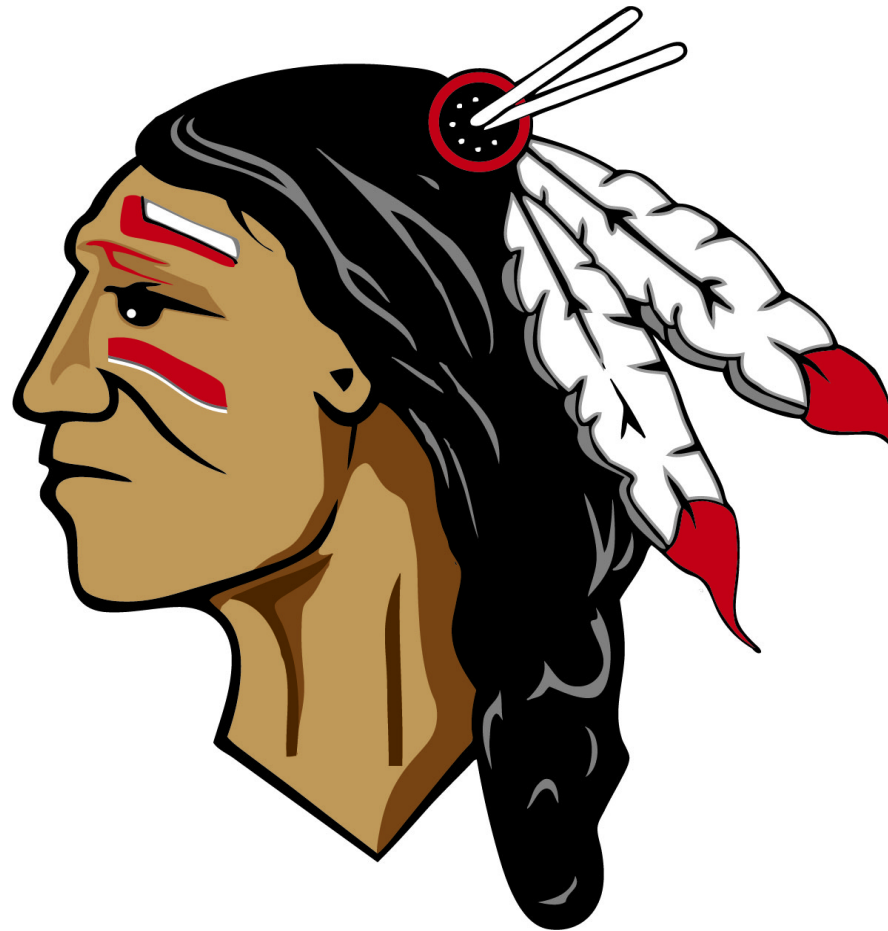


Westside Elementary School

22-23 Curriculum Map and Pacing Guide

Math Grade 2



Map is still under construction and will be revised throughout the year.

WESTSIDE ELEMENTARY SCHOOL 2nd GRADE Math CURRICULUM MAP

Teacher:Gipson/Baker/Ford

Quarter 1

Power Standards

[Supply List](#)

2.OA.2 2.OA.1 2.NBT.5 2.MD.1 2.MD.3 2.MD.2 2.MD.4 2.MD.5 2.MD.6 2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4

MP.2 MP.3 MP.5 MP.6 MP.7 MP.8

Essential Standards Assessed for “Mastery” This Quarter

Spiral Review Skills:

Graphing

Time to the nearest hour

Repeated patterns

Missing numbers on a Hundred chart

One more one less

Ordinal position

Skip counting by 10

Right and left

Addition and subtraction word problems

Word form

Standard form

Equal parts

Even numbers

Plane shapes

Temperature to the nearest 10

Comparing numbers

Halves

Facts

Addition Doubles

+1

+0

+2

Doubles +1

+3

+9

[AR STANDARDS](#) / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

Student "I Can" Statements	Vocabulary
<p>Module 1 (Sums and Differences to 100) ONGOING FACT PRACTICE 2.OA.2</p> <ul style="list-style-type: none"> • I can mentally add within 20 • I can fluently add within 20 • I can mentally subtract within 20 • I can fluently subtract within 20 <p>2.OA.1</p> <ul style="list-style-type: none"> • I can use addition to solve one-step word problems with unknowns • I can use subtraction to solve one-step word problems with unknowns • I can use addition to solve two-step word problems with unknowns • I can use subtraction to solve two-step word problems with unknowns • I can use a symbol to represent an unknown number • I can represent a strategy with an equation <p>2.NBT.5</p> <ul style="list-style-type: none"> • I can identify fact families • I can recognize the relationship between addition and subtraction • I can use properties of operations to add and subtract • I can use place value strategies to add and subtract <p>Module 2 (Addition and Subtraction of Length Units) 2.MD.1</p> <ul style="list-style-type: none"> • I can measure the length of an object by using appropriate tools <p>2.MD.2</p> <ul style="list-style-type: none"> • I can measure the length of an object twice with two different length units • I can describe how the two measurements relate to the size of the unit chosen <p>2.MD.3</p> <ul style="list-style-type: none"> • I can estimate lengths using units of inches, feet, centimeters, and meters <p>2.MD.4</p> <ul style="list-style-type: none"> • I can measure to determine how much longer one object is than another • I can express the length difference as a standard length unit 	<ul style="list-style-type: none"> • Make a ten (M1, T???) • Addend • A ten • Count on • Expression • Like units • Make ten and take from ten • Number sentence • Number bond • One • Part • Partners to 10 • Say Ten counting • Ten plus facts • Total • Benchmark (M2, TB, L5) • Endpoint (M2, TA, L1) • Estimate (M2, TA, L1) • Hash mark (M2, TA, L3) • Meter (M2, TB, L4) • Meter stick or strip (M2, TB, L4) • Number line (M2, TD, L8) • Overlap (M2, TA, L2) • Ruler (M2, TA, L3) • Centimeter • Combine • Compare • Difference • Height • Length • Length unit

2.MD.5

- I can use addition to solve word problems involving lengths
- I can use subtraction to solve word problems involving lengths
- I can write equations to represent a word problem
- I can use a symbol to represent an unknown number in the problem

2.MD.6

- I can represent whole numbers on a number line starting at zero
- I can use a number line to solve addition problems

Module 3 (Forming Base Ten Units of Ten, a Hundred, and a Thousand)2.NBT.1

- I can identify the ones place
- I can identify the tens place
- I can identify the hundreds place
- I can understand that a one digit number represents ones
- I can understand that a two digit number represents tens and ones
- I can understand that a three digit number represents hundreds, tens, and ones
- I can understand that a ten can be thought of as a group of ten ones called a “ten”
- I can understand that a hundred can be thought of as a group of tens called a “hundred”
- I can understand that the numbers 100, 200, 300...refer to 1, 2, 3...groups of 100

2.NBT.2

- I can count within 1000
- I can skip count by 5s beginning at zero
- I can skip count by 10s beginning at zero
- I can skip count by 100s beginning at zero

2.NBT.3

- I can read numbers to 1000 using base-ten numerals, number names, and expanded form
- I can write numbers to 1000 using base-ten numerals, number names, and expanded form

2.NBT.4

- I can identify the $<$, $>$, $=$ symbols and use the correct vocabulary
- I can compare two one-digit numbers using $>$, $<$, $=$
- I can compare two two-digit numbers using $>$, $<$, $=$
- I can compare two three-digit numbers using $>$, $<$, $=$

- Base ten numerals
- Expanded form
- Hundreds place
- One thousand
- Place value or number disk
- Standard form
- Unit form
- Word form
- $=$, $<$, $>$
- Altogether
- Bundling, grouping
- How many more/less
- How much more/less
- More than/less than
- Number sentence
- Ones place
- Renaming, changing
- Tens place
- Units of ones, tens, hundreds, one thousand

Quarter 1 Pacing

Week 1	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
		What is a mathematician, math tools, birthday graph, odd and even		
		right /left, hokey pokey, what is a scientist, intro math folder, writing		

		numbers to 100, find a friend activity, what do you do with an idea		
Week 2	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.D.10, MP6, 2.Mod1.AD8, MP8, MP2, 2.Mod1.AD9, 2.MD.D.10, MP7	Module 1 topic A lesson 1-4		
Week 3	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.A.1, MP6, 2.Mod1.AD1, MP2, MP7, MP5, 2.NBT.A.1, MP3	Module 1 topic B lesson 5-9		
Week 4	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.A.2, MP8, 2.MD.A.3, 2.MD.A.4, MP3, 2.Mod1.AD2, 2.Mod1.AD3, MP4, 2.MD.A.1, MP5, 2.Mod1.AD1	Module 1 Topic B/C lesson 10-13		
Week 5	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.A.4, MP2, 2.Mod1.AD3, 2.MD.B.6, MP7,	Module Topic C/D lesson 14-17		

	2.Mod1.AD5, 2.Mod1.AD6, 2.Mod1.AD7, 2.MD.B.5, MP5, 2.Mod1.AD4			
Week 6	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.B.5, 2.MD.B.6, MP2, MP5, 2.Mod1.AD4, 2.Mod1.AD6, 2.Mod1.AD7, MP1, 2.NBT.A.1.a, MP8, 2.Mod1.AD12, 2.NBT.A.2, MP4, 2.Mod1.AD13, 2.OA.A.1, MP1, 2.Mod1.AD10	Topic D/E lesson 18-22		
Week 7	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.A.1.a, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.3, MP1, 2.Mod1.AD12, 2.Mod1.AD13, 2.Mod1.AD15, 2.NBT.A.1, 2.NBT.A.1.b, MP7, 2.Mod1.AD11	Module 1 E/F lesson 23-26		

Week 8	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.A.1, 2.NBT.A.1.b, 2.NBT.A.3, MP3, 2Mod1.AD11, 2.Mod1.AD15., MP6, 2.Mod1.AD12, 2.NBT.A.2, MP8, 2.Mod1.AD.13, 2.Mod1.AD14, 2.NBT.A.1.a, MP1	Module 1 F/G Lesson 27-30		
Week 9	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.A.1, 2.NBT.A.1.b, 2NBT.A.3, MP6, 2Mod1.AD11, 2.Mod1.AD15, 2.NBT.A.1.a, MP7, 2.Mod1.AD12, MP5, MP3	Module 1 H Lesson 31-34		

Quarter 2 :

Power Standards

2.NBT.1 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9 2.OA.1

Mathematical Practices:

MP.1 MP.2 MP.3 MP.4 MP.6 MP.7 MP.8

Essential Standards Assessed for “Mastery” This Quarter

Quarter 2: Spiral Review Skills

Addition and subtraction word problems

Equal parts

Counting coins

Calendar skills

Odd and even numbers

Time to the half hour

Tally marks

Graphing

Fact families

Skip counting 10s and 5s

Adding 10

Oblique lines

Horizontal lines

Vertical lines

Pairs

Missing numbers on a Hundred chart

Ordinal numbers

Temperature

Measuring to the nearest inch

Line plot

Line of symmetry

Adding two digit numbers without regrouping

Facts

Sums of 8 and 9

Sums of 10

Sums of 11

Sums of 12

Sums of 13 and 14

Sums of 15, 16, 17, 18

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

COMMON ASSESSMENT FOR QUARTER 2

Constructed Response Questions

Topics/Modules of Instruction

Topic 16: Time, Graphs, Data
 Topic 13: Counting Money
 Topic 12: Geometry

Student “I can” Statements Activities/Skills	Vocabulary
<p><u>Module 3 (Forming Base Ten Units of Ten, a Hundred, and a Thousand)</u></p> <p><u>2.NBT.1</u></p> <ul style="list-style-type: none"> I can identify the ones place I can identify the tens place I can identify the hundreds place I can understand that a one digit number represents ones I can understand that a two digit number represents tens and ones I can understand that a three digit number represents hundreds, tens, and ones I can understand that a ten can be thought of as a group of ten ones called a “ten” I can understand that a hundred can be thought of as a group of tens called a “hundred” I can understand that the numbers 100, 200, 300...refer to 1, 2, 3...groups of 100 <p><u>2.NBT.2</u></p> <ul style="list-style-type: none"> I can count within 1000 I can skip count by 5s beginning at zero I can skip count by 10s beginning at zero I can skip count by 100s beginning at zero <p><u>2.NBT.3</u></p> <ul style="list-style-type: none"> I can read numbers to 1000 using base-ten numerals, number names, and expanded form I can write numbers to 1000 using base-ten numerals, number names, and expanded form <p><u>2.NBT.4</u></p> <ul style="list-style-type: none"> I can identify the $<, >, =$ symbols and use the correct vocabulary I can compare two one-digit numbers using $>, <, =$ I can compare two two-digit numbers using $>, <, =$ I can compare two three-digit numbers using $>, <, =$ <p><u>2.NBT.5</u></p> <ul style="list-style-type: none"> I can identify fact families I can recognize the relationship between addition and subtraction I can use properties of operations to add and subtract I can use place value strategies to add and subtract <p><u>2.NBT.6</u></p> <ul style="list-style-type: none"> I can add up to four two-digit numbers using a variety of strategies <p><u>2.NBT.7</u></p> <ul style="list-style-type: none"> I can add within 1000 using a variety of strategies 	<p>Base ten numerals (M3???) Expanded form (M3, TC, L6) Hundreds place (M3, TC, L5) One thousand (M3, TA, L1) Place value or number disk (M3, TE, L11) Standard form (M3, TC, L7) Unit form (M3, TC, L5) Word form (M3, TC, L5) $=, <, >$ Altogether Bundling Grouping How many more/less How much more/less More than/less than Number sentence Ones place Place value Renaming, changing Tens place Units of ones, tens, hundreds, one thousand Algorithm (M4, TB, L9) Compose (M4, TB, L6) Decompose (M4, TC, L11) Equation (M4, TA, L1???) New groups below (M4, TB, L7) Simplifying strategy (M4, TA, L1) Totals below (M4, TF, L29) Addend Addition Bundle Unbundle Regroup Rename change</p>

<ul style="list-style-type: none"> • I can subtract within 1000 using a variety of strategies • I can relate a strategy to an equation <p>2.NBT.8</p> <ul style="list-style-type: none"> • I can mentally add 10 or 100 to a given number • I can mentally subtract 10 or 100 from a given number <p>2.NBT.9</p> <ul style="list-style-type: none"> • I can explain why addition strategies work • I can explain why subtraction strategies work <p>2.OA.1</p> <ul style="list-style-type: none"> • I can use addition to solve one-step word problems with unknowns • I can use subtraction to solve one-step word problems with unknowns • I can use addition to solve two-step word problems with unknowns • I can use subtraction to solve two-step word problems with unknowns • I can use a symbol to represent an unknown number • I can represent a strategy with an equation 	<p>Difference Hundreds place Place value Subtraction Units of one, tens, hundreds, thousands</p>
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Quarter 2 Pacing

Week 1	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.A.4, MP6, 2.Mod1.AD16, MP8, 2.NBT.A.2, 2.Mod1.AD13, 2.NBT.A.3, MP7, 2.Mod1.AD15	Module 1 Lesson 35-38		
Week 2	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.6, 2.NBT.B.7, MP3, MP7, MP2, MP5, 2.Mod2.AD2, 2.Mod2.AD3,	Module 2 Topic A Lesson 1-4		

Week 3	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.7, MP8, 2.Mod2.AD3, MP7, MP5, 2.OA.A.1, 2.Mod2.AD1, 2.Mod2.AD3, 2.Mod2.AD5	Module 2 Topic A/B Lesson 5-8		
Week 4	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.7, MP6, MP4, MP3, 2.Mod2.AD3, 2.Mod2.AD5	Module 2 Topic B Lesson 9-12		
Week 5	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.A.1, 2.NBT.B.7, MP3, MP7, MP2, MP8, 2.Mod2.AD1, 2.Mod2.AD4,	Module 2 Topic C Lesson 13-16		
Week 6	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	MP6, MP7, MP3, 2.Mod1.AD4, 2.OA.A.1, 2.NBT.B.7, 2.Mod2.AD1,	Module 2 Topic C/D Lesson 17-20		

	2.Mod2.AD6			
Week 7	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.7, MP8, MP2, MP7, 2.MOD.2.AD6, 2.MOD2.AD4	Module 2 Topic D Lesson 21-24		
Week 8	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.7, MP1, MP4, MP2, 2.MOD2.AD4, 2.MOD2.AD6, 2.MOD2.AD1, 2.OA.A.1	Module 2 D Lesson 25-27		
Week 9	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.G.A.1, MP6, 2.Mod3.AD4, MP7, 2.Mod3.AD5, MP3, 2.Mod3.AD4	Module 3 Topic A 1-4		

Quarter 3 :

2.NBT.7 2.NBT.8 2.NBT.9 2.OA.3 2.OA.4 2.G.2

Mathematical Practices:

MP.1 MP.2 MP.3 MP.4 MP.6 MP.7 MP.8

Essential Standards Assessed for “Mastery” This Quarter

Quarter 3: Spiral Review Skills

Word problems

Comparing numbers

Fractions

Measurement to the nearest inch

Angles

Dozen/half dozen

Time to the half hour/quarter/5 minutes

Counting coins

Congruent shapes

Adding two-digit numbers

Venn diagram

Measurement to the half inch

Temperature (increases by 2s)

Standard form

Expanded form

Models of a three-digit number

Adding and subtracting 10 from a number

Graphing

Subtracting two digit numbers

Facts

Review of addition facts

-0

-1

-2

-3

-4

-5

-6

-7

AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

COMMON ASSESSMENT Q3*Topics/Modules of Instruction*

Topic 4: Repeated Addition

Topic 6: Mental Addition
Topic 7: Mental Subtraction

Student “I can” statements Activities/Skills	Vocabulary
<p><u>2.NBT.7</u></p> <ul style="list-style-type: none"> • I can add within 1000 using a variety of strategies • I can subtract within 1000 using a variety of strategies • I can relate a strategy to an equation <p><u>2.NBT.8</u></p> <ul style="list-style-type: none"> • I can mentally add 10 or 100 to a given number • I can mentally subtract 10 or 100 from a given number <p><u>2.NBT.9</u></p> <ul style="list-style-type: none"> • I can explain why addition strategies work • I can explain why subtraction strategies work <p><u>2.OA.3</u></p> <ul style="list-style-type: none"> • I can understand the difference in odd and even • I can determine whether a group of objects up to 20 is odd or even • I can write an equation to express an even number as a sum of two equal addends <p><u>2.OA.4</u></p> <ul style="list-style-type: none"> • I can use addition to find the total number of objects in a rectangular array • I can write an equation to express the total as a sum of equal addends <p><u>2.G.2</u></p> <ul style="list-style-type: none"> • I can partition a rectangle into same size rows and columns • I can count to find the total number of squares in a partitioned rectangle 	<p>Compensation (M5, TA, L6)</p> <p>Addend</p> <p>Addition</p> <p>Algorithm</p> <p>Bundle</p> <p>Compose</p> <p>Decompose</p> <p>Difference</p> <p>Equation</p> <p>New groups below</p> <p>Number bond</p> <p>Place value</p> <p>Place value chart</p> <p>Place value or number disk</p> <p>Rename</p> <p>Simplifying strategy</p> <p>Subtraction</p> <p>Tape diagram</p> <p>Total</p> <p>Unbundle</p> <p>Units of ones, tens, hundreds</p> <p>Array (M6, TB, L5)</p> <p>Columns (M6, TB, L5)</p> <p>Even Number (M6, TD, L17)</p> <p>Odd Number (M6, TD, L19)</p> <p>Repeated Addition (M6, TA, L2)</p> <p>Rows (M6, TB, L5)</p> <p>Tessellation (M6, TC, L16)</p> <p>Whole Number (M6, TD, L18)</p> <p>Addend</p> <p>Doubles</p> <p>Equation</p> <p>Number path</p> <p>Number sentence</p> <p>Pair</p> <p>Rectangle</p>

	Skip-counting Square Sum Tape diagram Total Unit
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Quarter 3 Pacing

Week 1	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.GA.1, MP7, 2.Mod3.AD4, 2.Mod3.AD5, MP3, MP5, 2.Mod3.AD6	Module 3 Topic A/B 5-8		
Week 2	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.GA.3, MP3, 2.Mod3.AD6, MP7, MP6	Module 3 Topic B/C Lesson 9-12		
Week 3	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.GA.3, MP4, 2.Mod3.AD7, 2.MD.C.7, MP7, MP6, 2.MD.C.7	Module 3 C/D Lesson 13-15		

Week 4	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.C.7, MP3, 2.Mod3.AD2, 2.NBT.A.2, MP2, 2.Mod3.AD1, 2.NBT.A.2, 2.MD.C.7, MP6, MP8	Module 3 D Lesson 16-19		
Week 5	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.8, 2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP3, MP7, MP2, MP5, MP1, 2.MOD4.AD8, 2.MOD4.AD9, 2.MOD4.AD1, 2.MOD4.AD4, 2.MOD4.AD6, 2.MOD4.AD10, 2.OA.A.1	Module 4 Topic A/B 1-6		
Week 6	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.B.2, 2.NBT.B.7, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9, MP6,	Module 4 Topic B 7-11		

	MP7, MP8, MP4, 2.MOD4.AD2, 2.MOD4.AD6, 2.MOD4.AD4, 2.MOD2.AD2, 2.MOD4.AD10			
Week 7	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP7, 2.MOD4.AD5, 2.MOD4.AD5, 2.MOD4.AD7, 2.MOD4.AD11	Module 4 Topic B/C Lesson 8-12		
Week 8	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.NBT.B.5, 2.NBT.B.7, 2.NBT.B.9, MP3, MP2, MP6, MP5, 2.MOD4.AD5, 2.MOD4.AD7, 2.MOD4.AD11, 2.MOD4.AD3, 2.OA.B.2	Module 4 Topic C/D Lesson 13-17		
Week 9	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.B.2, 2.OA.A.1, 2.NBT.B.7, MP4,	Module 4 Topic D/E 18-24 (combine lessons)		

	MP3, ,P7, MP1, MP5, MP6, 2.MOD4.AD3, 2.MOD4.AD7, 2.NBT.B.5, 2.NBT.B.9, 2.MOD4.AD5, 2.MOD4.AD11, 2.MOD4.AD6, 2,MOD4.AD10, 2.MOD4.AD1, 2.MOD4.AD4			
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Quarter 4:

Power Standards

2.OA.3 2.OA.4 2.G.2 2.NBT.5 2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.5 2.MD.6 2.MD.7 2.MD.8 2.MD.9 2.MD.10 2.G.1 2.G.3

Mathematical Practices:

MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7 MP.8

Essential Standards Assessed for “Mastery” This Quarter

Quarter 4: Spiral Review Skills

Word problems
 Expanded form
 Standard form
 Word form

Facts

-8

-9

Multiplying by 5

Models of three-digit numbers Counting coins Comparing numbers Groups of 10 Adding and subtracting two-digit numbers Dividing objects equally with and without a remainder Rounding to the nearest 10 Geometric solids Equal groups Parallel lines Time to the minute Measuring centimeters Finding perimeter Graphing Adding and subtracting three-digit numbers Right angles Mixed numbers Skip counting by 5s Skip counting by 10s Labeling arrays Perpendicular lines Probability Coordinate graphs Time to the quarter hour Estimating sums	X2 X3 X4
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AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

COMMON ASSESSMENT Q4

Topics/Modules of Instruction

Topic 8: Adding two-digit numbers
 Topic 9: Subtracting two-digit numbers
 Topic 10: Place Value to 1000
 Topic 11: 3 digit addition and subtraction

Student “I can” Statements Activities/Skills (Pacing Guide Linked Here)	Vocabulary
<p>2.OA.3</p> <ul style="list-style-type: none"> • I can understand the difference in odd and even • I can determine whether a group of objects up to 20 is odd or even • I can write an equation to express an even number as a sum of two equal addends <p>2.OA.4</p> <ul style="list-style-type: none"> • I can use addition to find the total number of objects in a rectangular array • I can write an equation to express the total as a sum of equal addends <p>2.G.2</p> <ul style="list-style-type: none"> • I can partition a rectangle into same size rows and columns • I can count to find the total number of squares in a partitioned rectangle <p>2.NBT.5</p> <ul style="list-style-type: none"> • I can identify fact families • I can recognize the relationship between addition and subtraction • I can use properties of operations to add and subtract • I can use place value strategies to add and subtract <p>2.MD.1</p> <ul style="list-style-type: none"> • I can measure the length of an object by using appropriate tools <p>2.MD.2</p> <ul style="list-style-type: none"> • I can measure the length of an object twice with two different length units • I can describe how the two measurements relate to the size of the unit chosen <p>2.MD.3</p> <ul style="list-style-type: none"> • I can estimate lengths using units of inches, feet, centimeters, and meters <p>2.MD.4</p> <ul style="list-style-type: none"> • I can measure to determine how much longer one object is than another • I can express the length difference as a standard length unit <p>2.MD.5</p> <ul style="list-style-type: none"> • I can use addition to solve word problems involving lengths • I can use subtraction to solve word problems involving lengths • I can write equations to represent a word problem • I can use a symbol to represent an unknown number in the problem <p>2.MD.6</p> <ul style="list-style-type: none"> • I can represent whole numbers on a number line starting at zero • I can use a number line to solve addition problems <p>2.MD.7</p> <ul style="list-style-type: none"> • I can tell time on an analog clock to the nearest 5 minutes • I can tell time on a digital clock to the nearest 5 minutes • I can write time on an analog clock to the nearest 5 minutes • I can write time on a digital clock to the nearest 5 minutes 	<p>Bar graph (M7,TA, L3) Category (M7, TA, L1) Data (M7, TA, L1) Degree (M7, TF, L26) Foot (M7, TC, L15) Inch (M7???) Legend (M7, TA, L2) Line plot (M7,TF, L24) Picture graph (M7, TA, L2) Scale (M7, TA, L3) Survey (M7, TA, L2) Symbol (M7, TA, L2) Table (M7, TA, L1) Thermometer (M7, TF, L26) Yard (M7???) Benchmark number Centimeter Cents Coins Compare Compose Decompose Difference Dollars Endpoint Equation Estimation Hash mark Height Length Length unit Meter Meter strip meter stick Number bond Number line Overlap Ruler Tally mark</p>

<ul style="list-style-type: none"> • I can identify whether a time is a.m. or p.m. 	Tape diagram
<u>2.MD.8</u>	Unit
<ul style="list-style-type: none"> • I can recognize a dollar sign and use it appropriately • I can recognize a cent symbol and use it appropriately • I can solve word problems using cents • I can solve word problems using dollars • I can solve word problems using dollars and cents 	Value
<u>2.MD.9</u>	a.m./p.m. (M8, TD, L15)
<ul style="list-style-type: none"> • I can measure the same attribute of similar objects to the nearest whole unit • I can record measurement data on a line plot with whole units • I can measure the same object multiple times • I can check precision of measurements by recording data on a line plot with whole units 	Analog clock (M8, TD, L14)
<u>2.MD.10</u>	Angle (M8, TA, L1)
<ul style="list-style-type: none"> • I can draw a single unit picture graph with up to four categories • I can draw a single unit bar graph with up to four categories • I can solve a put together problem using information from a bar graph • I can solve a take apart problem using information from a bar graph • I can solve a compare problem using information from a bar graph 	Parallel (M8, TA, L4)
<u>2.G.1</u>	Parallelogram (M8, TA, L4)
<ul style="list-style-type: none"> • I can recognize shapes based on specific attributes • I can draw shapes based on specific attributes • I can identify a triangle • I can identify quadrilaterals • I can identify a pentagon • I can identify a hexagon • I can identify a cube 	Partition (M8, TC, L9)
<u>2.G.3</u>	Pentagon (M8, TA, L2)
<ul style="list-style-type: none"> • I can partition a circle into two, three, or four equal parts • I can partition a rectangle into two, three, or four equal parts • I can describe the parts of a partitioned shape using the words halves and thirds • I can describe the whole as two halves, three thirds, four fourths 	Polygon (M8, TA, L2)
	Quadrilateral (M8, TA, L2)
	Quarter past, quarter to (M8, TD, L13)
	Right angle (M8, TC, L9)
	Third of (M8, TC???)
	Thirds (M8, TB, L7)
	Whole (M8, TB, L6)
	Attributes
	Cube
	Digital clock
	Face
	Fourth of
	Fourths
	Half hour
	Half of
	Halves
	Half past
	Hour
	Minute
	O'clock
	Quarter of
	Quarters
	Tangram
	Two-dimensional shapes
	Circle
	Half-circle
	Hexagon
	Quarter-circle
	Rectangle
	Rhombus
	Square
	Trapezoid
	Triangle

Quarter 4 Pacing

Week 1	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.C.8, MP7, 2.Mod5.AD6, MP6, MP4, MP2, MP3	Module 5 Topic A 1-5		
Week 2	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.C.8, MP3, 2.Mod.AD6, MP1, 2.MD. A.1, MP6, 2.Mod5.AD1, 2.MD.A.3, MP5, 2.Mod5.AD2, 2.MD.A.4	Module 5 Topic A/B 6-11		
Week 3	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.MD.B.6, MP7, 2.Mod1.AD5, 2.MD.B.5, MP6, 2.Mod5.AD5, MP4, 2.MD.D.9, 2.Mod5.AD7	Module 5 Topic B/C Lesson 12-16		
Week 4	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments

	2.OA.A.1, 2.OA.C.4, MP2, 2Mod6.AD1, 2Mod6.AD4, MP7, MP8, MP4, 2.OA.C.3, 2.Mod6.AD3	Module 6 Topic A Lesson 1-5		
Week 5	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.C.3, 2.OA.C.4, MP7, 2.Mod6.AD3, 2Mod6.AD4, MP8	Module 6 Topic B/C Lesson 6-10		
Week 6	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.C.3, 2.OA.C.4, 2.G.A.2, MP7, 2.Mod6.AD3, 2.Mod6.AD5, 2.OA.C.4, MP3, 2.Mod6.AD3, MP8, 2.Mod6.AD2,	Module 6 Topic C/D Lesson 11-15		
Week 7	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
	2.OA.C.3, MP3, 2.Mod6.AD2, 2OA.A.1, 2.OA.C.4, MP4, 2.Mod6.AD1,	Module 6 Topic D Lesson 16-18		

	2.Mod6.AD3, 2.Mod6.AD4, 2.OA.B.2			
Week 8	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
Week 9	Essential Standards Addressed	Eureka Module, Topic, Lesson	Spiral Skills	Common Assessments
*****Consider taking out <u>Module 4 Lessons 2, 8, 9 and 16</u> ... <u>Module 6 Lessons 15 and 16</u> . If possible, combine with other lessons.				