Jasper City Schools
Second Grade Math Pacing Guide
7.31.18

- Thoughtful and effective **planning** throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.)

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Number and Operations in Base Ten: ***2.NBT.1-**Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. **2.NBT.1a-**100 can be thought of as a bundle of ten tens, called a "hundred." **2.NBT.2-**Count within 1000; skip-count by 5s, 10s, and 100s. **Operations and Algebraic Thinking:** ***2.OA.1-**Use addition and subtraction within 100 to solve ONE word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to	**Operations and Algebraic Thinking:** ***2.OA.2 -**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **Number and Operations in Base Ten:** ***2.NBT.1-**Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. **2.NBT.3-**Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. ***2.NBT.5-** BEGIN add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Measurement and Data:** **2.MD.3-**Estimate lengths using units of inches, feet, centimeters, and meters.	**Operations and Algebraic Thinking:** ***2.OA.2 -**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. ***2.OA.4-**Use 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. **Number and Operations in Base Ten:** **2.NBT.4-**Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons. **2.NBT.6-**Add up to four two-digit numbers using strategies based on place value and properties of operations. ***2.NBT.7-**Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones;	**Operations and Algebraic Thinking:** ***2.OA.2 -**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. ***2.OA.4-**Use 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. **Measurement and Data:** ***2.MD.5-**Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. **2.MD.7-**Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately. **2.MD.9-**Generate measurement data by measuring lengths of several

Jasper City Schools
Second Grade Math Pacing Guide
7.31.18

represent the problem. ***2.OA.2 -**Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **2.OA.3-** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. ***2.MD.1-**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **<u>Number and Operations in Base Ten:</u>** ***2.NBT.5-**Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	**2.MD.6-**Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers on a number diagram.	and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.8-**Mentally add 10 or 100 to a given number 100 - 900, and mentally subtract 10 or 100 from a given number 100 - 900. ***2.NBT.9-**Explain why addition and subtraction strategies work, using place value and the properties of operations. **<u>Measurement and Data:</u>** **2.MD.2-**Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.4-**Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot where the horizontal scale is marked off in whole-number units. **2.MD.10 -** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. **<u>Geometry:</u>** **2.G.1**-Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.2**-Partition a rectangle into rows and columns of same-size squares, and count to find the total number of them **2.G.3**-Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words *halves, thirds, half of, a third of,* etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Jasper City Schools
Second Grade Math Pacing Guide
7.31.18

*These standards are essential for student grade-level success and are crucial for Algebra I readiness. They represent the standards teachers will spend the most time emphasizing **throughout** the school year.

Power Standards*

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2.OA.4 Use 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.
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.7 Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
2.MD.1-Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.5-Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

*These standards are essential for student grade-level success and are crucial for Algebra I readiness. They represent the standards teachers will spend the most time emphasizing **throughout** the school year.

Jasper City Schools
Second Grade Math Pacing Guide
7.31.18