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| Grade 2 Math | First Six Weeks |
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| Topic | Mathematics Objectives | Sample Essential Questions |
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| Number Sense | 1.01a Develop number sense for whole numbers through 200 by connecting model, number words, and number using a variety of representations. | How do you use base ten blocks to show this number? What is the word name for ___? |
| Number Sense (Reading & Writing) | 101b Develop number sense for whole numbers through 200 by reading and writing numbers. | How do you write the number ___? |
| Number Sense (Comparison) | 101c Develop number sense for whole numbers through 200 by comparing and ordering. | Which number is greater, least, etc.? Where does this number fit in the sequence? How do I know which number is larger, smaller, etc.? |
| Number Sense (Odd & Even) | 1.06 Define and recognize odd and even numbers. | How do you tell if a number is odd or even? What is an odd number, even number? |
| Measurement (Length) | 2.01 Estimate and measure length using appropriate units (inches, feet, yards, centimeters, meters). | What is something that is about ___ inches (centimeters) long? What tool do I use to measure ___? What is the proper unit for measuring ___? |
| Algebra (Patterns) | 5.01 Identify, describe, translate, and extend repeating and growing patterns. | What shape or number comes next in the pattern? What is the pattern unit? What is the 15 th shape? In letters or numbers what is the pattern? What is the rule for this pattern? |
| Data Analysis | 4.01 Collect, organize, describe and display data using pictographs where symbols represent multiple units (2's, 5's, 10's). | How much does each symbol on the graph represent? How many ___ are there? How many more/less ___ than ___ are there? |

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| <p>Old Objective</p> | <p>TBT Sequence months; use the calendar to solve problems. <i>Know the days of the week and seasons of the year.</i></p> | <p>What is the first month? the third? the tenth? How is a calendar arranged? What are the seasons? What month will it be in 3 months? How many days in a week?</p> |
| <p>Old Objective</p> | <p>TBT Identify coins needed to buy items priced at \$1.00 or less.</p> | <p>What coins can you use to make ___? What is another way to make ___? What is the least number of coins needed to make ___?</p> |
| <p>Old Objective</p> | <p>TBT Use problem-solving strategies such as act out, manipulatives, and pictures to solve problems.</p> | <p>What can I do to solve this problem? What can I use to help me solve this problem?</p> |
| <p>Old Objective</p> | <p>TBT Explain solutions to problems using words, pictures, and numbers.</p> | <p>How can I show my answer to this problem?</p> |
| <p>Old Objective</p> | <p>TBT Sort by one or more attributes: describe the rules used.</p> | <p>What are some different ways I can sort these objects? What rule did I use to sort my objects?</p> |
| <p>Old Objective</p> | <p>TBT Rote count up to 200. Use counting strategies such as skip counting by 2's, 5's, and 10's; group objects by 3's.</p> | <p>What number comes after ___? What patterns do you see when you count by ___?</p> |
| <p>Old Objective</p> | <p>TBT Add 3 single digit numbers.</p> | <p>What are the steps to add 3 numbers?</p> |

Grade 2 Math

Second Six Weeks

| Topic | Mathematics Objectives | Sample Essential Questions |
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| Number Sense (Reading & Writing) | 1.01b Develop number sense by reading and writing numbers through 300. | What is this number? How do you write one hundred and nine? |
| Number Sense (Estimation) | 1.01e Develop number sense by estimating quantities through 300. | If this bag has ___ objects, are there more or less objects in this bag? About how many objects are in this bag? |
| Number Sense (Place Value) | 1.01f Develop number sense through the use of a variety of models to build understanding of place value (ones, tens, hundreds). | Can you show this number in 3 different ways? How many groups of ten can be made from the number ___? How many dimes would it take to make \$2.50? |
| Addition & Subtraction | 1.04a Develop fluency with multi-digit addition and subtraction without regrouping through 300 using strategies for adding and subtracting numbers. | What is the best way to add or subtract this problem? |
| Addition & Subtraction | 1.04b Develop fluency with multi-digit addition and subtraction without regrouping through 300 using estimation of sums and differences in appropriate situations. | How can estimating the sum or difference help me when I add or subtract? |
| Addition & Subtraction | 1.04c Develop fluency with multi-digit addition and subtraction without regrouping through 300 through exploration of the relationships between operations. | How are addition and subtraction related? |
| Problem Solving | 1.03 Create, model, and solve problems that involve addition and subtraction (without regrouping). Memorize addition/subtraction facts with sums and differences to 18. | How can I solve this problem? If ___ is the sum (or the difference), what could be the problem? |

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| <p>Problem Solving</p> | <p>1.05 Create and solve problems using strategies such as modeling, using doubles, <i>make a table</i>, and make an organized list. Explain solutions using words, pictures and numbers.</p> | <p>What is the best way to solve this problem?</p> |
| <p>Data Analysis</p> | <p>4.01 Collect, organize, describe and display data using Venn Diagrams (three sets) and pictographs where symbols represent multiple units (2's, 5's, 10's).</p> | <p>What label would you give each circle? What other object, person, etc. would fit in the circle?</p> |
| <p>Algebra</p> | <p>5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent a problem; use symbols to represent unknown.</p> | <p>What does * stand for in the equation $7 + * = 10$? What equation can we write for this problem?</p> |
| <p>TBT</p> | <p><i>Use calculator as appropriate to solve problems.</i></p> | <p><i>When should I use a calculator to help me solve problems? What buttons should I use for this operation?</i></p> |
| <p>Old Objective</p> | <p>TBT Indicate the value of each digit in any 2 or 3 digit number.</p> | <p>What is the value of the digit ___ in the number ___?</p> |
| <p>TBT</p> | <p><i>Identify and count money up to \$3.00.</i></p> | <p><i>If you have ___ money do you have enough to buy these items?</i></p> |
| <p>TBT</p> | <p><i>Use and understand calendar language such as comparing day and date using ordinal language.</i></p> | <p><i>What was yesterday, today? What is the date of the third Tuesday in January?</i></p> |
| <p>Old Objective</p> | <p>TBT Identify and use 10 more and 10 less.</p> | <p>What happens when you add or subtract 10 from a number?</p> |

Grade 2 Math

Third Six Weeks

| Topic | Mathematics Objectives | Sample Essential Questions |
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| Number Sense | 1.01a Develop number sense for whole numbers through 500 by connecting model, number word and number using a variety of representations. | How would you base ten blocks to show ___? |
| Number Sense | 1.01b Develop number sense for whole numbers through 500 by reading and writing numbers. | How do you write ___? What is the word name for ___? |
| Number Sense | 1.01c Develop number sense for whole numbers through 500 by comparing and ordering. | Which is greater, greatest, least, etc? Where would ___ fit in the sequence? |
| Addition & Subtraction | 1.04a Develop fluency with 2-digit addition with regrouping and multi-digit subtraction through 500 (without regrouping) using strategies for adding and subtracting numbers. | What is the best way to add or subtract this problem? |
| Addition & Subtraction | 1.04b Develop fluency with 2-digit addition and subtraction through the estimation of sums and differences in appropriate situations. | How can estimating the sum or difference help me when I add or subtract? |
| Addition & Subtraction | 1.04c Develop fluency with 2-digit addition and subtraction by showing and understanding the relationship between operations. | How are addition and subtraction related? |
| Problem Solving | 1.05 Create, model and solve problems that involve 2 digit addition with regrouping and multi-digit subtraction without regrouping through the use of strategies such as composing and decomposing quantities. | How can I solve this problem? If 75 is the sum or difference, what could the question/problem be? |
| Measurement (Time) | 2.02 Tell time at the 5 minute intervals. | What time is shown on the clock? How do I write it? How do we read and write time for analog and digital clocks? |

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| <p>Old Objective</p> <p><i>TBT</i></p> <p>Old Objective</p> <p>Old Objective</p> | <p>TBT Solve problems using money. Estimate costs and make change using coins up to \$1.00.</p> <p><i>TBT Understand the continuous flow of the calendar from month to month.</i></p> <p>TBT Explain solutions to problems using pictures, words and numbers.</p> <p>TBT Rote count to 1000.</p> | <p>If this costs ___ and this costs ___. How much change will I get back if I give the clerk 75 cents?</p> <p><i>If today is Friday, May 31st, what day and date will be in two weeks? What will be the date two months from today?</i></p> <p>How can I show my answer using pictures, words and numbers?</p> <p>How do you count to 1000?</p> |
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Grade 2 Math

Fourth Six Weeks

| Topic | Mathematics Objectives | Sample Essential Questions |
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| Number Sense (Renaming) | 1.01d Develop number sense for whole numbers through 700 by renaming. | How many tens can be made from the number ___? |
| Number Sense (Estimation) | 101e Develop number sense for whole numbers through 700 by estimating. | If this container/bag has ___ objects, are there more or less objects in this bag/container? About how many objects are in the bag/container? What did you base your estimate on? |
| Number Sense (Place Value) | 101f Develop number sense for whole numbers through 700 by using a variety of models to build understanding of place value (ones, tens, hundreds). | What are 3 different ways you can show this number? |
| Problem Solving | 1.03 Create, model, and solve problems that involve addition and subtraction with regrouping. | How can I solve this problem? If 234 is the sum or difference, what could the problem be? |
| Addition & Subtraction | 1.04a Develop fluency with multi-digit addition with regrouping through 700 and with 2 digit subtraction without regrouping. | What is the best way to add or subtract this problem? What are the steps in adding 3 digit numbers with and without regrouping? What are the steps in subtracting with and without regrouping? How do I know when to regroup for addition/subtraction? |
| Addition & Subtraction | 1.04e Develop fluency with multi-digit addition and subtraction through 700 by estimating sums and differences in appropriate situations. | How can estimating the sum or difference help me when I add or subtract? What would be a good estimate for this problem? |
| Addition & Subtraction | 1.04c Develop fluency with multi-digit addition and subtraction through 700 by showing the relationship between operations. | How are addition and subtraction related? How can I check my work? |

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| <p>Problem Solving</p> | <p>1.04 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, making tens and hundreds and guess and check. Explain the solution using pictures, words and numbers.</p> | <p>How can I solve this problem? How can I show with pictures, words or numbers how I solved the problem?</p> |
| <p>Temperature</p> | <p>2.01a Estimate and measure temperature (Fahrenheit) using appropriate units (1's, 2's, and 5's).</p> | <p>How do I use the thermometer to tell the temperature?</p> |
| <p>Old Objective</p> | <p>Use spatial visualization to solve problems; demonstrate visual memory.</p> | |
| <p>Old Objective</p> | <p>Solve simple logic problems.</p> | |

Grade 2 Math

Fifth Six Weeks

| Topic | Mathematics Objectives | Sample Essential Questions |
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| Number Sense | 1.04a Develop fluency with multi-digit addition and subtraction through 999 using strategies for adding and subtracting numbers. | What is the best way to add or subtract this problem? |
| Number Sense | 1.04b Develop fluency with multi-digit addition and subtraction through 999 using estimation of sums and differences in appropriate situations. | How can estimating the sum or difference help me when I add or subtract? |
| Number Sense | 1.04c Develop fluency with multi-digit addition and subtraction through 999 using strategies showing the relationship between operations. | How are addition and subtraction related? |
| Fractions | 1.02a Use area or region models and set models of fractions to explore part-whole relationships in contexts by representing fractions (halves, thirds, fourths) concretely and symbolically. | How can I divide the region/set in halves, thirds, fourths? How do I write the fractions one-half, one-third, one-fourth? |
| Fractions | 1.02b Use area or region models and set models of fractions to explore part-whole relationships in contexts by comparing fractions (halves, thirds, fourths). | Which fractional part is larger? smaller? |
| Problem Solving | 1.03 Create, model, and solve problems that involve equal grouping, and division into halves, thirds, and fourths (record in fractional form). | How can I divide the 24 cupcakes, cookies, etc. between 2, 3, or 4 people so that everyone has a fair share? What fractional part of the cupcakes, cookies, etc. will each person receive? |
| Problem Solving | 1.04 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds. | |
| Probability | 4.02 Conduct simple probability experiments; describe the results and make predictions. | How do you determine how likely an event is to occur? Which is more or less likely to occur? |

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| Algebra | 5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities. | What does * stand for in the equation $24 + * = 71$? |
| Old Objective | TBT Describe and make plane figures: squares, rectangles, triangles, circles, hexagons, trapezoids, and parallelograms. | How would you describe a square, triangle, etc? How are a square and a rectangle similar? different? How do you draw a ___? |
| Old Objective | TBT Describe and make solid figures: cubes, rectangular prisms, spheres, cylinders, cones, and pyramids. | How would you describe a sphere? a cube? How many faces does a cube have? a pyramid? |

Grade 2 Math

Sixth Six Weeks

| Topic | Mathematics Objectives | Sample Essential Questions |
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| Fractions | 1.02c Use area or region models of fractions and set models of fractions to explore part-whole relationship in contexts by making different representations of the same fraction. | What is another way to show this fraction? |
| Fractions | 1.02d Use area or region models of fractions and set models of fractions to explore part-whole relationship in contexts by combining fractions to describe parts of a whole. | How many green triangles does it take to make a red trapezoid using the pattern blocks? What fractional part does each triangle represent? |
| Problem Solving (Fractions) | 1.03 Create, model and solve problems that involve equal grouping and division into halves, thirds, and fourths (record in fractional form). | |
| Geometry | 3.01 Combine simple figures to create a given shape. | What different combinations of pattern block shapes can you use to fill in the hexagon, trapezoid, etc? |
| Geometry | 3.02 Describe changes in attributes as two and three-dimensional figures are cut and rearranged. | If the ___ shape is cut in half, what shape is it? |
| Geometry | 3.03a Identify and make symmetric figures. | How can you tell if a shape is symmetrical? has a line of symmetry? |
| Geometry | 3.03b Identify and make congruent figures. | How can you tell if a shape is congruent? |
| Old Objective | TBT Locate points on a number line or positions on a grid. | How do you find points on a number line? |
| Old Objective | TBT Measure capacity to the nearest cup/liter; record results. | How do you determine how much a container holds? |
| Old Objective | TBT Weigh objects to the nearest pound/kilogram; record results. | How do you determine how much an object weighs? |

