Second Grade Second Semester Math Curriculum Guide

Third Nine Weeks

Addition & Subtraction Within 1,000 w/Word Problems to 100

Foundations of Multiplication & Division

2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones Understand that 100 can be thought of as a group of ten tens — called a "hundred"
Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100

2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and a variety of *expanded forms*
Model and describe numbers within 1000 as groups of 10 in a variety of ways

2.NBT.B.5 Add and subtract within 100 with *computational fluency* using strategies based on *place value*, properties of operations, and the relationship between addition and subtraction

2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on *place value*, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation

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

2.NBT.B.9 Explain why addition and subtraction strategies work, using *place value* and the properties of operations

Fourth Nine Weeks

Problem Solving with Length, Money, and Data

Time, Shapes, & Fractions as Equal Parts of Shapes

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 express an even number (up to 20) as a *sum* of two equal addends

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

2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares

2.NBT.A.2 Count within 1000
Skip-count by 5s, 10s, and 100s beginning at zero

2.NBT.B.6 Add up to four two-digit numbers using strategies based on *place value* and properties of operations