GO Math! 2nd Grade Pacing Guide
Cumberland County School District

Pacing	Tennessee's State Mathematics Standards	Lesson	Essential Question	Literacy Connection	Assessment	Resources
Term 1 **Week 1** **8.07.17** **8.11.17**	**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 as a sum of two equal addends.	**1.1** Hands On: Algebra • Even and Odd Numbers **1.2** Algebra • Represent Even Numbers				
Week 2 **8.14.17** **8.18.17**	**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form.	**1.3** Understand Place Value **1.4** Expanded Form				
Week 3 **8.21.17** **8.25.17**	**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form. **2.NBT.A.2** Count within 1000. Skip-count within 1000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	**1.5** Different Ways to Write Numbers **1.6** Algebra • Different Names for Numbers **1.7** Problem Solving • Tens and Ones **1.8** Counting Patterns Within 100 **1.9** Counting Patterns Within 1,000				
Week 4 **8.28.17** **9.01.17**	**2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g. 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).	**2.1** Group Tens as Hundreds **2.2** Explore 3-Digit Numbers **2.3** Hands On • Model 3-Digit Numbers				

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Week 5 **9.04.17** **9.08.17**	**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form. **2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g. 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).	**2.4** Hundreds, Tens, and Ones **2.5** Place Value to 1,000 **2.6** Number Names **2.7** Different Forms of Numbers				
Week 6 **9.11.17** **9.15.17**	**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form. **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.A.4** Compare two three-digit numbers based on meanings of the digits in each place and use the symbols >, =, and < to show the relationship.	**2.8** Algebra • Different Ways to Show Numbers **2.9** Count On and Count Back by 10 and 100 **2.10** Algebra • Number Patterns **2.11** Problem Solving • Compare Numbers **2.12** Algebra • Compare Numbers				
Week 7 **9.18.17** **9.22.17**	**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers and related subtraction facts.	**3.1** Use Doubles Facts **3.2** Practice Addition Facts **3.3** Algebra • Make a Ten to Add **3.4** Algebra • Add 3 Addends **3.5** Algebra • Relate Addition and Subtraction				

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Week 8 **9.25.17** **9.29.17**	**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By end of Grade 2, know from memory all sums of two one- digit numbers and related subtraction facts.	**3.6** Practice Subtraction Facts **3.7** Use Ten to Subtract				
Week 9 **10.02.17** **10.06.17**	**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of *add to, take from, put together/take apart,* and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **2.OA.C.4** Use repeated 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.	**3.8** Algebra • Use Drawings to Represent Problems **3.9** Algebra • Use Equations to Represent Problems **3.10** Problem Solving • Equal Groups **3.11** Algebra • Repeated Addition				
Term 2 **Week 10** **10.17.17** **10.20.17**	**2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	**4.5** Model and Record 2-Digit Addition **4.6** 2-Digit Addition **4.7** Practice 2-Digit Addition **4.8** Rewrite 2-Digit Addition				
Week 11 **10.23.17** **10.27.17**	**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of *add to, take from, put together/take apart,* and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to	**4.9** Problem Solving • Addition **4.10** Algebra • Write Equations to Represent Addition				

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	represent the problem					
Week 12 **10.30.17** **11.03.17**	**2.NBT.B.6** Add up to four two-digit numbers using properties of operations and strategies based on place value. **2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	**4.11** Algebra • Find Sums for 3 Addends **4.12** Algebra • Find Sums for 4 Addends **5.1** Algebra • Break Apart Ones to Subtract **5.2** Algebra • Break Apart Numbers to Subtract				
Week 13 **11.06.17** **11.10.17**	**2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	**5.3** Model Regrouping for Subtraction **5.4** Model and Record 2-Digit Subtraction **5.5** 2-Digit Subtraction **5.6** Practice 2-Digit Subtraction				
Week 14 **11.13.17** **11.17.17**	**2.NBT.B.5** Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction. **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of *add to, take from, put together/take apart,* and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to	**5.7** Rewrite 2-Digit Subtraction **5.8** Add to Find Differences **5.9** Problem Solving • Subtraction **5.10** Algebra • Write Equations to Represent Subtraction				

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	represent the problem					
Week 15 **11.20.17** **11.21.17**	**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step contextual problems, with unknowns in all positions, involving situations of *add to, take from, put together/take apart,* and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem	**5.11** Solve Multistep Problems				
Week 16 **11.27.17** **12.01.17**	**2.NBT.B.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 to explain the reasoning used.	**6.1** Draw to Represent 3-Digit Addition **6.2** Break Apart 3-Digit Addends **6.3** 3-Digit Addition: Regroup Ones **6.4** 3-Digit Addition: Regroup Tens **6.5** Addition: Regroup Ones and Tens				
Week 17 **12.04.17** **12.08.17**	**2.NBT.B.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 to explain the reasoning used.	**6.3** 3-Digit Addition: Regroup Ones **6.4** 3-Digit Addition: Regroup Tens **6.5** Addition: Regroup Ones and Tens **6.6** Problem Solving • 3-Digit Subtraction				

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Week 18 **12.11.17** **12.15.17**	**2.NBT.B.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 to explain the reasoning used**.** **2.NBT.B.9** Explain why addition and subtraction strategies work, using properties of operations and place value. (Explanations may include words, drawings, or objects).	**6.7** 3-Digit Subtraction: Regroup Tens **6.8** 3-Digit Subtraction: Regroup Hundreds **6.9** Subtraction: Regroup Hundreds and Tens **6.10** Regrouping with Zeros				
Term 3 **Week 19** **1.04.18** **1.05.18**	**2.NBT.B.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 to explain the reasoning used**.**	**6.10** Regrouping with Zeros				
Week 20 **1.08.18** **1.12.18**	**2.MD.C.8** Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using the cent and dollar sign symbols appropriately.	**7.1** Dimes, Nickels, and Pennies **7.2** Quarters **7.3** Count Collections **7.4** Hands On • Show Amounts in Two Ways				
Week 21 **1.16.18** **1.19.18**	**2.MD.C.8** Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using the cent and dollar sign symbols appropriately.	**7.5** One Dollar **7.6** Amounts Greater Than $1 **7.7** Problem Solving • Money				

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Week 22 **1.22.18** **1.26.18**	**2.MD.C.7** Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.	**7.8** Time to the Hour and Half Hour **7.9** Time to 5 Minutes **7.10** Practice Telling Time **7.11** A.M. and P.M.				
Week 23 **1.29.18** **2.02.18**	**2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.	**8.1** Hands On • Measure with Inch Models **8.2** Hands On • Make and Use a Ruler				
Week 24 **2.05.18** **2.09.18**	**2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.	**8.3** Estimate Lengths in Inches **8.4** Hands On • Measure with an Inch Ruler				
Week 25 **2.12.18** **2.16.18**	**2.MD.B.5** Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem. **2.MD.B.6** Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.	**8.5** Problem Solving • Add and Subtract in Inches **8.6** Hands On • Measure in Inches and Feet				

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	2.MD.A.2 Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.					
Week 26 **2.20.18** **2.23.18**	**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.D.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	**8.7** Estimate Lengths in Feet **8.8** Choose a Tool **8.9** Display Measurement Data				
Week 27 **2.26.18** **3.02.18**	**2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.	9.1 Hands On • Measure with a Centimeter Model 9.2 Estimate Lengths in Centimeters 9.3 Hands On • Measure with a Centimeter Ruler				
Week 28 **3.05.18** **3.09.18**	**2.MD.B.6** Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.	9.4 Problem Solving • Add and Subtract Lengths 9.5 Hands On • Centimeters and Meters				

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	2.MD.B.5 Add and subtract within 100 to solve contextual problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown to represent the problem. **2.MD.A.2** Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.					
Week 29 **3.12.18** **3.16.18**	**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.A.4** Measure to determine how much longer one object is than another and express the difference in terms of a standard unit of length.	9.6 Estimate Lengths in Meters 9.7 Hands On • Measure and Compare Lengths				
Week 30 **3.19.18** **3.22.18**	**Extra Week for Reteaching and/or Assessment**					
Term 4 **Week 31** **4.03.18** **4.06.18**	**2.MD.D.10** Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	**10.1** Collect Data **10.2** Read Picture Graphs **10.3** Make Picture Graphs				

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Week 32 **4.09.18** **4.13.18**	**2.MD.D.10** Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.	**10.4** Read Bar Graphs **10.5** Make Bar Graphs **10.6** Problem Solving • Display Data				
Week 33 **4.16.18** **4.20.18**	**2.G.A.1** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimentional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.	**11.1** Three-Dimensional Shapes **11.2** Attributes of Three-Dimensional Shapes **11.3** Hands On • Build Three-Dimensional Shapes				
Week 34 **4.23.18** **4.27.18**	**2.G.A.1** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimentional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.	**11.4** Two-Dimensional Shapes **11.5** Angles in Two Dimensional Shapes **11.6** Sort Two-Dimensional Shapes				
Week 35 **4.30.18** **5.04.18**	**2.G.A.2** Partition a rectangle into rows and columns of same-sized squares and find the total number of squares. **2.G.A.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, fourths, half of, a third of, and a fourth of,* and describe the whole as *two halves, three thirds, four fourths.* Recognize that equal shares of identical wholes need not have the same shape.	**11.7** Hands On • Partition Rectangles **11.8** Equal Parts				

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Week 36 **5.07.18** **5.11.18**	**2.G.A.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, fourths, half of, a third of, and a fourth of,* and describe the whole as *two halves, three thirds, four fourths.* Recognize that equal shares of identical wholes need not have the same shape.	**11.9** Show Equal Parts of a Whole **11.10** Describe Equal Parts **11.11** Problem Solving • Equal Shares				
Week 37 **5.14.18** **5.18.18**	**Extra Week for Reteaching and/or Assessment**					
Week 38						

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