Mathematics
Grade 2 – Year at a Glance
2019 – 2020

Q1			Q2		Q3		Q4		
Module 1 **Aug. 19 – Aug. 29**	**Module 2** **Sept. 3 – Sept. 11**	**Module 3** **Sept.12 – Oct. 11**	**Module 4** **Oct. 21 – Dec. 13**	**2nd Grade Tasks** **Dec. 16 – Dec.20**	**Module 5** **Jan. 6 – Feb. 3**	**Module 6** **Feb. 4 – Mar. 3**	**Module 7** **Mar. 4-Apr. 21**	**Module 8** **Apr. 22-May 22**	
Sums and Differences to 100	**Addition and Subtraction of Length Units**	**Place Value, Counting, and Comparison of Numbers to 1,000**	**Addition and Subtraction Within 200 with Word Problems to 100**	**Activities/tasks for standards below** *(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.

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**.

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

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.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.G.A.1	Conceptual Understanding	1.G.1
2.G.A.3	Procedural Skill and Fluency, Conceptual Understanding	1.G.3, 2.G.2
Indicates Power Standard (2017-2018)		
Instructional Focus Document – **Grade 2**		

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 7- Problem Solving with Length, Money, and Data			
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 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**) • **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**	Eureka Parent Newsletter – Topic B Optional Quiz: Topic B **Pacing Considerations:** **Combine Lessons 11 and 12:** **Suggestions for combining:** **Fluency (12 minutes)** Lesson 11 **Application Problem (5 minutes)** Lesson 12 **Concept Development (23 minutes)** Lesson 11: Part 1 Lesson 12: Problems 2 and 3 **Problem Set Problems (10 minutes)** Lesson 11: Problem 3 Lesson 12: Problems 1,2,3,6 **Debrief/Exit Ticket (15 minutes)** Lesson 11 Lesson 12	**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 **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 **Embarc.online – Module 7** **Videos:** Count Money by Drawing Pictures (2.MD.C.8) **I-Ready Lessons:** Coin Values Counting Coin Values

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			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** **Suggestions for combining:** **Fluency (11 minutes)** Lesson 15 **Application Problem (8 minutes)** Lesson 14 **Concept Development (22 minutes)** Lesson 14 **Problem Set Problems (10 minutes)** Lesson 15: Problems 1-7 **Debrief/Exit Ticket (10 minutes)** Lesson 15	**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 & RESOURCES	
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.2. MD.A.3)** • **Lesson 17:** I can develop estimation strategies by applying prior knowledge of length and using mental benchmarks. **(2. MD.A.1, 2. MD.A.3)** • **Lesson 18:** I can measure an object twice using different length units and compare; relate measurement to unit size. **(2MD.A.2)** • **Lesson 19:** I can measure to compare the differences in lengths using inches, feet, and yards. **(2. MD.A.1, 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**

■ Major Content ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 2

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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**) • **Lesson 21**: I can identify unknown numbers on a number line diagram by using the distance between numbers and reference points. **(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.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)
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	**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.D.9**) • **Lesson 24:** I can draw a line plot to represent the measurement data; relate	**Eureka Parent Newsletter – Topic F** **Optional Quiz: Topic F** **Pacing Considerations:** No pacing considerations recommended	**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

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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.	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.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.D.9**) **Complete End-of-Module Assessment**		**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)
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**	**Eureka Parent Newsletter – Topic A** **Optional Quiz: Topic A** **Pacing Considerations:** **Combine Lesson 1 and 2:** **Suggestions for combining:** **Fluency (12 minutes)** Lesson 2 **Application Problem (5 minutes)** Lesson 2	**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 **Additional instructional resources for enrichment/remediation:**

Curriculum and Instruction – Mathematics

Quarter: 4 **Grade: 2**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	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**)	**Concept Development (22 minutes)** Lesson 1 **Problem Set Problems (10 minutes)** Lesson 1: Problem 1 Lesson 2: Problems 3, 4 **Debrief/Exit Ticket (15 minutes)** Lesson 1 Lesson 2 **Combine Lesson 3 and 4:** **Suggestions for combining:** **Fluency (12 minutes)** Lesson 3 **Application Problem (6 minutes)** Lesson 3 **Concept Development (25 minutes)** Lesson 3: Part 1 Lesson 4: Parts 2,3,4 **Problem Set Problems (10 minutes)** Lesson 3: Problem 1 Lesson 4: Problems 3,4,7 **Debrief/Exit Ticket (15 minutes)** Lesson 3 Lesson 4	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)	
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	**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.1, 2.G.A.3**)	**Eureka Parent Newsletter – Topic B** **Optional Quiz: Topic B** **Combine Lesson 7 and 8:** **Suggestions for combining:** **Fluency (15minutes)** Lesson 8	**Additional instructional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons:** • Lesson 28: Understand Halves, Thirds, and Fourths in Shapes

■ Major Content ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
given number of angles or a given number of sides of equal length. ➢ **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	• **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**	**Application Problem (5 minutes)** Lesson 7 **Concept Development (23 minutes)** Lesson 7: Part 2 Lesson 8: Problems 1,3,5 **Problem Set Problems (10 minutes)** Lesson 7: Problems 2,4,6 Lesson 8: Problems 1,3,5 **Debrief/Exit Ticket (15 minutes)** Lesson 7 Lesson 8	**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)
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**)	**Eureka Parent Newsletter – Topic C** **Optional Quiz: Topic C** **Pacing Considerations:** **Combine Lessons 9 and 10:** **Suggestions for combining:** **Fluency (15 minutes)** Lesson 9 **Application Problem (5 minutes)** Lesson 10 **Concept Development (20 minutes)** Lesson 10	**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**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	• **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**)	**Problem Set Problems (10 minutes)** Lesson 9: Problems 2,3 Lesson 10: Problems 2,3,4 **Debrief/Exit Ticket (15 minutes)** Lesson 7 Lesson 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)
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)** • **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)** • **Lesson 16:** I can solve elapsed time problems involving whole hours and a half hour. **(2. MD.C.7)** **End-of-Module Assessment (optional)**	**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 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)

■ 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 **Eureka Math Teacher Support**	**TN Core/CCSS** **Tennessee Math Standards** **Achieve the Core - Tasks**	**Videos** Making math fun with place value games LearnZillion
Interactive Manipulatives Base Ten Blocks Addition Chart		**Additional Sites** 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**		

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

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.
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	Optional Quizzes: Module 7 Topic A Topic B (Quizzes should not take more than 15 minutes to administer)
	16 Spring Break	**17**	**18**	**19**	**20**	
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.

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

April 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 7			**1** Module 7 Topic D: Lesson 16	**2** Module 7 Topic D: Lesson 17	**3** Flex Day Options 2.NBT.B.5 * 2.MD.C.8 * 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 C and D Topic E Topic F (Quizzes should not take more than 15 minutes to administer)
Module 7	**6** Module 7 Topic D: Lesson 18	**7** Module 7 Topic D: Lesson 19	**8** Module 7 Topic E: Lesson 20	**9** Module 7 Topic E: Lesson 21	**10** *Spring Holiday/Good Friday*	
Module 7	**13** Module 7 Topic E: Lesson 22	**14** Module 7 Topic F: Lesson 23	**15** Module 7 Topic F: Lesson 24	**16** Module 7 Topic F: Lesson 25	**17** Flex Day Options 2.MD.A.2 2.MD.A.2 Pacing Other	
Module 7 Module 8	**20** Module 7 Topic F: Lesson 26	**21** M7 End of Module Assessment	**22** Module 8 Topic A: Lesson 1 and 2 combined	**23** Module 8 Topic A: Lesson 3 and 4 combined	**24** Flex Day Options 2.MD.A.3 2.MD.A.4 Pacing Other	
	27	**28**	**29**	**30**		

Flex – TN Ready Testing (Dates not Confirmed)

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

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

May 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
					1 **Flex Day Options** **2.MD.B.5** **2.MD.B.6** **2.MD.D.9** **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.
Module 8	**4** **Module 8** **Topic A: Lesson 5**	**5** **Module 8** **Topic B: Lesson 6**	**6** **Module 8** **Topic B: Lesson 7 and 8 combined**	**7** **M8 Mid Module Assessment**	**8** **Flex Day Options** **2.G.A.1** **2.G.A.3** **Pacing** **Other**	
Module 8	**11** **Module 8** **Topic C: Lesson 9 and 10 combined**	**12** **Module 8** **Topic C: Lesson 11**	**13** **Module 8** **Topic C: Lesson 12**	**14** **Module 8** **Topic D: Lesson 13**	**15** **Flex Day Options** **2.G.A.1** **2.G.A.3** **Pacing** **Other**	Optional Quizzes: Module 8 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 8	**18** **Module 8** **Topic D: Lesson 14**	**19** **Module 8** **Topic D: Lesson 15**	**20** **Module 8** **Topic D: Lesson 16**	**21** **M8 End of Module Assessment**	**22** *1/2 day students* *4th Quarter Ends*	
	25 *Memorial Day*	**26** **PD FLEX DAY**	**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.