



## Second Grade Mathematics Curriculum Map, 3<sup>rd</sup> Nine Weeks 2018-19

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1 & 2 - Chapter 7 (Money and Time)		
<p><b>2.MD.C.7</b> 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><b>2.MD.C.8</b> Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using cent and dollar symbols appropriately.</p>	<p>I can find the total values of collections of 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><b>Essential Question:</b> 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><b>K-2 Accountable Talk Stems:</b></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><b>Chapter 7: Money and Time</b></p> <p>7-1 Dimes, Nickels, and Pennies</p> <p>7-2 Quarters</p> <p>7-3 Count Collections</p> <p>7-4 Show Amounts in Two Ways</p> <p>7-5 One Dollar</p> <p>7-6 Amounts Greater Than \$1</p> <p>7-7 Money</p> <p>7-8 Time to the Hour and Half Hour</p> <p>7-9 Time to 5 minutes</p> <p>7-10 Practice Telling Time</p> <p>7-11 A.M. and P.M.</p> <p><b>Vocabulary:</b> _dime, nickel, penny, cent sign, dollar, dollar sign, decimal point, minutes, hour, quarter past, noon, midnight, A.M., P.M.</p> <p><b>Mathematical Practices Focus: 1,2,3,4,5,6,7,8</b></p> <p><b>Math Tasks Resources:</b></p> <p><a href="#">Delayed Gratification</a></p> <p><a href="#">Ordering Time</a></p> <p><a href="#">MD Tasks - NC Public Schools</a></p> <p><b>Additional Resources:</b></p> <p><a href="#">Chapter 7 Reteach/Enrich</a></p> <p><a href="#">Standards Practice Tests</a></p> <p><a href="#">Chapter 7 Game Go Math</a></p> <p><a href="#">Chapter 7 Test</a></p>



## Second Grade Mathematics Curriculum Map, 3<sup>rd</sup> Nine Weeks 2018-19

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 3 – 5 - Chapter 8 (Length in Customary Units)		
<p><b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.A.2</b> 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><b>2.MD.A.3</b> Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p><b>2.MD.B.5</b> 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><b>2.MD.B.6</b> 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><b>2.MD.D.9</b> 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><b>Essential Question:</b> What are some of the methods and tools that can be used to estimate and measure length?</p> <p><b>K-2 Accountable Talk Stems:</b>            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><b>Chapter 8: Length in Customary Units</b></p> <ul style="list-style-type: none"> <li>8-1 Measure with Inch Models</li> <li>8-2 Make and Use a ruler</li> <li>8-3 Estimate Lengths in Inches</li> <li>8-4 Measure with and Inch Ruler</li> <li>8-5 Add and Subtract in Inches</li> <li>8-6 Measure in Inches and Feet</li> <li>8-7 Estimate Lengths in Feet</li> <li>8-8 Choose a Tool</li> <li>8-9 Display Measurement Data</li> </ul> <p><b>Vocabulary:</b> inch, foot, measuring tape, yardstick, line plot</p> <p><b>Mathematical Practices Focus:</b> 1,2,3,4,5,6,7,8</p> <p><b>Math Tasks Resources:</b>  <a href="#">How Big is a Foot?</a>  <a href="#">Growing Bean Plants</a>  <a href="#">Determining Length</a>  <a href="#">Frog and Toad on a Number Line</a>  <a href="#">MD Tasks - NC Public Schools</a>  <a href="#">More MD Tasks - NC Public Schools</a></p> <p><b>Additional Resources:</b>  <a href="#">Chapter 8 Reteach/Enrich</a>  <a href="#">Standards Practice Tests</a>  <a href="#">Chapter 8 Game Go Math</a>  <a href="#">Chapter 8 Test</a></p>



## Second Grade Mathematics Curriculum Map, 3<sup>rd</sup> Nine Weeks 2018-19

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 6-8 - Chapter 9 (Length in Metric Units)		
<p><b>2.MD.A.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.A.2</b> 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><b>2.MD.A.3</b> Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p> <p><b>2.MD.A.4</b> 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><b>2.MD.B.5</b> 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><b>2.MD.B.6</b> 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><b>Essential Question:</b> What are some of the methods and tools that can be used to estimate and measure length in metric units?</p> <p><b>K-2 Accountable Talk Stems:</b></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><b>Chapter 9: Length in Metric Units</b></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><b>Vocabulary:</b> centimeter, meter</p> <p><b>Mathematical Practices Focus:</b> 1,2,3,4,5,6,7,8</p> <p><b>Math Tasks Resources:</b></p> <p><a href="#">Hand Span Measures</a></p> <p><a href="#">The Longest Walk</a></p> <p><a href="#">High Jump</a></p> <p><a href="#">MD Tasks - NC Public Schools</a></p> <p><a href="#">More MD Tasks - NC Public Schools</a></p> <p><b>Additional Resources:</b></p> <p><a href="#">Chapter 9 Reteach/Enrich</a></p> <p><a href="#">Standards Practice Tests</a></p> <p><a href="#">Chapter 9 Game Go Math</a></p> <p><a href="#">Chapter 9 Test</a></p>



## Second Grade Mathematics Curriculum Map, 3<sup>rd</sup> Nine Weeks 2017-18

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 9 Chapter 10 (Data) (Chapter 10 covers 2 weeks and will be also be taught during Week 1 of 4 <sup>th</sup> 9 Weeks)		
<p><b>2.MD.D.10</b> 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 interest data in bar 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 make a graph.</p> <p><b>Essential Question:</b> How do tally charts, picture graphs, and bar graphs help solve problems?</p> <p><b>K-2 Accountable Talk Stems:</b></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><b>Topic 10: Data</b></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><b>Vocabulary:</b> survey, data, tally chart, tally marks, picture graph, key, bar graph</p> <p><b>Mathematical Practices Focus: 1, 2, 3, 4, 5, 6, 7, 8</b></p> <p><b>Math Tasks Resources:</b></p> <p><a href="#">Our Pets</a></p> <p><a href="#">Favorite Ice Cream</a></p> <p><a href="#">2.MD.D.10 Tasks</a></p> <p><b>Additional Resources:</b></p> <p><a href="#">Chapter 10 Reteach/Enrich</a></p> <p><a href="#">Standards Practice Tests</a></p> <p><a href="#">Chapter 10 Game Go Math</a></p> <p><a href="#">Chapter 10 Test</a></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](#)

