Mathematics

Grade 2 – Year at a Glance

2018 - 2019

Q1			Q2		Q3		Q4	
Module 1 Aug. 6 – Aug. 21	Module 2 Aug. 22 – Sept. 6	Module 3 Sept.10 – Oct. 19	Module 4 Oct. 23 – Dec. 10	2nd Grade Tasks Dec. 10 – Dec.19	Module 5 Jan. 9 – Feb. 6	Module 6 Feb. 7 – Mar. 8	Module 7 Mar. 18-Apr. 18	Module 8 Apr. 22-May 22
Sums and Differences to 100	Addition and Subtraction of Length Units	Place Value, Counting, and Comparison of Numbers to 1,000	Addition and Subtraction Within 200 with Word Problems to 100	Activities/tasks for standards below *(please use these tasks to expose students to standards prior to state testing)*	Addition and Subtraction Within 1,000 with Word Problems	Foundations of Multiplication and Division	Problem Solving with Length, Money, and Data	Time, Shapes, and Fractions as Equal Parts of Shapes
2.OA.A.1	2.MD.A.1	2.NBT.A.1	2.OA.A.1	2.MD.C.7	2.NBT.B.7	2.OA.C.3	2.NBT.B.5	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	

TN Ready Testing Window

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?

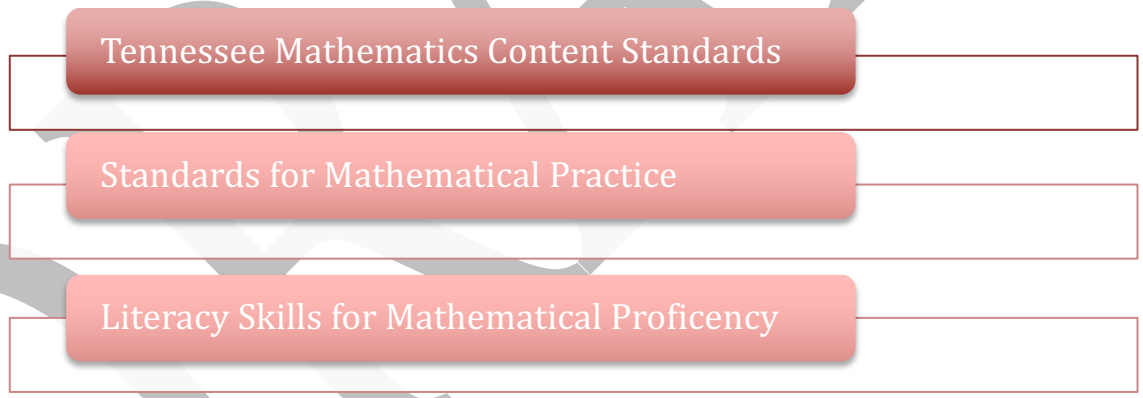
In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State 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**.

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.



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 4 Overview

Module 7: Problem Solving with Length, Money, and Data
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

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.C.3	Conceptual Understanding/Application	1.OA.7
2.NBT.B.5	Procedural Skill and Fluency	1.NBT.4, 1.NBT.5, 1.NBT.6, 2.OA.2
2.MD.A.1	Procedural Skill and Fluency	1.MD.1, 1. MD.2
2.MD.A.2	Procedural Skill and Fluency, Conceptual Understanding	1.MD.2, 2.MD.1, 2.MD.3
2.MD.A.3	Conceptual Understanding	1.MD.2, 2.MD.1
2.MD.A.4	Procedural Skill and Fluency	2.MD.1, 2.MD.3
2.MD.B.5	Application	2.MD.3, 2.MD.4
2.MD.B.6	Conceptual Understanding	Introductory
2.MD.C.7	Procedural Skill and Fluency, Conceptual Understanding	1.MD.3
2.MD.C.8	Application	Introductory
2.MD.D.9	Procedural Skill and Fluency	Introductory
2.MD.D.10	Procedural Skill and Fluency	1.MD.4
2.G.A.1	Conceptual Understanding	1.G.1
2.G.A.3	Procedural Skill and Fluency, Conceptual Understanding	1.G.3, 2.G.2

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Module 7- Problem Solving with Length, Money, and Data			
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

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

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**) • **Lesson 9**: I can solve word problems involving different combinations of coins with the same total value. (**2.NBT.B.5, 2. MD.C.8**) • **Lesson 10:** I can use the fewest number of coins to make a given value(**2.NBT.B.5, 2. MD.C.8**) • **Lesson 11**: I can use different strategies to make $1 or make change from $1. (**2.NBT.B.5, 2. MD.C.8**)	**Eureka Parent Newsletter – Topic B** **Optional Quiz: Topic B** **Pacing Considerations:** **Combine Lessons 11 and 12:** 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 25: Solve Word Problems Involving Money • Math in Action: Use Measurement	**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 **Lesson 9-** Decomposition Tree, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 10-** Decomposition Tree, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 11-** Sprint: Subtraction from Teens, Coin Exchange **Lesson 12-** Sprint: Adding Across a Ten, Making $1 **Lesson 13-** Grade 2 Core Fluency Differentiated Practice sheets

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
	• **Lesson 12**: I can solve word problems involving different ways to make change from $1. (**2.NBT.B.5, 2. MD.C.8**) • **Lesson 13**: I can solve two-step word problems involving dollars or cents with totals within $100 or $1. (**2.NBT.B.5, 2. MD.C.8**) **Complete Mid-Module Assessment**	**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 **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)	
Domain: Measurement and Data **Cluster:** Measure and estimate lengths in standard units. ■ **2.MD.A.1**- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	**Topic C- Creating an Inch Ruler** **Objectives / Learning Targets** **Lesson 14:** I can connect measurement with physical units by using iteration with an inch tile to measure. **(2. MD.A.1)** **Lesson 15:** I can apply concepts to create inch rulers; measure lengths using inch rulers. **(2. MD.A.1)**	**Eureka Parent Newsletter – 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	**Fluency Practice:** **Topic C** **Lesson 14-** Subtraction Fact Flash Cards, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 15-** Sprint: Adding and Subtracting by 2, Round to Different Place Values

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		the concept development, problem set and exit ticket. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 16: Understanding Length and Measurement Tools • Lesson 17: Measure Length • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 15 – Inching Forward **Embarc.online – Module 7** **Videos:** Measure with Non-standard Units (2.MD.A.1) Measure using a ruler (2.MD.A.1) **I-Ready Lessons:** Using a Ruler: Inches Using a Ruler: Centimeters **Task Bank:** Determining Length (2.MD.A.1, 2.MD.A.3, 2.MD.A.4)	

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Domain: Measurement and Data **Cluster:** Measure and estimate lengths in standard units. ■ **2.MD.A.1**- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. ■ **2.MD.A.2**- Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen ■ **2.MD.A.3**- Estimate lengths using inches, feet, centimeters, and meters. ■ **2.MD.A.4**- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	**Topic D- Measuring and Estimating Length Using Customary and Metric Units** **Objectives / Learning Targets:** • **Lesson 16:** I can measure various objects using inch rulers and yardsticks. **(2. MD.A.1, 2. MD.A.2, 2. MD.A.3, 2. MD.A.4)** • **Lesson 17:** I can develop estimation strategies by applying prior knowledge of length and using mental benchmarks. **(2. MD.A.1, 2. MD.A.2, 2. MD.A.3, 2. MD.A.4)** • **Lesson 18:** I can measure an object twice using different length units and compare; relate measurement to unit size. **(2. MD.A.1, 2. MD.A.2, 2. MD.A.3, 2. MD.A.4)** • **Lesson 19:** I can measure to compare the differences in lengths using inches, feet, and yards. **(2. MD.A.1, 2. MD.A.2, 2. MD.A.3, 2. MD.A.4)**	**Eureka Parent Newsletter – Topic D** **Optional Quiz: Topic C and D** **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 18: Understand Measurement with Different Units • Lesson 19: Understand Estimating Length • Lesson 20: Compare Lengths • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 17 – Inches, Feet, and Yards Lesson 19 – Which is Longer? **Embarc.online – Module 7** **Videos:** Measure using a ruler (2.MD.A.1) Find the difference in the length of two objects using addition (2.MD.A.4) **I-Ready Lessons:** Measuring Length in Inches with a Ruler **Task Bank:** **N/A**	**Fluency Practice:** **Topic D** **Lesson 16-** Sprint: Adding and Subtracting by 3, Subtraction Fact Flash Cards **Lesson 17-** Subtraction Fact Flash Cards, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 18-** Decomposition Tree, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 19-** Subtraction from Tens, Sprint: Subtraction Patterns

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Domain: Measurement and Data **Cluster:** Relate addition and subtraction to length. ■ **2.MD.B.5**- Addition and subtraction within 100 to solve contextual problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ■ **2.MD.B.6**- Represent whole numbers as lengths from 0 on a number line and know that points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100	**Topic E- Problem Solving with Customary and Metric Units** **Objectives / Learning Targets:** • **Lesson 20:** I can solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem. **(2. MD.B.5, 2. MD.B.6**) • **Lesson 21**: I can identify unknown numbers on a number line diagram by using the distance between numbers and reference points. **(2. MD.B.5, 2. MD.B.6**) • **Lesson 22**: I can represent two-digit sums and differences involving length by using the ruler as a number line. **(2. MD.B.5, 2. MD.B.6**)	**Eureka Parent Newsletter – Topic E** **Optional Quiz: Topic E** **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 21: Add and Subtract Lengths • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 20 – Sketch and Solve **Embarc.online – Module 7** **Videos:** **N/A** **I-Ready Lessons:** Solve Problems Involving Length **Task Bank:** High Jump Competition (2.MD.B.5) Frog and Toad on the Number Line (2.MD.B.6)	**Fluency Practice:** **Topic E** **Lesson 20-** Compensation, Sprint: Subtraction Patterns **Lesson 21-** Roll and Follow the Rule, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 22-** Compensation, Grade 2 Core Fluency Differentiated Practice Sets

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Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Domain: Measurement and Data **Cluster:** Relate addition and subtraction to length. ■ **2.MD.B.6**- Represent whole numbers as lengths from 0 on a number line and know that points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100 **Domain:** Measurement and Data **Cluster:** Represent and interpret data ➢ **2.MD.D. 9**- Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	**Topic F – Displaying Measurement Data** **Objectives / Learning Targets:** • **Lesson 23:** I can collect and record measurement data in a table; answer questions and summarize the data set. (**2. MD.B.6, 2. MD.D.9**) • **Lesson 24:** I can draw a line plot to represent the measurement data; relate the measurement scale to the number line. . (**2. MD.B.6, 2. MD.D.9**) • **Lesson 25:** I can draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.(**2. MD.B.6, 2. MD.D.9**) • **Lesson 26:** I can draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data. . (**2. MD.B.6, 2. MD.D.9**) **Complete End-of-Module Assessment**	**Eureka Parent Newsletter – Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** **Omit** Lesson 26 or Consolidate with Lesson 25, **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 22: Understand Reading and Making Line Plots • Math in Action: Use Measurement **Zearn: Mission 7** Lesson 23 – Penciling Data Lesson 24 – Line Plotting Lesson 25 – Draw Conclusion **Embarc.online – Module 7** **Videos:** **N/A** **I-Ready Lessons:** Line plot and measuring length **Task Bank:** Frog and Toad on the Number Line (2.MD.B.6) Growing Bean Plants (2.MD.D.9) Hand Span Measures(2.MD.D.9) The Longest Walk (2.MD.D.9)	**Fluency Practice:** **Topic F** **Lesson 23-** How many more hundreds? Sprint: Adding across a ten **Lesson 24-** Find the difference, Sprint: Subtraction patterns **Lesson 25-** Decomposition trees, Grade 2 core fluency, differentiated practice sets **Lesson 26-** Making the next hundred, making the next hundred to add, Grade 2 Core Fluency differentiated practice sets

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Module 8- Time, Shapes, and Fractions as Equal Parts of Shapes			
Domain: Geometry **Cluster:** Reason with shapes and their attributes. ➢ **2.G.A.1-** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length	**Essential Questions** • How can I identify, draw and describe triangles, quadrilaterals, pentagons and hexagons? • How can I combine shapes to form a new shape? • How can I partition and circle and rectangle into equal shapes? • How can I use the partitioned circle to help me tell time? **Topic A- Attributes of Geometric Shapes** **Objectives / Learning Targets:** • **Lesson 1:** I can describe two-dimensional shapes based on attributes. (**2.G.A.1**) • **Lesson 2:** I can build, identify, and analyze two-dimensional shapes with specified attributes. (**2.G.A.1**) • **Lesson 3:** I can use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons. (**2.G.A.1**) • **Lesson 4:** I can use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids. (**2.G.A.1**) • **Lesson 5:** I can relate the square to the cube, and describe the cube based on attributes. (**2.G.A.1**)	Eureka Parent Newsletter – Topic A **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 26: Recognize and Draw Shapes **Zearn: Mission 8** Lesson 1 – Shape Up Lesson 2 – Sketch Shapes Lesson 3 – Spot Shapes Lesson 5 – Quadrilaterals and More **Embarc.online – Module 8** **Videos:** Identify Quadrilaterals (2.G.A.1) **I-Ready Lessons:** Recognize and Draw Shapes **Task Bank:** Polygons (2.G.A.1)	**Vocabulary** am/pm, analog clock, angle, parallel, parallelogram, partition, pentagon, polygon, quadrilateral, quarter past, quarter to, right angle, third of, whole **Familiar Terms and Symbols** Attribute, cube, digital clock, face, fourth of, half hour, half of, half past, hour, minute, o'clock, quarter, tangram, two-dimensional shapes, circle, half circle, hexagon, quarter-circle, rectangle, rhombus, square, trapezoid, triangle **Fluency Practice:** **Topic A** **Lesson 1-** Rename for the Larger Unit, Adding Across a Ten **Lesson 2-** Rename for the Larger Unit, Make a Hundred to Add **Lesson 3-** Addition with Renaming, Grade 2 Core Fluency Differentiated Practice Sets **Lesson 4-** Addition with Renaming **Lesson 5-** Rename for the Smaller Unit, Sprint: Subtraction Patterns

■ Major Content | ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Domain: Geometry **Cluster:** Reason with shapes and their attributes. ➢ **2.G.A.3-** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape	**Topic B- Composite Shapes and Fraction Concepts** **Objectives / Learning Targets:** • **Lesson 6:** I can combine shapes to create a composite shape; create a new shape from composite shapes. (**2.G.A.3**) • **Lesson 7:** I can interpret equal shares in composite shapes as halves, thirds, and fourths. (**2.G.A.3**) • **Lesson 8:** I can interpret equal shares in composite shapes as halves, thirds, and fourths. (**2.G.A. 3**) **Complete Mid-Module Assessment**	**Eureka Parent Newsletter – Topic B** **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 28: Understand Halves, Thirds, and Fourths in Shapes **Zearn: Mission 8** Lesson 7 – Equal Shares Lesson 8 – Shapes in Shapes **Embarc.online – Module 8** **Videos:** Describe fractions of rectangles by counting equal shares (2.G.A.3) **I-Ready Lessons** Concepts of Fractions in Two-Dimensional Shapes Fraction of a Set: Halves, Thirds, Fourth, Eighths **Task Bank:** Which Picture Represents One Half? (2.G.A.3) Representing Half of a Rectangle (2.G.A.3)	**Fluency Practice:** **Topic B** **Lesson 6-** Rename for the Smaller Unit, Sprint: Addition and Subtraction Patterns **Lesson 7-** Subtraction with Renaming, Grade 2 Core Fluency differentiated Practice Sets **Lesson 8-** Rename for the Smaller Unit, Subtraction with Renaming, Grade 2 Core Fluency differentiated Practice sets

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
Domain: Geometry **Cluster:** Reason with shapes and their attributes. ➢ **2.G.A.3-** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape	**Topic C- Halves, Thirds, and Fourths of Circles and Rectangles** **Objectives / Learning Targets:** • **Lesson 9:** I can partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. (**2.G.A.3**) • **Lesson 10:** I can partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. (**2.G.A.3**) • **Lesson 11:** I can describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths. (**2.G.A.3**) • **Lesson 12:** I can recognize that equal parts of an identical rectangle can have different shapes. (**2.G.A.3**)	**Eureka Parent Newsletter – Topic C** **Pacing Considerations:** **Combine Lessons 9 and 10:** Review both lessons and choose the problems that align to the depth of knowledge the standard requires and meets the needs of your students in both the concept development, problem set and exit ticket. **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 28: Understand Halves, Thirds, and Fourths in Shapes **Zearn: Mission 8** Lesson 10 – Halves, Thirds, and Fourths Lesson 11 – Partly Described Lesson 12 – Same but Different **Embarc.online – Module 8** **Videos:** Describe fractions of rectangles by counting equal shares (2.G.A.3) **I-Ready Lessons** Concepts of Fractions in Two-Dimensional Shapes Fraction of a Set: Halves, Thirds, Fourth, Eighths	**Fluency Practice:** **Topic C** **Lesson 9-** Rename for the larger Unit, Sprint: Subtraction Patterns **Lesson 10-** Rename for the Larger Unit, Sprint: Addition Patterns **Lesson 11-** Addition with renaming, Grade 2 Core Fluency differentiated Practice sets **Lesson 12-** Addition with renaming, Grade 2 Core Fluency differentiated Practice sets

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		Task Bank: Which Picture Represents One Half? (2.G.A.3) Representing Half of a Rectangle (2.G.A.3)	
Domain: Measurement and Data **Cluster:** Work with time and money. ➢ **2.MD.C.7-** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Domain:** Geometry **Cluster:** Reason with shapes and their attributes. ➢ **2.G.A.3-** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape	**Topic D- Application of Fractions to Tell Time** **Objectives / Learning Targets:** • **Lesson 13:** I can construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour. (**2. MD.C.7, 2.G.A.3**) • **Lesson 14:** I can tell time to the nearest five minutes. (**2. MD.C.7, 2.G.A.3**) • **Lesson 15:** I can tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day. (**2. MD.C.7, 2.G.A.3**) • **Lesson 16:** I can solve elapsed time problems involving whole hours and a half hour. (**2. MD.C.7, 2.G.A.3**) **End-of-Module Assessment (optional)**	**Eureka Parent Newsletter – Topic D** **Pacing Considerations:** No pacing considerations recommended **Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 24: Tell and Write Time • Math in Action: Recognize and Use Shapes **Zearn: Mission 8** Lesson 13 – Clock Talk Lesson 15 – About Time Lesson 16 – Time and a Half **Embarc.online – Module 8** **Videos:** Distinguish between a.m. and p.m. (2.MD.C.7) Tell time to the nearest 5 minutes using analog and digital clocks (2.MD.C.7) **I-Ready Lessons** Telling Time to the 5 Minutes **Task Bank:** Ordering Time (2.MD.C.7)	**Fluency Practice:** **Topic D** **Lesson 13-** Rename for the Smaller Unit, Subtraction with Renaming **Lesson 14-** Subtraction with Renaming, Happy Counting by Fives, Sprint: Adding and Subtracting by 5 **Lesson 15-** Subtraction with Renaming, Grade 2 Core Fluency differentiated Practice Sets **Lesson 16-** Subtraction with Renaming, Grade 2 Core Fluency differentiated Practice Sets

■ Major Content ➢ Supporting Content

RESOURCE TOOLBOX

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

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)

https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores.

Textbook Resources

Engage NY/Eureka Math Teacher Support

TN Core/CCSS

Tennessee Math Standards

Achieve the Core - Tasks

Videos

Making math fun with place value games

Kids Math TV

LearnZillion

Interactive Manipulatives

Base Ten Blocks

Addition Chart

Additional Sites

Math Dictionary

Inverse relationship of addition and subtraction

Addition Machine

Alien Addition

Adding Doubles

Write a subtraction sentence based on the picture

Add three or more one-digit numbers

Balance addition equations one-digit

Popup Addition Game

Popup Subtraction Game

Read and Write Numbers

Illustrative Mathematics 2nd Grade

Other

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

Pacing and Preparation Guide (Omissions)

Homework Help: Digital Access

Parent Roadmap

Parent Newsletters

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)
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** *3rd Nine Week ends*	Note: ***Flex days*** are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
	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** *Begin 4th Nine Weeks*	**19**	**20**	**21**	**22**	**Combine Lessons 1 and 2** **Combine Lessons 3 and 4**
Module 7 **Topic B: Lessons 8-13** **(Combine Lesson 11/12)**	**25**	**26**	**27**	**28**	**29**	**Combine Lessons 11 and 12**

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

April 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 7 1-day Review Mid Module Assessment Topic C: Lesson 14-15 (Combine 14 and 15) Topic D: Lessons 16-17	1	2 Module 7: Mid Module Assessment Complete	3	4	5	Combine Lessons 14 and 15 Optional Quizzes: Module 7 Topic C Topic D Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 7 Topic D: Lessons 18-19 Topic E: Lesson 20-22	8	9	10	11	12	
Module 7 Topic F: Lessons 23-25 (Omit Lesson 26) End of Module Assessment	15	16	17	18 Module 7: End of Module Assessment Complete	19 *Spring Holiday/Good Friday (Out)*	Omit Lesson 26 ***Note: Use these flex days to accommodate TN Ready testing. Math testing may not occur during this exact time – adjust your instruction according to your testing time.***
	22	23	24	25	26	
	Flex – TN Ready Testing					
Module 8 Topic A: Lessons 1-5	29	30	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.

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

May 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 8 Topic A: Lessons 1-5			1	2	3	
Module 8 Topic B: Lessons 6-8 1-day Review Mid Module Assessment	6	7	8	9	10 Module 8: Mid Module Assessment Complete	
Module 8 Topic C: Lessons 9-12 (Combine Lesson 9 and 10) Topic D: Lessons 13-14	13	14	15	16	17	Combine Lesson 9 and 10
Module 8 Topic D: Lessons 15-16 1-day Review End of Module Assessment (optional)	20	21	22	23 Module 8: End of Module Assessment Complete (optional) *4th Nine Week ends*	24 *Admin Day*	
	27	28	29	30	31	

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.

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.