



Second Grade Mathematics Curriculum Map, 1st Nine Weeks 2020-2021

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 1 Procedures/Assessments - Week 2 - 3 Chapter 1 (Number Concepts)		
<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.</p> <p>2.NBT.A.2 Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.</p> <p>2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form.</p> <ul style="list-style-type: none"> • Ensure that instruction meets the rigor called for by the standard. To help with this, use the Instructional Focus Documents (Use the dropdown to choose what grade-level) and the Go Math Guidance Documents 	<p>I can classify numbers up to 20 as even or odd. I can write equations with equal addends to represent even numbers. I can use place value to describe the values of a digit in 2-digit numbers. I can write 2-digit numbers in expanded form, word form, and standard form. I can extend counting sequences within 1,000 by 1, 5, and 10.</p> <p>Essential Question: How do you use place value to find the values of numbers and describe numbers in different ways?</p> <p>K-2 Accountable Talk Stems: I agree because... I disagree because... I noticed... I'd like to build upon what....said.... I didn't understand.... I think what....meant is.... I predict that.... My strategy was.... I think a more efficient strategy would be... Can you say more about....? Why do you think that? Another way would be....</p>	<p style="color: red;">Go Math Guidance Documents: Move Chapter 3 to the beginning of the year- see note in Part Three: Grade-Level Rules of Thumb. Chapter 3 is first with only a few lessons from Chapter 1.</p> <p>Move and rearrange the following content:</p> <ul style="list-style-type: none"> • Move Lessons 1.1 and 1.2 to Chapter 3. • Move Lesson 1.9 to Chapter 2. • Delete Chapter 1: Number Concepts. <p>Move Chapter 3 to teach as the first chapter of the year.</p> <p>Chapter 1: Number Concepts</p> <p>1-1 Even and Odd Numbers 1-2 Representing Even Numbers 1-3 Understanding Place Value 1-4 Expanded Form 1-5 Different Ways to Write Numbers 1-6 Different Names for Numbers 1-7 Tens and Ones 1-8 Counting Patterns Within 100 1-9 Counting Patterns Within 1,000</p> <p>Vocabulary: even, odd, addition sentence, digits, tens, ones,</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8 Math Task Resources: What Does a 1,000 Look Like? Buttons Odd or Even Red and Blue Tiles Additional Resources: Chapter 1 Reteach/Enrich Beginning of the Year Assessment Beginning of the Year Performance Task Standards Practice Tests Chapter 1 Game Go Math Chapter 1 Test</p>



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First Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 4 - 6 - Chapter 2 (Numbers to 1,000)		
<p>2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones.)</p> <p>2.NBT.A.2 Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.</p> <p>2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form.</p> <p>2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.</p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p>I Can Statements: I can group tens to make 100. I can write and model a 3-digit number. I know the value of the digits in a number. I can use three different ways to show a 3-digit number. I can use place value to find 10 more or 10 less. I can use place value to find 100 more or 100 less. I can compare 3-digit numbers.</p> <p>Essential Question: How can you use place value to model, write, and compare 3-digit numbers?</p> <p>K-2 Accountable Talk Stems: I agree because... I disagree because... I noticed... I'd like to build upon what....said.... I didn't understand.... I think what....meant is.... I predict that.... My strategy was..... I think a more efficient strategy would be... Can you say more about....? Why do you think that? Another way would be....</p>	<p>Chapter 2: Numbers to 1,000 2-1 Group Tens as Hundreds 2-2 Explore 3-Digit Numbers 2-3 Model 3-Digit Numbers 2-4 Hundreds, Tens, and Ones 2-5 Place Value to 1,000 2-6 Number Names 2-7 Different Forms of Numbers 2-8 Different Ways to Show Numbers 2-9 Count On and Count Back by 10 and 100 2-10 Number Patterns 2-11 Compare Numbers 2-12 Compare Numbers</p> <p>Vocabulary: hundreds, tens, ones, thousand, digit, less than, more than, pattern, more, fewer, compare. $<$, $>$, $=$</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources: Place Value Dice TN Edutools Place Value Task Arcs Boxes and Cartons of Pencils Making 124 Three Composing/Decomposing Problems Largest Number Game Bundling and Unbundling Saving Money 2 Number Line Comparisons</p> <p>Additional Resources: Chapter 2 Reteach/Enrich Standards Practice Tests Chapter 2 Game Go Math Chapter 2 Test</p>



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Weeks 7 - 9 - Chapter 3 (Basic Facts and Relationships)		
<p>2.OA.A.1 Add and subtract within 100 to solve one-and two-step contextual problems with unknowns in all positions, involving situations of <i>add to</i>, <i>take from</i>, <i>put together/take apart</i>, and <i>compare</i>. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.</p> <p>2.OA.C.4 Use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>I can use addition strategies. I can explain how addition and subtraction are related. I can use number sentences to show addition and subtraction situations. I can write an addition sentence for problems with equal groups.</p> <p>Essential Question: How can you use patterns and strategies to find sums and differences for basic facts?</p> <p>K-2 Accountable Talk Stems: I agree because... I disagree because... I noticed... I'd like to build upon what....said.... I didn't understand.... I think what....meant is.... I predict that.... My strategy was..... I think a more efficient strategy would be... Can you say more about....? Why do you think that? Another way would be...</p>	<p>Chapter 3: Basic Facts and Relationships</p> <ul style="list-style-type: none"> 3-1 Use Doubles Facts 3-2 Practice Addition Facts 3-3 Make a Ten to Add 3-4 Add 3 Addends 3-5 Relate Addition and Subtraction 3-6 Practice Subtraction Facts 3-7 Use Ten to Subtract 3-8 Use Drawings to Represent Problems 3-9 Use Equations to represent Problems 3-10 Equal Groups 3-11 Repeated Addition <p>Vocabulary: sums, doubles, addends, counting on, number sentence, differences, related facts, count back, bar model, row, addition sentence</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources: Marching Bands Cover the Floor Pencil and a Sticker Counting Dots in Arrays</p> <p>Additional Resources: Roll an Array Achieve the Core - Fluency Routines Hitting the Target Number Chapter 3 Reteach/Enrich Standards Practice Tests Chapter 3 Game Go Math Chapter 3 Test</p>

Additional Resources:

<http://www.edutoolbox.org> (Click Tennessee Tools to access the instructional and assessment tasks.)

[Number Talks](#) – Yearly Outline for Second Grade

Printable Math Tools:

[part-part whole model \(vertical\)](#)

[part-part-whole \(horizontal\)](#)

[tens fame](#)

[ten frame cards](#)

[hundreds chart](#)

[hundreds chart \(empty\)](#)

[number line](#)

[interactive hundreds chart](#)

[addition flash cards](#)

[subtraction flash cards](#)

[place value mat](#)

[number grid puzzles \(using 100 chart\)](#)

[base ten virtual manipulatives](#)

[printable pattern blocks](#)

[subtraction board](#)

[double digit subtraction template](#)

[printable clock face](#)

[fraction circles \(printable #1, printable #2\)](#), [fraction squares](#), [fraction strips](#), [blank fraction strips](#)

Math Activities:

[Operations and Algebraic Thinking](#)

[Number and Operations in Base Ten](#)

[Measurement and Data](#)

[Geometry](#)

Additional Math Tasks:

[Operations and Algebraic Thinking](#)

[Number and Operations in Base Ten](#)

[Measurement and Data](#)

[Geometry](#)