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| **1st 9 Weeks** |  |  |  |  |  |
| **2.OA.1** Use addition and subtraction within 100 tosolve one- and two-step word problems involvingsituations of adding to, taking from, puttingtogether, taking apart, and comparing, withunknowns in all positions, e.g., by using drawingsand equations with a symbol for the unknownnumber to represent the problem.**2.OA.2** Fluently add and subtract within 20 usingmental strategies. By end of Grade 2, know frommemory all sums of two one-digit numbers.**2.NBT.5** Fluently add and subtract within 100 usingstrategies based on place value, properties ofoperations, and/or the relationship between additionand subtraction.**2.NBT.9** Explain why addition and subtractionstrategies work, using place value and theproperties of operations. | Chapter 1Apply Addition and Subtraction Concepts | Aug. 19 | Sept. 13 | 1 | Check My Progress pgs. 47-48SummativeAssessment pgs. 15-28 |
| **2.NBT.2** Count forward and backward within 1000by ones, tens, and hundreds starting at anynumber; skip-count by 5s starting at any multiple of 5.**2.OA.1** Use addition and subtraction within 100 tosolve one- and two-step word problems involvingsituations of adding to, taking from, puttingtogether, taking apart, and comparing, withunknowns in all positions, e.g., by using drawingsand equations with a symbol for the unknownnumber to represent the problem.**2.OA.2** Fluently add and subtract within 20 usingmental strategies. By end of Grade 2, know frommemory all sums of two one-digit numbers.**2.OA.3** Determine whether a group of objects (up to20) has an odd or even number of members, e.g.,by pairing objects or counting them by 2s; write anequation to express an even number as a sum oftwo equal addends.**2.OA.4** Use addition to find the total number ofobjects arranged in rectangular arrays with up to 5rows and up to 5 columns; write an equation toexpress the total as a sum of equal addends. | Chapter 2Number Patterns | Sept. 16 | Oct. 4 | 1 | Check My Progress pgs. 125-126Summative Assessment pgs. 40-53 |
| **2.OA.1** Use addition and subtraction within 100 tosolve one- and two-step word problems involvingsituations of adding to, taking from, puttingtogether, taking apart, and comparing, withunknowns in all positions, e.g., by using drawingsand equations with a symbol for the unknownnumber to represent the problem.**2.NBT.5** Fluently add and subtract within 100 usingstrategies based on place value, properties ofoperations, and/or the relationship between additionand subtraction.**2.NBT.6** Add up to four two-digit numbers usingstrategies based on place value and properties of operations.**2.NBT.9** Explain why addition and subtractionstrategies work, using place value and the properties of operation. | Chapter 3Add 2 Digit Numbers | Oct. 7 | Oct. 22 | 1/2 | Check My Progress pgs. 183-184Summative Assessment pgs. 66-79 |
| **Quarterly Assessment Week**  | QuarterlyAssessment  | Oct. 7 | Oct. 11 | 1 | Chapters 1 & 2 |
| **2nd 9 Weeks** |  |  |  |  |  |
| **2.NBT.5** Fluently add and subtract within 100 usingstrategies based on place value, properties ofoperations, and/or the relationship between additionand subtraction.**2.NBT.9** Explain why addition and subtractionstrategies work, using place value and theproperties of operations.**2.OA.1** Use addition and subtraction within 100 tosolve one- and two-step word problems involvingsituations of adding to, taking from, puttingtogether, taking apart, and comparing, withunknowns in all positions, e.g., by using drawingsand equations with a symbol for the unknownnumber to represent the problem. | Chapter 4Subtract Two DigitNumbers | Oct. 22 | Nov. 8 | 2 | Check My Progress pgs. 247-248Summative Assessment pgs. 91-104 |
| **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, and6 ones. Understand the following as special cases:**2.NBT.1a**. 100 can be thought of as a bundle of ten tens -called a “hundred.”**2.NBT.1b** 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 0ones).**2.NBT.2** Count forward and backward within 1000by ones, tens, and hundreds starting at anynumber; skip-count by 5s starting at any multiple of 5.**2.NBT.3** Read and write numbers to 1000 usingbase-ten numerals, number names, expandedform, and equivalent representations, e.g., 716 is700 + 10 + 6, or 6 + 700 + 10, 6 ones and 71 tens, etc.**2.NBT.4** Compare two three-digit numbers basedon meanings of the hundreds, tens, and ones digits,using &gt;, =, and &lt; symbols to record the results ofcomparisons.**2.NBT.8** Mentally add 10 or 100 to a given number100–900, and mentally subtract 10 or 100 from agiven number 100–900. | Chapter 5Place Value to 1,000 | Nov. 11 | Nov. 27 | 2 | Check My Progress pgs. 313-314SummativeAssessment pgs. 117-130 |
| **2.NBT.7** Add and subtract within 1000, usingconcrete models or drawings and strategies basedon place value, properties of operations, and/or therelationship between addition and subtraction;relate the strategy to a written method. Understandthat in adding or subtracting three-digit numbers,one adds or subtracts hundreds and hundreds, tensand tens, ones and ones; and sometimes it isnecessary to compose or decompose tens or hundreds.**2.NBT.8** Mentally add 10 or 100 to a given number100–900, and mentally subtract 10 or 100 from agiven number 100–900.**2.NBT.9** Explain why addition and subtractionstrategies work, using place value and theproperties of operations. | Chapter 6Add Three Digit Numbers | Dec. 3 | Dec. 20 | 3 | Check My Progress pgs.369-370Summative Assessment pgs.142-155 |
| **Quarterly Assessment Week**  | QuarterlyAssessment  | Dec. 3 | Dec. 20 | 2 | Chapters1,2,3,4, 5, & 6 |
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| **Winter Break** |  | Dec. 23 | Jan. 3 |  |  |
| **3rd 9 Weeks** |  |  |  |  |  |
| **2.NBT.5** Fluently add and subtract within 100 usingstrategies based on place value, properties ofoperations, and/or the relationship between additionand subtraction.**2.NBT.7** Add and subtract within 1000, usingconcrete models or drawings and strategies basedon place value, properties of operations, and/or therelationship between addition and subtraction;relate the strategy to a written method. Understandthat in adding or subtracting three-digit numbers,one adds or subtracts hundreds and hundreds, tensand tens, ones and ones; and sometimes it isnecessary to compose or decompose tens or hundreds.**2.NBT.8** Mentally add 10 or 100 to a given number100–900, and mentally subtract 10 or 100 from agiven number 100–900.**2.NBT.9** Explain why addition and subtractionstrategies work, using place value and the**2.MD.8** Solve problems with money.**2.OA.1** Use addition and subtraction within 100 tosolve one- and two-step word problems involvingsituations of adding to, taking from, puttingtogether, taking apart, and comparing, withunknowns in all positions, e.g., by using drawingsand equations with a symbol for the unknownnumber to represent the problem. | Chapter 7Subtract 3 Digit Numbers | Jan. 6 | Jan. 24 | 3 | Check My Progress pgs.Summative Assessment pgs. |
| **2.MD.8** Solve problems with money.**a.**Identify nickels and quarters by name and value.**b**. Find the value of a collection of quarters, dimes,nickels, and pennies.**c.** Solve word problems by adding and subtractingwithin 100, dollars with dollars and cents with cents | Chapter 8 Money | Jan. 27 | Feb. 7 | 3 | Check My Progress pgs. 508-509Summative Assessment pgs. |
| **2.MD.10** Organize, represent, and interpret datawith up to four categories; complete picture graphswhen single-unit scales are provided; complete bargraphs when single-unit scales are provided; solvesimple put-together, take-apart, and compareproblems in a graph. | Chapter 9Data Analysis | Feb. 10 | Feb. 26. | 3 | Check My Progress pgs. 547-548Summative Assessment pgs. |
| **2.MD.7** Tell and write time from analog and digitalclocks to the nearest five minutes, using a.m. andp.m. | Chapter 10Time | Feb. 27 | Mar. 13 | 3/4 | Check My Progress pgs.611-612Summative Assessment pgs. |
| **Quarterly Assessment Week** | Quarterly Assessment |  |  |  |  |
| **4th 9 Weeks** |  |  |  |  |  |
| **2.MD.1** Measure the length of an object byselecting and using appropriate tools such asrulers, yardsticks, meter sticks, and measuringtapes.**2.MD.2** Measure the length of an object twice,using length units of different lengths for the twomeasurements; describe how the twomeasurements relate to the size of the unit chosen.**2.MD.3** Estimate lengths using units of inches, feet,centimeters, and meters.**2.MD.4** Measure to determine how much longerone object is than another, expressing the lengthdifference in terms of a standard length unit.**2.MD.5** Use addition and subtraction within 100 tosolve word problems involving lengths that aregiven in the same whole number units, e.g., byusing drawings and equations with a symbol for theunknown number to represent the problem.Drawings need not show details, but should showthe mathematics in the problem. (This applieswherever drawings are mentioned in theStandards.)**2.MD.6** Represent whole numbers as lengths from0 on a number line diagram with equally spacedpoints corresponding to the numbers 0, 1, 2,..., andrepresent whole-number sums and differenceswithin 100 on a number line diagram. | Chapter 11Customary & Metric Lengths | Mar. 16 | Apr. 3 | 4 | Check My Progress pgs.663-664Summative Assessment pgs. |
| **2.G.1** Recognize and identify triangles,quadrilaterals, pentagons, and hexagons based onthe number of sides or vertices. Recognize andidentify cubes, rectangular prisms, cones, andcylinders.**2.G.**2 Partition a rectangle into rows and columns ofsame-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 sharesusing the words halves, thirds, or fourths andquarters, and use the phrases half of, third of, orfourth of and quarter of. Describe the whole as twohalves, three thirds, or four fourths in real-worldcontexts. Recognize that equal shares of identicalwholes need not have the same shape. | Chapter 12Geometric Shapes and Equal Shares | Apr. 6 | Apr. 24 | 4 | Check My Progress pgs.757-758Summative Assessment pgs. |
| **Quarterly Assessment Week** |  | Apr. 27 | May 1 |  |  |