



## Morgan County Schools Second Grade Math Pacing Guide 2018-19

- AMSTI resources, OGAP strategies, and other explicit strategies are used to address the standards.

<i>First Nine Weeks</i>	<i>Second Nine Weeks</i>
<p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Up to 50 with &amp; without a model) [2.OA.1.] I can add and subtract to solve word problems within 50 with and without a model.</p> <p>2. Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of one-digit numbers. (Up to 10) [2.OA.2] I can fluently add and subtract within 10. I can recall basic math facts from memory.</p> <p>3. Determine whether a group of objects (up to 10) 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. [2.OA.3] I can group objects to tell if a number is odd or even. I can write a number sentence to show how adding two of the same number will equal an even number.</p> <p>5. Understand that the three digits of a three-digit number represents amounts of hundreds, tens and ones; e.g., 754 equals 7 hundreds, 5 tens and 4 ones. (tens and ones only) [2-NBT1] I can explain two-digit numbers as tens and ones.</p> <p>5a. 100 can be thought of as a bundle of ten tens - called a "hundred." [2.NBT.1a] I can explain 100 is a bundle of ten tens.</p> <p>6. Count within 1000; skip-count by 5s, 10s, and 100s. (By 5's to 300 and by 10's to 300) [2. NBT2] I can skip count by 5's to 300. I can skip count by 10's within 300.</p> <p>7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (up to 300) [2.NBT.3] I can read numbers to 300. I can write numbers to 300 in different forms.</p>	<p>1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Up to 100 with &amp; without a model) [2.OA.1.] I can add and subtract to solve word problems within 100 with and without a model.</p> <p>2. Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of one-digit numbers. (Up to 20) [2.OA.2] I can fluently add and subtract within 20. I can add and subtract within 20 in my head. I can recall basic math facts from memory.</p> <p>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. [2.OA.3] I can group objects to tell if a number is odd or even. I can write an equation which shows adding the same two numbers will result in an even number.</p> <p>5. Understand that the three digits of a three-digit number represents amounts of hundreds, tens and ones; e.g., 754 equals 7 hundreds, 5 tens and 4 ones. (hundreds, tens and ones only within 500) [2-NBT1] I can explain three-digit numbers using hundreds, tens and ones.</p> <p>5a. 100 can be thought of as a bundle of ten tens - called a "hundred." [2.NBT.1a] I can explain 100 is a bundle of ten tens.</p> <p>5b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). [2.NBT.1b] I can explain how many hundreds are in multiples of 100.</p> <p>6. Count within 1000; skip-count by 5s, 10s, and 100s. (By 5's to 500 and by 10's to 500) [2. NBT2] I can skip count by 5's to 500. I can skip count by 10's within 500.</p>

8. Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using  $<$ ,  $>$  and  $=$  symbols to record the results of comparisons. (tens and ones only)

[2.NBT.4]

I can compare two-digit numbers using symbols.

9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (add and subtract within 50 with and without a model)

[2.NBT.5]

I can fluently add within 50 with and without a model.

I can fluently subtract within 50 with and without a model.

11. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (add and subtract up to 100 with no regrouping)

[2.NBT.7]

I can add within 100 using strategies with no regrouping. I can explain.

I can subtract within 100 using strategies with no regrouping. I can explain.

I can relate addition and subtraction strategies to written methods.

12. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. (add & subtract by tens up to 250)

[2.NBT.8]

I can add 10 to numbers in my head up to 300.

I can subtract 10 from numbers in my head up to 300.

19. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram. (up to 50)

[2. MD.6]

I can add using a number line up to 50.

I can subtract using a number line up to 50.

20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (hour and half hour only)

[2. MD.7]

I can tell time to the nearest hour.

I can tell time to the nearest half hour.

21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (within 50 cents)

[2. MD.8]

I can solve word problems involving money up to 50 cents. I can use the \$ and ¢ appropriately.

I can skip count by 100's up to 1000.

7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (up to 500)

[2.NBT.3]

I can read numbers to 500.

I can write numbers to 500 in different forms.

8. Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using  $<$ ,  $>$  and  $=$  symbols to record the results of comparisons. (hundreds, tens and ones only)

[2.NBT.4]

I can compare three-digit numbers using symbols.

9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (add and subtract within 100 with and without a model)

[2.NBT.5]

I can fluently add within 100 with and without a model.

I can fluently subtract within 100 with and without a model.

10. Add up to four two-digit numbers using strategies based on place value and properties of operations.

[2.NBT.6]

I can add up to four two-digit numbers.

11. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (add and subtract up to 300 with no regrouping)

[2.NBT.7]

I can add within 300 using strategies with no regrouping. I can explain.

I can subtract within 300 using strategies with no regrouping. I can explain.

I can relate addition and subtraction strategies to written methods.

12. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. (add & subtract by tens up to 500)

[2.NBT.8]

I can add and subtract 10 to numbers in my head up to 500.

I can add and subtract 100 to numbers in my head up to 500.

13. Explain why addition and subtraction strategies work, using place value and the properties of operations.

[2.NBT.9]

I can explain why addition and subtraction strategies work.

19. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram. (up to 100)

[2. MD.6]

I can add using a number line up to 100.

I can subtract using a number line up to 100.

20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (hour, half hour and quarter hour only)

[2. MD.7]

- I can tell time to the nearest hour.
- I can tell time to the nearest half hour.
- I can tell time to the nearest quarter hour.
- I can write and tell time using a.m. and p.m.

21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (within 50 cents)

[2. MD.8]

I can solve word problems involving money up to 99 cents or

\$100/Use only dollars or only cents.

I can use the \$ and ¢ symbols.

I can recognize and exchange coins up to 50 cents.

23. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

[2. MD.10]

- I can draw a bar graph.
- I can draw a picture graph.
- I can solve problems using a bar graph.

24. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

[2. G.1]

- I can identify shapes based on their attributes.
- I can draw shapes based on their attributes.

25. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

[2. G.2]

I can partition a rectangle into rows and columns of same-size squares and count the total number.

26. 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.

[2. G.3]

- I can divide circles and rectangles into equal parts.
- I can describe equal parts as part of a whole.
- I can recognize equal shares of identical shapes do not have to be the same shape.

<i>Third Nine Weeks</i>	<i>Fourth Nine Weeks</i>
<p>14. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2-MD1]</p> <p>15. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. [2-MD2]</p> <p>16. Estimate lengths using units of inches, feet, centimeters, and meters. [2-MD3]</p> <p>17. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2-MD4]</p> <p>18. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. [2-MD5]</p> <p>22. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. [2-MD9]</p>	<p><b>1. Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. (up to 100 without a model) [2OA1]</b>  I can add and subtract to solve word problems within 100 without a model.</p> <p><b>2. Fluently add and subtract within 20 using mental strategies. By end of grade 2, know from memory all sums of two one-digit numbers. (within 20) [2OA2]</b>  I can fluently add and subtract.  I can fluently add and subtract within 20 in my head. I can recall basic math facts from memory.</p> <p><b>4. Use 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. [2OA4]</b>  I can use addition to find the total of an array.  I can write an equation that represents an array.</p> <p><b>5. Understand that the three digits of a three-digit number represents amounts of hundreds, tens, and ones; e.g., 754 equals 7 hundreds, 5 tens, and 4 ones. (hundreds, tens, and ones only)</b></p> <p>26. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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. [2-G3]</p>