Ganado Unified School District #20
(MATH/2nd Grade)

PACING Guide SY 2021-2022

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
		First Quarter (10 Weeks)		
Week 1 Aug. 3-6 **BACK TO SCHOOL PROCEDURES AND INTRODUCTIONS** Classroom Rules Routines -chart paper -markers	2.SL. 1Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	What is my role as a student? What are the rules in my classroom?	Students will: I can introduce myself. I can familiarize myself with classroom expectations and school surroundings. I can identify and learn routines and procedures.	Introductions Routines Procedures Expectations
Week 2 Aug. 9-13 **SKIP COUNTING** **Chapter 2**	**2.NBT.A.2**. Count within 1000; skip-count by **2s, 5s**, 10s, and 100s.	What does skip counting by 5s, 10s, and 100s mean? What number comes next?	I can skip count by 5s, 10s, and 100s. I can identify and write the missing numbers in a sequence	Skip Counting pattern groups equal groups

Lessons 1 and 2 **Chapter** **Lesson 6** -counters -connecting cubes -number flashcards -playing cards -hundreds chart		Is there a pattern? What is the pattern? What does the pattern look like on the hundred chart?		
Week 3 Aug. 16-20 **SKIP COUNTING** **Chapter 2** **Lessons 1 and 2** **Chapter** **Lesson 6** -counters -connecting cubes -number flashcards -playing cards -variety of manipulatives	**2.NBT.A.2**. Count within 1000; skip-count by 2s, 5s, **10s, and 100s.**	What does skip counting by 5s, 10s, and 100s mean? What number comes next? Is there a pattern? What is the pattern? What does the pattern look like on the hundred chart?	I can skip count by 5s, 10s, and 100s. I can identify and write the missing numbers in a sequence	Skip Counting pattern groups equal groups
Week 4 Aug. 23-27 **ODD AND EVEN NUMBERS**	**2.OA.C.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	How can I determine if a group of objects has an odd or even amount? What pattern addends creates an even sum?	I can determine whether a group of objects has an odd or even number of members. I can express in writing that an equation with two addends	Odd Even sum Addends Groups objects amounts

Chapter 2 **Lessons 6 and 7** -playing cards -number cards -student names -games -sorting -matching -Slap It -egg cartons	express an even number as a sum of two equal addends.	What combination of addends with an even and odd amount make even sum? What combination of addends with an even and odd amount make an odd sum?	of equal amounts will have an even sum.	
Week 5 Aug. 30-Sept. 3 **ARRAYS AND REPEATED ADDITION** **Chapters 2** **Lessons: 2-4, 2-5** -grid paper -videos -cut and paste -cereal, pasta -Arrays All Around -egg cartons -playing cards -illustrations	**2.OA.C.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	What does repeated mean? What is repeated addition? How can I use equal groups of objects to help me add? What is an array and how do I use it to explain addition? How can I draw a picture to help me solve a problem?	I can demonstrate repeated addition through the use of rectangular arrays. I can draw a picture and write a number sentence to problem solve.	Array Repeated addition rows columns equation sum equal
Week 6 Sept. 7-10	**2.OA.C.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	What does repeated mean? What is repeated addition?	I can demonstrate repeated addition through the use of rectangular arrays.	Array Repeated addition rows columns equation

ARRAYS AND REPEATED ADDITION **Chapter 2** **Lessons 4 and 5** -grid paper -grid paper -videos -cut and paste -cereal, pasta -Arrays All Around -egg cartons -playing cards -illustrations	equation to express the total as a sum of equal addends	How can I use equal groups of objects to help me add? What is an array and how do I use it to explain addition? How can I draw a picture to help me solve a problem?	I can draw a picture and write a number sentence to problem solve.	sum equal
Week 7 Sept. 13-17 **PLACE VALUE HUNDRED AS A BUNDLE** **Chapter 5** **Lessons 1-3** -base ten blocks -playing cards -place value mats -interactive dice -digital drag box -place value cups -task cards	**2.NBT.A.1.** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, ones; e.g. 706 equals 7 Hundreds 0 Tens, and 6 Ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten-tens – called a "hundred". b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones.	What do the digits in a three-digit number represent? What are ones? What are tens? What are hundreds? What is place value? How do I use place value?	I can build models of numbers up to 1,000. I can count hundreds, tens, & ones. I can identify how many hundreds, tens, and ones are shown. I can explain that 10 ones equals a ten, as well as, 10 tens equals 1 hundred.	Ones Tens Hundreds Thousands Digits Number Value place value

Week 8 Sept. 20-24 **PLACE VALUE HUNDRED AS A BUNDLE** **Chapter 5** **Lessons 1-3** -base ten blocks -playing cards -place value mats -interactive dice -digital drag box -place value cups -task cards	**2.NBT.A.1.** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, ones; e.g. 706 equals 7 Hundreds 0 Tens, and 6 Ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens – called a "hundred". b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones.	What do the digits of three-digit numbers represent in amounts of hundred, tens and ones? How can we use place value?	I can build models of numbers up to 1,000. I can count hundreds, tens, & ones. I can identify how many hundreds, tens, and ones are shown. I can explain that 10 ones equals a ten, as well as, 10 tens equals 1 hundred.	Ones Tens Hundreds Thousands Digits Number Value place value
Week 9 Sept. 27-Oct. 1 **WAYS TO WRITE NUMBERS Standard, Word, and Expanded Form** **Chapter 5** **Lesson 5** -base ten blocks -index cards -bingo -playing cards -interactive dice	**2.NBT.A.3**. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	How far can I identify numbers to? Am I able to count and identify numbers past 200? What does standard form mean? Expanded form? Word form? How can I build on arrays to add?	I can read, write, and model numbers to 1,000.	Standard Form Word Form Expanded Form Digits Place Value base ten blocks Ones Tens Hundreds Thousands

-balloons -place value cups -videos		How can I draw a picture to help me solve word problems?		
Week 10 Oct. 4-7 **WAYS TO WRITE NUMBERS** **Standard, Word, and Expanded Form** **Chapter 5** **Lesson 5** -base ten blocks -index cards -bingo -playing cards -interactive dice -balloons -place value cups -videos	**2.NBT.A.3**. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	How far can I identify numbers to? Am I able to count and identify numbers past 200? What does standard form mean? Expanded form? Word form? How can I build on arrays to add? How can I draw a picture to help me solve word problems?	I can read, write, and model numbers to 1,000.	Standard Form Word Form Expanded Form Digits Place Value base ten blocks Ones Tens Hundreds Thousands
Second Quarter (10 weeks)				
Week 11 Oct. 12-15 **COMPARE NUMBERS** **Chapter 5** **Lesson 5-7**	**2.NBT.A.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.	What does less than mean? What is its symbol? What does greater than mean? What is its symbol?	I can compare numbers and amounts using symbols. I can understand the representation of <, >, and = symbols.	Compare Order Equal to Greater than Less than fewer than more than

Chapter 5 **Lesson 7** -base ten blocks -place value mat -ten frames -crayons -colored pencils -number cards -alligators -ten frames -paper models		What does equal mean? How do I compare one-three digit number to another three digit number? How can I use place value to compare numbers and amounts?	I can use place value to accurately compare amounts from 0 to 999.	
Week 12 Oct. 18-22 **COMPARE NUMBERS** **Chapter 5** **Lesson 7** -base ten blocks -place value mat -ten frames -crayons -colored pencils -number cards -alligators -ten frames -paper models -dice -digital EASEL	**2.NBT.A.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.	What does less than mean? What is its symbol? What does greater than mean? What is its symbol? What does equal mean? How do I compare one-three digit number to another three digit number? How can I use place value to compare numbers and amounts?	I can compare numbers and amounts using symbols. I can understand the representation of <, >, and = symbols. I can understand place value to accurately compare amounts from 0 to 999.	Compare Order equal to greater than less than fewer than more than

Week 13 Oct. 25-29 **10 MORE** **100 MORE** **Chapter 6** **Lesson 3** **Chapter 7** **Lesson 3** -playing cards -number cards -white boards -dry-erase markers -base ten blocks -number lines -dice rolls -pin wheels -tic-tac-toe	**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. ADDITION ONLY	How do I mentally add to help me solve math problems?	I can mentally add 10 or 100 to a given number.	Mental math add
Week 14 Nov. 1-5 **10 LESS** **100 LESS** **Chapter 6** **Lesson 3** **Chapter 7** **Lesson 3**	**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. ADDITION ONLY	What is mental math? How do I mentally subtract 10? How do I mentally subtract 100? How is place value used to help me mentally subtract 10 and 100?	I can mentally subtract 10 or 100 from a given amount.	Mental math Subtract

-playing cards -number cards -white boards -dry-erase markers -base ten blocks -number lines -dice rolls -pin wheels -tic-tac-toe				
Week 15 Nov. 8-12 **ADD 1-20** **Chapter 1** **Lessons 1-5** -two color counters -connecting cubes -number cards -number lines -timed tests -addition charts -sorting -illustrations -dice rolls -whiteboards	**2.OA.B.2 Fluently add** and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	What is the sum of two-one digit numbers within 0 to 20? What strategies can I use to fluently add within 20?	I can add single digit numbers I can add one digit by two digit numbers. I can count forward on a number line to add. I can use doubles to find the sum. I can make a ten to add.	Sum Addends Plus Addition Altogether number sentence
Week 16 Nov. 15-19 **ADD 1-20** **Doubles/Near Doubles**	**2.OA.B.2 Fluently add** and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	What is the sum of two-one digit numbers within 0 to 20? What does double mean?	I can add single digit numbers I can add one digit by two digit numbers.	Sum Addends Plus Addition Altogether number sentence

Chapter 1 **Lessons 1-5** -two color counters -connecting cubes -number cards -number lines -timed tests -addition charts -sorting -illustrations -dice rolls -whiteboards		What is a near double?	I can identify and add double facts. I can identify and add using near doubles.	doubles near doubles
Week 17 Nov. 29-Dec. 3 **SUBTRACT 1-20** **Chapter 1** **Lessons 7-9** -two color counters -connecting cubes -number cards -number lines -timed tests -part part whole -sorting -dice rolls -illustrations -grocery ads	**2.OA.B.2 Fluently** add and **subtract** within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	What is the difference of two- one digit numbers within 0 to 20? What strategies can I use to fluently subtract within 20?	I can subtract single digit numbers. I can subtract two by one digit numbers. I can subtract by counting back on a number line. I can use doubles to subtract.	Subtraction Sentence Minus Separate More Fewer
Week 18				Subtraction

Dec. 6-10 **SUBTRACT 1-20** **Chapter 1** **Lessons 7-9** -two color counters -connecting cubes -number cards -number lines -timed tests -part part whole -sorting -dice rolls -illustrations -grocery ads	**2.OA.B.2 Fluently** add and **subtract** within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	What is the difference of two- one digit numbers within 0 to 20? What strategies can I use to fluently subtract within 20?	I can subtract single digit numbers I can subtract two by one digit numbers. I can subtract by counting back on a number line. I can use doubles to subtract.	Sentence Minus Separate More Fewer
Week 19 Dec. 13-17 **ADDING 3 ONE-DIGIT NUMBERS** -two color counters -connecting cubes -number cards -number lines -timed tests -dice rolls -flashcards -pairs of ten -addition bingo -I do We do You do -Ten Frames	**2.NBT.B.6.** Add up to three two-digit numbers using strategies based on place value and properties of operations.	How can I add up to three-two digit numbers using strategies based on place value?	I can add **three- one digit** numbers to find the sum.	Add One Digit Vertical Horizontal number sentence

Third Quarter (10 Weeks)				
Week 20 Jan. 3-7 **ADD 3 ONE-DIGIT NUMBERS** **Chapter 6** -two color counters -connecting cubes -number cards -number lines -timed tests -dice rolls -flashcards -pairs of ten -addition bingo -I do We do You do -Ten Frames	**2.NBT.B.6** Add up to three two-digit numbers using strategies based on place value and properties of operations.	How can I add up to three-two digit numbers using strategies based on place value?	I can add **three- one digit** numbers to find the sum.	Add Sum addends One Digit Vertical Horizontal
Week 21 Jan. 10-14 **ADD 3 TWO-DIGIT NUMBERS** **Chapter 6** -two color counters -connecting cubes -number cards	**2.NBT.B.6** Add up to three two-digit numbers using strategies based on place value and properties of operations.	How can I add up to four two-digit numbers using strategies based on place value and operations?	I can add three two-digit numbers to find the sum.	Add Sum addends Two Digit Vertical Horizontal

-number lines -timed tests -dice rolls -flashcards -pairs of ten -addition bingo -I do We do You do -Ten Frames				
Week 22 Jan. 18-21 **ADD 3 TWO-DIGIT NUMBERS** **Chapter 6** -two color counters -connecting cubes -number cards -number lines -timed tests	**2.NBT.B.6** Add up to **three two-digit** numbers using strategies based on place value and properties of operations. **2.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	How can I add up to four two-digit numbers using strategies based on place value and operations? What are various ways I can fluently add and subtract with 100? How do addition and subtraction strategies work using place value and the properties of operation? How can I think addition to subtract? How can doubles facts help me to add and subtract?	I can add three two-digit numbers to find the sum I can add numbers up to three digits. .	Add Sum addends Two Digit Vertical Horizontal
Week 23 Jan. 24-28 **ADDING 2**	**2.NBT.B.7** Demonstrate understanding of **addition** and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of	How do I add and subtract within 1,000 using a variety of strategies?	I can find parts of 100 I can add within 1,000 using a variety of strategies.	Add Addends Place value

THREE-DIGIT NUMBERS **Chapter 6** -two color counters -connecting cubes -number cards -number lines -timed tests	operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.	How does the relationship between addition and subtraction help me solve math problems?	I can use the relationship between addition and subtraction to help solve math problems.	
Week 24 Jan. 31-Feb.4 **SUBTRACTION** **Chapter 4** **Chapter 7** -two color counters -connecting cubes -number cards -number lines -timed tests	**2.NBT.B.7** Demonstrate understanding of addition and **subtraction** within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.	How do I subtract within 1,000 using a variety of strategies? How does the relationship between addition and subtraction help me solve math problems?	I can find parts of 100 I can subtract within 1,000 using a variety of strategies. I can use the relationship between addition and subtraction to help solve math problems.	Subtract Difference Place value
Week 25 Feb. 7-11 **SUBTRACTION** **Chapter 4** **Chapter 7** -two color counters -connecting cubes	**2.NBT.B.7** Demonstrate understanding of addition and **subtraction** within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.	How do I subtract within 1,000 using a variety of strategies? How does the relationship between addition and subtraction help me solve math problems?	I can find parts of 100 I can subtract within 1,000 using a variety of strategies. I can use the relationship between addition and subtraction to help solve math problems.	Subtract Difference Place value

-number cards -number lines -timed tests				
Week 26 Feb. 14-18 **SUBTRACTION** **Chapter 4** **Chapter 7** -two color counters -connecting cubes -number cards -number lines -timed tests	**2.NBT.B.7** Demonstrate understanding of addition and **subtraction** within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.	How do I subtract within 1,000 using a variety of strategies? How does the relationship between addition and subtraction help me solve math problems?	I can find parts of 100 I can subtract within 1,000 using a variety of strategies. I can use the relationship between addition and subtraction to help solve math problems.	Subtract Difference Place value
Week 27 Feb. 22-25 **ADDITION WORD PROBLEMS** **Chapter 3** **Lesson 7** -whiteboard -partner work	**2.OA.A.1.** Use **ADDITION** and subtraction with 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 (See table 1).	How can I solve one step addition word problems? What are the steps to solving a word problem? 1. Read the problem 2. Underline the question 3. Circle the numbers 4. Box the keywords 5. Solve 6. Rewrite question into a sentence. Are there keywords?	I can solve an addition word problem. I can identify the keyword that tells me to add the numbers.	Part Whole Add Sum Addition Sentences Plus Equals Join Addition Add Sum Total In all Together Increase by

Week 28 Feb. 28-March 4 **SUBTRACTION WORD PROBLEMS** **Chapter 4** **Lesson 8** -whiteboard -partner work	**2.OA.A.1.** Use addition and **SUBTRACTION** with 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 (See table 1).	How can I solve one step subtraction word problems? What are the steps to solving a word problem? 1. Read the problem 2. Underline the question 3. Circle the numbers 4. Box the keywords 5. Solve 6. Rewrite question into a sentence. Are there keywords?	I can solve a subtraction word problem. I can identify the keyword that tells me to subtract the numbers.	**SUBTRACTION KEYWORDS** Minus Difference Take away Less Less than Fewer Left Remains Decrease How many more How much more
Week 29 Mar. 7-11 **TWO-STEP WORD PROBLEMS** **Chapter 1** **Lesson 13** **Chapter 4** **Lesson 9:** -whiteboard -partner work	**2.OA.A.1.** Use **ADDITION** and **SUBTRACTION** with 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 (See table 1).	How can I solve two step word problems? What are the steps to solving a word problem? 1. Read the problem 2. Underline the question 3. Circle the numbers 4. Box the keywords 5. Solve 6. Rewrite question into a sentence.	I can solve a two-step word problem. I can identify the keyword that tells me to add/or subtract the numbers.	Part Whole Add Sum Addition Sentences Plus Equals Join **ADDITION KEYWORDS** Addition Add Sum Total In all Together

		Are there keywords?		Increase by **SUBTRACTION KEYWORDS** Minus Difference Take away Less Less than Fewer Left Remains Decrease How many more How much more
Fourth Quarter (9 Weeks)				
Week 30 Mar. 21-25 **LENGTH DIFFERENCES** **Chapter 11** **Lesson 9: Compare Metric Lengths** -number lines -calendar	**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. **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.	How can I measure to compare length? How can I use addition/subtraction to solve measurement problems? How do I represent whole numbers using a number line? How do I represent whole numbers in sums and differences within	I can measure to compare lengths. I can express the length differences in terms of a standard length unit. I can use addition to solve measurement problems. I will represent whole numbers as a length form 0 on a number line.	Measure Length Differences Addition Subtraction Equations Symbol Regroup Number line Diagram Equal Sum Difference

	2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.	100 using a number line? What tool would you use to measure an object in cm? in? ft? yds?		
Week 31 Mar. 28-Apr.1 **MEASUREMENT** **CUSTOMARY AND METRIC LENGTHS** **Chapter 11** **Lesson 1: Inches** **Lesson 2: Feet and Yards** **Lesson 3: Select and Use Customary Tools** **Lesson 4: Comparing Lengths**	**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.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.3.** Estimate lengths using units of inches, feet, centimeters and meters.	How can I measure the length of objects using nonstandard lengths? How can I estimate and measure items using inches? How can I measure length and height using centimeters? How can I measure the lengths and heights of objects using different units? How do the two items measured relate to the unit chosen? How can I estimate and measure items that are about an inch, foot and yard?	I can measure the length of objects using nonstandard lengths. I can estimate and measure items using inches. I can measure the length and height of objects using centimeters. I can measure the length and height of various objects using different units. I can describe how the two measurements relate to the size of the unit chosen I can use string and rulers to measure to the nearest inch the length of paths that are not straight	Unit Length Inch (in) Width Height Nearest inch Centimeters (cm) Nearest centimeters Length Height Unit Length Units Inches *in. Feet *ft. Centimeters *cm. Meter *m.

Lesson 5: Relate Inches Feet and Yards **Lessons 7-12 Metric Lengths** -rulers -yardstick -measuring tape -string -act it out -measurable objects		How can I use a string and rulers to measure to the nearest inch and length of paths that are not straight?		
Week 32 Apr. 4-8 **GRAPHS** **Chapter 9** **Lesson 1: Survey** **Lesson 2/3: Picture Graphs** **Lesson 4/5: Bar Graphs** **Lessons 7/8: Line Plots** -tally charts -examples of graphs -graph paper	**2.MD.10.** Draw 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 **2. MD.9**. Generate measurement data by measuring lengths of several 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.	How can I use picture graphs and bar graphs to solve a problem? How can I make and use a pictograph to solve problems? How can I represent a set of data in a tally chart and in a bar graph? How can I use rulers to measure objects and graph the results using a line plot? How can I organize the lengths of objects in different ways?	I can create a pictograph to represent data. I can create a bar graph to represent data. I can solve problems using information on a bar graph. I can use rulers to measure objects and graph the results	Data Bar graph Line plot Pictograph Symbol Tallies Horizontal Vertical Rulers Measure lengths

-number cubes				
Week 33 Apr. 11-15 **TELLING TIME ON THE HOUR, HALF HOUR** **Chapter 10** **Lesson 1: Hour** **Lesson 2: Half Hour** **Lesson 6: A.M. and P.M.** -digital clock -analog clock -number cubes -paper plates -connecting cubes -illustrations -labeling -online games -flashcards -Daily Life	**2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [From cluster: work with time and money]	How do I use and tell time? How many minutes in an hour? How many minutes in half hour? Which hand points to the hour? Which hand points to the minutes? If a clock shows time to the hour, where is the minute hand? If a clock shows half past an hour, where is the minute hand? How many minutes does each tick mark on the clock represent? What are some activities that you do during the day? Night?	I can tell and write time from analog and digital clocks. I will tell and write time to the nearest hour. I will tell and write time to the nearest half hour. I can find a pattern to solve problems. I will use A.M. and P.M. when telling and writing time.	A.M. P.M. Analog clock Digital clock Half hour Hour Hour hand Minute Minute hand Tick mark
Week 34				Quarter hour

Apr. 18-22 **TELLING TIME QUARTER HOUR FIVE MINUTE INTERVALS** **Lesson 4: Quarter Hour** **Lesson 5: Five Minute Intervals** -digital clock -analog clock -number cubes -paper plates -connecting cubes -illustrations -labeling -online games -flashcards -Daily Life	**2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [From cluster: work with time and money]	How many minutes in a quarter hour? If a clock shows quarter past, where is the minute hand? If a clock shows quarter to or till, where is the minute hand?	I will tell and write time to the quarter hour and quarter till. I will tell and write time to the nearest five-minutes.	quarter to/till quarter past five minutes
Week 35 Apr. 25-29 **MONEY PENNIES, NICKELS, AND DIMES** **Chapter 8**	**2.MD.8**. Solve word problems involving dollar bills, quarters involving dimes. Nickels and pennies, using $ and cent symbols appropriately. Example: If you have 2 dimes and 3 pennies how many cents do you have?	How can I identify the value of a group of coins? How can I solve word problems involving dollar bills and coins? How can I use the cent sign appropriately?	I can solve word problems involving dollars, bills and coins. I can use cent signs appropriately. I can show the same amount of money using different sets of coins.	Coins Estimate Half a dollar ¢ Dime Nickel Penny Cents Greatest value Least value

Lesson 1: Pennies, Nickels, and Dimes **Lesson 3: Count Coins** -play money -cash register -grocery ads -restaurant menus -work mats -hundreds chart -play store		How can I show the amount of money using different sets of coins? How can I make an organized list to find different combinations of coins?	I can make an organized list to find different combinations of coins	Even trade Dollar coin Decimal point Tally mark
Week 36 May 2-6 **MONEY: QUARTERS AND BILLS** **Lesson 2: Quarters** **Lesson 5: Dollars** -play money -cash register -grocery ads -restaurant menus -work mats -hundreds chart -play store	**2.MD.8**. Solve word problems involving dollar bills, quarters involving dimes. Nickels and pennies, using $ and cent symbols appropriately. Example: If you have 2 dimes and 3 pennies how many cents do you have?	What is the value of a quarter? How can I use the dollar sign appropriately? How can I show the amount of money using different sets of coins? How can I make an organized list to find different combinations of coins?	I can use dollar signs appropriately, I can solve word problems involving bills and coins.	Quarter Dollar bill Bills $
Week 37 May 9-13	**2.G.A.3**. Partition circles and rectangles into two, three, or four	How can I determine whether a shape has	I can determine whether a shape has been divided into equal or unequal parts.	Equal Unequal Halves

SIMPLE FRACTIONS **Chapter 12** **Lesson 7: Halves, Thirds, and Fourths** -fraction circles -fraction squares -pattern blocks	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, four fourths. Recognize that equal shares of the identical whole need not have the same shape.	been divided into equal or unequal parts? Why can shapes be identified using their parts like halves, thirds, and fourths?	I can describe shapes using words like halves, thirds, and fourths. I can identify the numerator and denominator in a fraction	Thirds Fourths numerator denominator
Week 38 May 16-20 **GEOMETRY 2D SHAPES** **Chapter 12** **Lesson 1: 2D Shapes** **Lesson 2: Sides and Angles**	**2.G.A.1**. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.) **2.G.A.2**. Partition a rectangle into rows and columns of same size squares and count to find the total number of them.	How do I recognize different shapes? What are the parts of shapes I can identify? What is the difference between plan and different dimensional shapes? How can I divide rectangles into equal parts? How can I determine how many squares are needed to completely partition the rectangle? How can we describe different shapes?	I can identify 2D shapes. I can recognize different shapes I can identify the parts of shapes I can determine the difference between plane shapes and dimensional shapes	length width side angle flat plane circle triangle square rectangle pentagon hexagon parallelogram trapezoid

Week 39 May 23-26 **GEOMETRY** **3D SHAPES** **Lesson 4: 3D Shapes** **Lesson 5: Faces, Edge, and Vertices** **Lesson 6: Shapes and Solids** -pattern blocks -classroom objects -3D shapes -3D geometrical shapes	**2.G.A.1**. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.) **2.G.A.2**. Partition a rectangle into rows and columns of same size squares and count to find the total number of them.	How do I use shapes and equal parts?	I can identify 3D shapes. I can recognize different shapes I can identify the parts of shapes I can determine the difference between dimensional shapes and plane shapes	Solid figure Faces Edge Vertex Vertices Sphere Pyramid Cylinder Cone Cube Rectangular prism length width height