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| **1st 9 Weeks** |  |  |  |  |  |
| **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.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.9** Explain why addition and subtraction  strategies work, using place value and the  properties of operations. | Chapter 1  Apply Addition and Subtraction Concepts | Aug. 19 | Sept. 13 | 1 | Check My Progress pgs. 47-48  Summative  Assessment pgs. 15-28 |
| **2.NBT.2** Count forward and backward within 1000  by ones, tens, and hundreds starting at any  number; skip-count by 5s starting at any multiple of 5.  **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.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.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. | Chapter 2  Number Patterns | Sept. 16 | Oct. 4 | 1 | Check My Progress pgs. 125-126  Summative Assessment pgs. 40-53 |
| **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.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.6** Add up to four two-digit numbers using  strategies based on place value and properties of operations.  **2.NBT.9** Explain why addition and subtraction  strategies work, using place value and the properties of operation. | Chapter 3  Add 2 Digit Numbers | Oct. 7 | Oct. 22 | 1/2 | Check My Progress pgs.  183-184  Summative Assessment pgs. 66-79 |
| **Quarterly Assessment Week** | Quarterly  Assessment | Oct. 7 | Oct. 11 | 1 | Chapters  1 & 2 |
| **2nd 9 Weeks** |  |  |  |  |  |
| **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.9** Explain why addition and subtraction  strategies work, using place value and the  properties of operations.  **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. | Chapter 4  Subtract Two Digit  Numbers | Oct. 22 | Nov. 8 | 2 | Check My Progress pgs. 247-248  Summative 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, and  6 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 0  ones).  **2.NBT.2** Count forward and backward within 1000  by ones, tens, and hundreds starting at any  number; skip-count by 5s starting at any multiple of 5.  **2.NBT.3** Read and write numbers to 1000 using  base-ten numerals, number names, expanded  form, and equivalent representations, e.g., 716 is  700 + 10 + 6, or 6 + 700 + 10, 6 ones and 71 tens, etc.  **2.NBT.4** Compare two three-digit numbers based  on meanings of the hundreds, tens, and ones digits,  using &gt;, =, and &lt; symbols to record the results of  comparisons.  **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. | Chapter 5  Place Value to 1,000 | Nov. 11 | Nov. 27 | 2 | Check My Progress pgs. 313-314  Summative  Assessment pgs. 117-130 |
| **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.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. | Chapter 6  Add Three Digit Numbers | Dec. 3 | Dec. 20 | 3 | Check My Progress pgs.  369-370  Summative Assessment pgs.  142-155 |
| **Quarterly Assessment Week** | Quarterly  Assessment | Dec. 3 | Dec. 20 | 2 | Chapters  1,2,3,4, 5, & 6 |
|  |  |  |  |  |  |
| **Winter Break** |  | Dec. 23 | Jan. 3 |  |  |
| **3rd 9 Weeks** |  |  |  |  |  |
| **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.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**2.MD.8** Solve problems with money.  **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. | Chapter 7  Subtract 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 subtracting  within 100, dollars with dollars and cents with cents | Chapter 8  Money | Jan. 27 | Feb. 7 | 3 | Check My Progress pgs. 508-509  Summative Assessment pgs. |
| **2.MD.10** Organize, represent, and interpret data  with up to four categories; complete picture graphs  when single-unit scales are provided; complete bar  graphs when single-unit scales are provided; solve  simple put-together, take-apart, and compare  problems in a graph. | Chapter 9  Data Analysis | Feb. 10 | Feb. 26  . | 3 | Check My Progress pgs. 547-548  Summative Assessment pgs. |
| **2.MD.7** Tell and write time from analog and digital  clocks to the nearest five minutes, using a.m. and  p.m. | Chapter 10  Time | Feb. 27 | Mar. 13 | 3/4 | Check My Progress pgs.  611-612  Summative Assessment pgs. |
| **Quarterly Assessment Week** | Quarterly Assessment |  |  |  |  |
| **4th 9 Weeks** |  |  |  |  |  |
| **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.  **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 whole number units, e.g., by  using drawings and equations with a symbol for the  unknown number to represent the problem.  Drawings need not show details, but should show  the mathematics in the problem. (This applies  wherever drawings are mentioned in the  Standards.)  **2.MD.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. | Chapter 11  Customary & Metric Lengths | Mar. 16 | Apr. 3 | 4 | Check My Progress pgs.  663-664  Summative Assessment pgs. |
| **2.G.1** Recognize and identify triangles,  quadrilaterals, pentagons, and hexagons based on  the number of sides or vertices. Recognize and  identify cubes, rectangular prisms, cones, and  cylinders.  **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, or fourths and  quarters, and use the phrases half of, third of, or  fourth of and quarter of. Describe the whole as two  halves, three thirds, or four fourths in real-world  contexts. Recognize that equal shares of identical  wholes need not have the same shape. | Chapter 12  Geometric Shapes and Equal Shares | Apr. 6 | Apr. 24 | 4 | Check My Progress pgs.  757-758  Summative Assessment pgs. |
| **Quarterly Assessment Week** |  | Apr. 27 | May 1 |  |  |