Second Grade Mathematics Curriculum Map, 4th Nine Weeks 2020-2021

Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Week 1 - Chapter 10 (Data) (Continued from 3rd 9 Weeks)		
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.	I can collect data and record that data in a tally chart. I can interpret data in picture graphs and use that information to solve problems. I can make picture graphs to represent data. I can interpret data in a bar graph and use that information to solve problems. I can make bar graphs to represent data. I can solve problems involving data by using the strategy to make a graph. **Essential Question:** How do tally charts, picture graphs, and bar graphs help solve problems? **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….	**Chapter 10: Data** 10-1 Collect Data 10-2 Read Picture Graphs 10-3 Make Picture Graphs 10-4 Read Baar Graphs 10-5 Make Bar Graphs 10-6 Display Data **Vocabulary:** survey, data, tally chart, tally marks, picture graph, key, bar graph **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 **Math Tasks Resources:** Turtle Resting Spots Scoop and Sort Toy Cars Favorite Ice Cream **Additional Resources:** Chapter 10 Reteach/Enrich Standards Practice Tests Chapter 10 Game Go Math Chapter 10 Test

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Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Weeks 2 - 3 - Chapter 11 (Geometry and Fractions)		
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. **2.G.A.2** Partition a rectangle into rows and columns of same-sized squares and find the total number of squares. **2.G.A.3** Partition circles and rectangles into two, three, and four equal shares, describe the shares using the words *halves, thirds, fourths, half of, a third of, and a fourth of,* 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.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.	I can identify two and three-dimensional shapes. I can identify a shape and describe its faces, edges, and vertices. I can name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices. I can sort shapes according to their attributes. I can partition rectangles into equal-size squares and find the total number of these squares. I can identify and name equal parts of circles and rectangles as halves, thirds, or fourths. I can partition shapes to show halves, thirds, or fourths. I can identify and describe one equal part as a half of, third of, or fourth of a whole. I can draw a diagram to solve problems involving wholes divided into equal shares. **Essential Question:** What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes? **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….	**Chapter 11 Geometry and Fractions** 11-1 Three-Dimensional Shapes 11-2 Attributes of Three-Dimensional Shapes 11-3 Build Three-Dimensional Shapes 11-4 Two-Dimensional Shapes 11-5 Angles in Two-Dimensional Shapes 11-6 Sort Two-Dimensional Shapes 11-7 Partition Rectangles 11-8 Equal Parts 11-9 Show Equal Parts of a Whole 11-10 Describe Equal Parts 11-11 Equal Shares **Vocabulary:** cube, rectangular prism, sphere, cylinder, cone, face, edge, vertex, vertices, side, quadrilateral, pentagon, hexagon, angle, halves, thirds, fourths, half of, third of, fourth of, quarter of **Mathematical Practices Focus:** 1, 2, 3, 4, 5, 6, 7, 8 **Math Tasks Resources:** Benny's Kite Polygons Partition a Rectangle Representing Half a Rectangle Which Pictures Represent One Half? **Additional Resource:** Chapter 11 Reteach/Enrich Standards Practice Tests Chapter 11 Game Go Math Chapter 11 Test

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	Fourth Nine Weeks	
TN Standards	**Learning Outcomes**	**Content**
	Weeks 4 - 6 - Review for Testing	
Review all standards in the TN Blueprint		Resources: Getting TNReady Teacher Edition of Go Math (provides practice tests) Standards Practice Tests End of the Year Assessment End of the Year Performance Assessment End of the Year Performance Task 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

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Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Weeks 7 - 9 - End of the Year Resources (Getting Ready for Grade 3)		
Lessons are linked to Grade 3 Standards – Planning Guide PG38 – lessons are located on PG50-PG92 – review projects are located on PG42-48 - student resources are available online	The learning outcomes are based on review and advancing concepts that best fit the needs of your classroom of students. **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….	**End-of-the-Year Resources - Lessons** 1 Find Sums on a Addition Table 2 Estimate Sums: 2-Digit Addtion 3 Estimate Sums: 3-Digit Addition 4 Estimate Differences: 2-Digit Subtraction 5 Estimate Differences: 3-Digit Subtraciton 6 Order 3-Digit Numbers 7 Equal Groups of 2 8 Equal Groups of 5 9 Equal Groups of 10 10 Size of Shares 11 Number of Shares 12 Solve Problems with Equal Shares 13 Hour Before and Hour After 14 Elapsed Time in Hours 15 Elapsed Time in Minutes 16 Capacity – Nonstandard Units 17 Describe Measurement Data 18 Fraction models: Thirds and Sixths 19 Fraction Models: Fourths and Eights 20 Compare Fraction Models **Additional Resources:** Review Project: Books for Sale Review Project: Plan a Trip to thre Zoo

		Review Project: Measuring Up! Review Project: Shape Designs 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

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