



Second Grade Mathematics Curriculum Map, 2nd Nine Weeks 2018-19

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1 - 3 - Chapter 4 (2-Digit Addition)		
<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.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.</p> <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.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 find a sum by breaking apart a 1-digit addend to make a 2-digit addend a multiple of 10.</p> <p>I can use compensation to develop flexible thinking for 2-digit addition.</p> <p>I can apply place-value concepts when using the break-apart strategy for 2-digit addition.</p> <p>I can model 2-digit addition with regrouping.</p> <p>I can solve 2-digit addition using the standard algorithm.</p> <p>I can solve 2-digit addition with and without regrouping.</p> <p>I can represent addition situations with number sentences using a symbol for the unknown number.</p> <p>I can find sums of three 2-digit numbers.</p> <p>I can find sums of four 2-digit numbers.</p> <p>Essential Question: How do you use place value to add 2-digit numbers, and what are some different ways to add 2-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 4: 2-Digit Addition</p> <p>4-1 Break Apart Ones to Add</p> <p>4-2 Use Compensation</p> <p>4-3 Break Apart Addends as Tens and Ones</p> <p>4-4 Model Regrouping for Addition</p> <p>4-5 Model and Record 2-Digit Addition</p> <p>4-6 2-Digit Addition</p> <p>4-7 Practice 2-Digit Addition</p> <p>4-8 Rewrite 2-Digit Addition</p> <p>4-9 Addition</p> <p>4-10 Write Equations to Represent Addition</p> <p>4-11 Find Sums for 3 Addends</p> <p>4-12 Find Sums for 4 Addends</p> <p>Vocabulary: sum, addend, tens, ones, regroup, hundred, digit, column</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources: Ford and Logan Toll Bridge Peyton and Presley Peanuts and Ducks Apple Farm Field Trip</p> <p>Additional Resources: Chapter 4 Reteach/Enrich Standards Practice Tests Chapter 4 Game Go Math Chapter 4 Test</p>



Second Grade Mathematics Curriculum Map, 2nd Nine Weeks 2018-19

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 4 – 6 - Chapter 5 (2-Digit Subtraction)		
<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.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.</p> <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.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 break apart a 1-digit subtrahend to subtract it from a 2-digit number.</p> <p>I can break apart a 2-digit subtrahend to subtract it from a 2-digit number.</p> <p>I can model 2-digit subtraction with regrouping.</p> <p>I can draw pictures and record 2-digit subtraction using the standard algorithm.</p> <p>I can solve 2-digit subtraction with and without regrouping.</p> <p>I can use addition to find differences.</p> <p>I can represent subtraction situations with number sentences using a symbol for the unknown number.</p> <p>I can analyze word problems to determine what operations to use when solving multistep problems.</p> <p>.</p> <p>Essential Question: How do you use place value to subtract 2-digit numbers with and without regrouping?</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 5: 2-Digit Subtraction</p> <p>5-1 Break Apart Ones to Subtract</p> <p>5-2 Break Apart Numbers to Subtract</p> <p>5-3 Model Regrouping for Subtraction</p> <p>5-4 Model and Record 2-Digit Subtraction</p> <p>5-5 2-Digit Subtraction</p> <p>5-6 Practice 2-Digit Subtraction</p> <p>5-7 Rewrite 2-Digit Subtraction</p> <p>5-8 Add to Find Differences</p> <p>5-9 Subtraction</p> <p>5-10 Write Equations to Represent Subtraction</p> <p>5-11 Solve Multistep Problems</p> <p>Vocabulary: ones, subtract, difference, tens, ones, regroup, digit, bar model, number sentence</p> <p>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</p> <p>Math Tasks Resources:</p> <p>How Many Days Till Summer Vacation?</p> <p>Curious Subtraction</p> <p>Additional Resources:</p> <p>Chapter 5 Reteach/Enrich</p> <p>Standards Practice Tests</p> <p>Chapter 5 Game Go Math</p> <p>Chapter 5 Test</p>



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Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 7 - 8 - Chapter 6 (3-Digit Addition and Subtraction)		
<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:</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>Topic 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>6-1 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</p> <p>Math Tasks Resources:</p> <p>NBT Task - NC Public Schools</p> <p>2.NBT.B.7 Task</p> <p>Additional Resources:</p> <p>Chapter 6 Reteach/Enrich</p> <p>Middle of the Year Assessment</p> <p>Middle of the Year Performance Task</p> <p>Standards Practice Tests</p> <p>Chapter 6 Game Go Math</p> <p>Chapter 6 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 \(vertical\)](#)

[ten frame cards](#)

[number line](#)

[subtraction flash cards](#)

[base ten virtual manipulatives](#)

[printable bills \(\\$1-50\)](#)

[subtraction board](#)

[Identify shapes](#)

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

[hundreds chart](#)

[interactive hundreds chart](#)

[place value mat](#)

[printable coins](#)

[printable pattern blocks](#)

[double digit subtraction template](#)

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

[tens fame](#)

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

[addition flash cards](#)

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

[coins \(in color, including dollar coins\)](#)

[ruler \(printable\)](#)

[printable clock face](#)

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](#)