects to gain foundations for multiplication ➢ **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. **Domain**: Geometry **Cluster:** Reason with shapes and their attributes ❖ **2.G.A.2-** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	**Topic C- Rectangular Arrays as a Foundation for Multiplication and Division** **Objectives/ Learning Targets** • **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.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.G.A.2)**	**Eureka Parent Newsletter: Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** **Omit lessons 11 and 16** **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 27: Understand Tiling in Rectangles	**Topic C** • **Lessons 10-11:** Happy Counting by Tens: Crossing 100, *Sprint*: Sums to the Teens, **Sprint:** 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:** *Sprint:* Subtraction from Teens, Coin Drop, More and Less • **Lesson 15: Sprint:** 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

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
	• **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.G.A.2)**	**Zearn: Mission 6** Lesson 10 – Tile Time Lesson 12 – Step-by-Step Arrays Lesson 13 – Breaking Down Arrays Lesson 14 – Array Builder Lesson 15 – Repeated Rows **Embarc.online: Module 6** **Videos:** Lego Pad: Trajectory of Understanding (2.G.A.2) Partition rectangles into same size squares using columns and rows (2.G.A.2) **I-Ready Lessons:** Understand patterns Multiplication Concepts: Arrays Concepts of area in two-dimensional shapes **Task Bank:** Partitioning a rectangle into a square (2.OA.C.4, 2.G.A.2)	

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
Domain: Operations and Algebraic Thinking **Cluster:** Work with equal groups of objects to gain foundations for multiplication ➢ **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.	**Topic D- The Meaning of Even and Odd Numbers** **Objectives/ Learning Targets** • **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)** **Complete End of Module Assessment**	**Eureka Parent Newsletter: Topic D** **Optional Quiz: Topic D** **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 4: Understand Odd and Even Numbers **Zearn: Mission 6** Lesson 17 – Even Doubles Lesson 18 – Doubly Even Lesson 19 – Odds and Evens Lesson 20 – Even the Odds **Embarc.online: Module 6** **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) **I-Ready Lessons:** Understand patterns Multiplication Concepts: Arrays **Task Bank:** Buttons Odd and Even (2.OA.C.3)	**Topic D** • **Lesson 17:** Subtraction Patterns, Grade 2 Core Fluency Practice • **Lesson 18:** Skip-Counting by Twos, *Sprint:* Subtraction from Teens

SCS 2019/2020
Revised 7/10/19

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
**Module 7- Problem Solving with Length, Money, and Data (continued in Q4)**			
Domain: Measurement and Data **Cluster:** Represent and interpret data **2.MD.D.10**- Draw a picture graph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	**Essential Questions** • What is the easiest way to count a group of coins? • Is there more than one way to make the same amount of money? • How can you tell which attributes of an object can be measured? • What are some ways data can be organized? • How can you decide what type of graph to use once you have collected data? **Topic A- Problem Solving with Categorical Data** **Objectives / Learning Objectives** • **Lesson 1:** I can sort and record data into a table using up to four categories; use category counts to solve word problems. (**2. MD.D.10**) • **Lesson 2: I can** draw and label a picture graph to represent data with up to four categories. (**2. MD.D.10**) • **Lesson 3**: I can draw and label a bar graph to represent data; relate the count scale to the number line. (**2. MD.D.10**) • **Lesson 4**: I can draw a bar graph to represent a given data set. (**2. MD.D.10**) • **Lesson 5:** I can solve word problems using data presented in a bar graph. (**2. MD.D.10**)	**Eureka Parent Newsletter – Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **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. **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. **Additional instructional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** • Lesson 23: Draw and Use Bar Graphs and Picture Graphs • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 2 – Picturing Data Lesson 4 – Bar Graph Path Lesson 5 – Graphing Pennies	**Vocabulary** Bar, category, data, degree, foot, inch, legend, line plot, picture graph, scale, survey, symbol, table, yard Familiar Terms and Symbols Benchmark number, centimeter, cents, coins, compare, compose, decompose, difference. Dollars, endpoint **Fluency Practice:** **Topic A** **Lesson 1-** Count by 10 or 5 with Dimes and Nickels, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 2-** Grade 2 Core Fluency Differentiated Practice Sets, Coin Drop **Lesson 3-** Sprint: Addition and Subtraction by 5, Coin Drop **Lesson 4-** Coin Drop, Skip-Counting by 5 **Lesson 5-** Grade 2 Core Fluency Differentiated Practice Sets, Coin Drop

Commented [CLB7]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

Commented [CLB8]: Need Specific guidance around the following:
Which lesson for fluency and application problem. What parts of each concept development for each lesson. Which problems from each problem set and will they do one exit ticket if so which one or both exit tickets.

■ Major Content   ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Embarc.online – Module 7 **Videos:** Compare Picture Graphs and Bar Graphs (2.MD.D.10) **I-Ready Lessons:** Picture Graphs **Task Bank:** Favorite Ice Cream Flavor (2.MD.D.10)	
Domain: Number and Operations in 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 **Domain:** Measurement and Data **Cluster:** Work with time and money ➢ **2.MD.C.8**- Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	**Topic B- Problem solving with Coins and Bills** **Objectives /Learning Targets** • **Lesson 6:** I can recognize the value of coins and count up to find their total value. (**2.NBT.B.5, 2. MD.C.8**) • **Lesson 7**: I can solve word problems involving the total value of a group of coins. (**2.NBT.B.5, 2. MD.C.8**) • **Lesson 8:** I can solve word problems involving the total value of a group of bills. (**2.NBT.B.5, 2. MD.C.8**)	**Eureka Parent Newsletter – Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** No pacing considerations for lesson 6-8 **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 25: Solve Word Problems Involving Money • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 7 – Coin Count Lesson 9 – Coins and Dollars Lesson 10 – Change Exchange Lesson 12 – The Dollar Store Lesson 13 – Solving with Cents	**Fluency Practice:** **Topic B** **Lesson 6-** Decomposition Tree, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 7-** Skip-Count by $5 and $10 Between 85 and 205, Sprint: Subtraction Across a Ten **Lesson 8-** Sprint: Adding Across a Ten

■ Major Content	➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY/FLUENCY
		Embarc.online – Module 7 **Videos:** Count Money by Drawing Pictures (2.MD.C.8) **I-Ready Lessons:** Coin Values Counting Coin Values **Task Bank:** Alexander Who Used to be Rich Last Sunday (2.MD.C.8) Choices, Choices, Choices (2.MD.C.8) Jamar's Penny Jar (2.MD.C.8) Pet Shop (2.MD.C.8) Saving Money 1 (2.NBT.B.5, 2.MD.C.8) Susan's Choice (2.MD.C.8) Visiting the Arcade (2.MD.C.8)	

■ Major Content	➢ Supporting Content

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.

Textbook Resources	TN Core/CCSS	Videos
Eureka Math Teacher Support	**Tennessee Math Standards** **Achieve the Core - Tasks**	Making math fun with place value games LearnZillion

Interactive Manipulatives	Additional Sites
Base Ten Blocks Addition Chart	Inverse relationship of addition and subtraction Alien Addition Adding Doubles Write a subtraction sentence based on the picture Add three or more one-digit numbers Balance addition equations one-digit Popup Addition Game Popup Subtraction Game Read and Write Numbers Illustrative Mathematics 2nd Grade

Other

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

Pacing and Preparation Guide (Omissions)
Homework Help: Digital Access
Parent Roadmap
Parent Newsletters

■ Major Content	➢ Supporting Content

January 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1	**2** Winter Break	**3**	**Flex Day Options include:** *Standard*- Suggested standard(s) to review for the day (*-denotes a Power Standard)
Module 5	**6** *Begin 3rd Quarter* **Module 5 Topic A: Lesson 1**	**7** **Module 5 Topic A: Lesson 2 and 3 combined**	**8** **Module 5 Topic A: Lesson 4**	**9** **Module 5 Topic A: Lesson 5**	**10** **Flex Day Options** 2.NBT.B.7 2.NBT.B.8 Pacing Other	*Pacing* – Use this time to adjust instruction to stay on pace *Other* – Includes assessments, review, reteaching, etc.
Module 5	**13** **Module 5 Topic A: Lesson 6**	**14** **Module 5 Topic A: Lesson 7**	**15** **Module 5 Topic B: Lesson 8 and 9 combined**	**16** **Module 5 Topic B: Lesson 10**	**17** *½ day students* **Flex Day Options** 2.NBT.B.7 2.NBT.B.9 Pacing Other	Optional Quizzes: Module 5 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 5	**20** *Martin Luther King Jr. Day (Out)*	**21** **Module 5 Topic B: Lesson 11**	**22** **Module 5 Topic B: Lesson 12**	**23** **M5 Mid Module Assessment**	**24** **Module 5 Topic C: Lesson 13**	
Module 5	**27** **Module 5 Topic C: Lesson 14 and 15 combined**	**28** **Module 5 Topic C: Lesson 16 and 17 combined**	**29** **Module 5 Topic C: Lesson 18**	**30** **Module 5 Topic D: Lesson 19 and 20 combined**	**31** **Flex Day Options** 2.NBT.B.7 2.NBT.B.8 2.NBT.B.9 Pacing Other	

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

February 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Module 6	**3** M5 End of Module Assessment	**4** Module 6 Topic A: Lesson 1 and 2 combined	**5** Module 6 Topic A: Lesson 4	**6** Module 6 Topic B: Lesson 5	**7** Flex Day Options 2.OA.C.4 Pacing Other	Omit Lesson 3 **Flex Day Options include:** *Standard*- Suggested standard(s) to review for the day (***-denotes a Power Standard)**
Module 6 Omit Lesson 8	**10** Module 6 Topic B: Lesson 6	**11** Module 6 Topic B: Lesson 7	**12** Module 6 Topic B: Lesson 9	**13** *Parent Teacher Conferences* M6 Mid Module Assessment	**14** *1/2 day students* Flex Day Options 2.OA.C.4 Pacing Other	*Pacing –* Use this time to adjust instruction to stay on pace *Other –* Includes assessments, review, reteaching, etc.
Module 6 Omit Lesson 11	**17** PD FLEX DAY *President's Day*	**18** Module 6 Topic C: Lesson 10	**19** Module 6 Topic C: Lesson 12	**20** Module 6 Topic C: Lesson 13	**21** Module 6 Topic C: Lesson 14	Optional Quizzes: Module 6 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 6 Omit Lesson 16	**24** Module 6 Topic C: Lesson 15	**25** Module 6 Topic D: Lesson 17	**26** Module 6 Topic D: Lesson 18	**27** Module 6 Topic D: Lesson 19	**28** Flex Day Options 2.OA.C.4 2.G.A.2 Pacing Other	

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

March 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 Module 7	**2** Module 6 Topic D: Lesson 20	**3** M6 End of Module Assessment	**4** Module 7 Topic A: Lesson 1 and 2 combined	**5** Module 7 Topic A: Lesson 3 and 4 combined	**6** Flex Day Options 2.OA.C.3 2.MD.D.10 Pacing Other	**Flex Day Options include:** *Standard-* Suggested standard(s) to review for the day (*-denotes a Power Standard) *Pacing –* Use this time to adjust instruction to stay on pace *Other –* Includes assessments, review, reteaching, etc. Optional Quizzes: Module 7 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
Module 7	**9** Module 7 Topic A: Lesson 5	**10** Module 7 Topic B: Lesson 6	**11** Module 7 Topic B: Lesson 7	**12** Module 7 Topic B: Lesson 8	**13** *End of 3rd Quarter* Flex Day Options 2.NBT.B.5* 2.MD.C.8 Pacing Other	
	16	**17**	**18**	**19**	**20**	
			Spring Break			
Module 7	**23** *4th Quarter begins* Module 7 Topic B: Lesson 9	**24** Module 7 Topic B: Lesson 10	**25** Module 7 Topic B: Lesson 11 and 12 combined	**26** Module 7 Topic B: Lesson 13	**27** Flex Day Options 2.NBT.B.5* 2.MD.C.8 Pacing Other	
Module 7	**30** M7 Mid Module Assessment	**31** Module 7 Topic C: Lesson 14 and 15 combined	1	2	3	

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.