



Second Grade Mathematics Curriculum Map, 3rd Nine Weeks 2020-2021

Third Nine Weeks

TN Standards	Learning Outcomes	Content
Week 1 Chapter 6 (3-Digit Addition and Subtraction) (Continuing from Weeks 7 and 8 of 2 nd 9 Weeks)		
<p>2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</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>2.NBT.B.9 Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)</p>	<p>I can draw pictures to represent 3-digit addition and subtraction.</p> <p>I can apply place value concepts when using a break apart strategy for 3-digit addition.</p> <p>I can use the standard algorithm to solve 3-digit addition and subtraction.</p> <p>Essential Question: What are some strategies for adding and subtracting 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 6: 3-Digit Addition and Subtraction</p> <p>6-1 Draw to Represent 3-Digit Addition</p> <p>6-2 Break Apart 3 Digit Addends</p> <p>6-3 3-Digit Addition: Regroup Ones</p> <p>6-4 3 Digit Addition: Regroup Tens</p> <p>6-5 Addition: Regroup Ones and Tens</p> <p>6-6 3 Digit Subtraction</p> <p>6-7 3-Digit Subtraction: Regroup Tens</p> <p>6-8 3-Digit Subtraction: Regroup Hundreds</p> <p>6-9 Subtraction: Regroup Hundreds and Tens</p> <p>6-10 Regrouping with Zero</p> <p>Vocabulary: hundreds, tens, ones, addends, sum, regroup, difference</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8 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> <p>Math Tasks Resources: Back to the Fair</p> <p>Additional Resources: Chapter 6 Reteach/Enrich Middle of the Year Assessment Middle of the Year Performance Task Standards Practice Tests Chapter 6 Game Go Math Chapter 6 Test</p>



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Third Nine Weeks

TN Standards	Learning Outcomes	Content
Weeks 2 - 4 - Chapter 7 (Money and Time)		
<p>2.MD.C.7 Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.</p> <p>2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using cent and dollar symbols appropriately.</p>	<p>I can find the total value of a collection of dimes, nickels, and pennies.</p> <p>I can find the total value of a collection of quarters, dimes, nickels, and pennies.</p> <p>I can order a collection of coins by value and then find the total value.</p> <p>I can represent money amounts less than a dollar using two different combinations of coins.</p> <p>I can show \$1 a variety of ways.</p> <p>I can solve word problems involving money.</p> <p>I can write and tell time to the hour, half hour, and five minutes.</p> <p>I can write and tell time using A.M. and P.M.</p> <p>Essential Question: How do you use the values of coins and bills to find the total value of a group of money, and how do you read times shown on analog and digital clocks?</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 7: Money and Time</p> <ul style="list-style-type: none"> 7-1 Dimes, Nickels, and Pennies 7-2 Quarters 7-3 Count Collections 7-4 Show Amounts in Two Ways 7-5 One Dollar 7-6 Amounts Greater Than \$1 7-7 Money 7-8 Time to the Hour and Half Hour 7-9 Time to 5 minutes 7-10 Practice Telling Time 7-11 A.M. and P.M. <p>Vocabulary: dime, nickel, penny, cent sign, dollar, dollar sign, decimal point, minutes, hour, quarter past, noon, midnight, A.M., P.M.</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources: It All Adds Up Delayed Gratification Ordering Time</p> <p>Additional Resources: Chapter 7 Reteach/Enrich Standards Practice Tests Chapter 7 Game Go Math Chapter 7 Test</p>



Second Grade Mathematics Curriculum Map, 3rd Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 5 – 6 - Chapter 8 (Length in Customary Units)		
<p>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.</p> <p>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.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p>2.MD.B.5 Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.</p> <p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the 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.</p> <p>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.</p>	<p>I can use inch models to measure length. I can estimate the lengths of objects by mentally partitioning the lengths into inches. I can use a ruler to measure accurately. I can solve word problems involving length. I can estimate the lengths of objects in feet. I can select the appropriate tool for measuring different lengths. I can create a line plot to display measurement data.</p> <p>Essential Question: What are some of the methods and tools that can be used to estimate and measure length?</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 8: Length in Customary Units</p> <p>8-1 Measure with Inch Models 8-2 Make and Use a ruler 8-3 Estimate Lengths in Inches 8-4 Measure with and Inch Ruler 8-5 Add and Subtract in Inches 8-6 Measure in Inches and Feet 8-7 Estimate Lengths in Leet 8-8 Choose a Tool 8-9 Display Measurement Data</p> <p>Vocabulary: inch, foot, measuring tape, yardstick, line plot</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources: Party Tent Measuring the Snakes How Big is a Foot? Rain Stick Growing Bean Plants Determining Length Frog and Toad on a Number Line</p> <p>Additional Resources: Chapter 8 Reteach/Enrich Standards Practice Tests Chapter 8 Game Go Math Chapter 8 Test</p>



Second Grade Mathematics Curriculum Map, 3rd Nine Weeks 2020-2021

Third Nine Weeks		
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Weeks 7 - 9 - Chapter 9 (Length in Metric Units)		
<p>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.</p> <p>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.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p>2.MD.A.4 Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.</p> <p>2.MD.B.5 Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem.</p> <p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the 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.</p>	<p>I can use a centimeter model/ruler to measure length.</p> <p>I can use what I know about lengths to estimate unknown lengths.</p> <p>I can draw a diagram to help solve problems involving length.</p> <p>I can explain how measuring in centimeters is different than meters.</p> <p>I can measure and find the difference in the lengths of two objects.</p> <p>I can estimate the lengths of objects in meters.</p> <p>Essential Question: What are some of the methods and tools that can be used to estimate and measure length in metric units?</p> <p>K-2 Accountable Talk Stems:</p> <p>I agree because...</p> <p>I disagree because...</p> <p>I noticed...</p> <p>I'd like to build upon what....said....</p> <p>I didn't understand....</p> <p>I think what....meant is....</p> <p>I predict that....</p> <p>My strategy was....</p> <p>I think a more efficient strategy would be...</p> <p>Can you say more about....?</p> <p>Why do you think that?</p> <p>Another way would be....</p>	<p>Chapter 9: Length in Metric Units</p> <p>9-1 Measure with a Centimeter Model</p> <p>9-2 Estimate Lengths in Centimeters</p> <p>9-3 Measure with a Centimeter Ruler</p> <p>9-4 Add and Subtract Lengths</p> <p>9-5 Centimeters and Meters</p> <p>9-6 Estimate Lengths in Meters</p> <p>9-7 Measure and Compare Lengths</p> <p>Vocabulary: centimeter, meter</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources:</p> <p>The Race</p> <p>Hand Span Measures</p> <p>The Longest Walk</p> <p>High Jump</p> <p>Additional Resources:</p> <p>Chapter 9 Reteach/Enrich</p> <p>Standards Practice Tests</p> <p>Chapter 9 Game Go Math</p> <p>Chapter 9 Test</p>



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TN Standards	Learning Outcomes	Content
Week 10 Chapter 10 (Data) (Chapter 10 covers 2 weeks and will be also be taught during Week 1 of 4 th 9 Weeks)		
<p>2.MD.D.10 Draw a pictograph 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.</p>	<p>I can collect data and record that data in a tally chart.</p> <p>I can interpret data in picture graphs and use that information to solve problems.</p> <p>I can make picture graphs to represent data.</p> <p>I can interpret data in a bar graph and use that information to solve problems.</p> <p>I can make bar graphs to represent data.</p> <p>I can solve problems involving data by using the strategy to make a graph.</p> <p>Essential Question: How do tally charts, picture graphs, and bar graphs help solve problems?</p> <p>K-2 Accountable Talk Stems:</p> <p>I agree because...</p> <p>I disagree because...</p> <p>I noticed...</p> <p>I'd like to build upon what....said....</p> <p>I didn't understand....</p> <p>I think what....meant is....</p> <p>I predict that....</p> <p>My strategy was....</p> <p>I think a more efficient strategy would be...</p> <p>Can you say more about....?</p> <p>Why do you think that?</p> <p>Another way would be....</p>	<p>Chapter 10: Data</p> <p>10-1 Collect Data</p> <p>10-2 Read Picture Graphs</p> <p>10-3 Make Picture Graphs</p> <p>10-4 Read Baar Graphs</p> <p>10-5 Make Bar Graphs</p> <p>10-6 Display Data</p> <p>Vocabulary: survey, data, tally chart, tally marks, picture graph, key, bar graph</p> <p>Mathematical Practices Focus: 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Math Tasks Resources:</p> <p>Turtle Resting Spots</p> <p>Scoop and Sort</p> <p>Toy Cars</p> <p>Favorite Ice Cream</p> <p>Additional Resources:</p> <p>Chapter 10 Reteach/Enrich</p> <p>Standards Practice Tests</p> <p>Chapter 10 Game Go Math</p> <p>Chapter 10 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](#)

- 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](#)