

2nd Grade Math Timeline

Macon County 17-18

Curriculum Associates Lessons Key
Unit 1
Unit 2
Unit 3
Unit 4

Standard	Learning Target	Curriculum Associates Lesson	M
<p>2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.</p>	<ul style="list-style-type: none"> Identify the three related numbers that form number sentences as part of a fact family. Use inverse operations to find an unknown addend or difference. Demonstrate the mental process involved in the make-a-10 strategy when adding and subtracting numbers within 30. Interpret models that represent the reasoning behind the make-a-10 strategy. <p>Use mental strategies to add and subtract within 30.</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 6 Lesson 7 Lesson 8</p>	
<p>2.OA.A.1 Add and subtract 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.</p>	<ul style="list-style-type: none"> Analyze one-step problems and write equations that can be used to solve them. Apply the use of fact families as a strategy to solve one-step problems and build number sense. Interpret models that represent one-step problems. Analyze two-step problems to determine the series of operations needed to solve them. Apply the commutative property of addition as a strategy to solve two-step problems and build number sense. Interpret models that represent a two-step problem. Analyze word problems to determine the operation needed to solve them. Interpret models that represent a one-step problem with two-digit numbers. <p>Apply counting strategies to find an unknown addend or difference.</p>	<p>Lesson 2 Lesson 6 Lesson 9 Lesson 21</p>	

<p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.</p>	<ul style="list-style-type: none"> • Identify odd and even numbers. • Relate doubles and doubles +1 facts to odd and even numbers. • Use skip counting by 2s to identify even numbers. 	Lesson 4	
<p>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</p>	<ul style="list-style-type: none"> • Describe an array of up to 5 rows and 5 columns. • Calculate the number of items in an array using repeated addition and skip counting. • Write an equation to express the sum of items in an array. 	Lesson 5	
<p>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.</p>	<p>Skip-count to 1000 by 5, 10, and 100 start with any number.</p> <p>Count within 1000.</p>	Lesson 4 Lesson 5 Lesson 10 Lesson 24 Lesson 25	
<p>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.</p>	<ul style="list-style-type: none"> • Break apart two-digit numbers as a place-value strategy for adding. • Recognize that in adding, tens are added to tens and ones to ones. • Determine when regrouping a ten is necessary and carry out the regrouping to find a sum. • Decompose a ten as a strategy for subtracting. • Recognize that addition can be used to solve a subtraction problem. 	Lesson 2 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 15 Lesson 17	
<p>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.</p>	<ul style="list-style-type: none"> • Mentally add or subtract 10 or 100 to a given number (100 -900) 	Lesson 7 Lesson 8	

UNIT 1 BENCHMARK TEST – Testing on lessons 1-6

<p>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).</p>	<ul style="list-style-type: none"> • Identify ones, tens, and hundreds in a three-digit number. • Interpret models to determine the combinations of hundreds, tens, and ones in a number. • Write a three-digit number in terms of varied combinations of hundreds, tens, and ones. 	<p style="background-color: #90EE90; padding: 2px;">Lesson 10 Lesson 14</p>	
<p>2.NBT.A.3 Read and write numbers to 1000 using standard form, word form, and expanded form</p>	<ul style="list-style-type: none"> • Identify the place value of each digit in a three-digit number. • Model three-digit numbers. • Interpret a model and write the number value. Read and write numbers in standard, expanded, and word form to 1000. 	<p style="background-color: #90EE90; padding: 2px;">Lesson 11</p>	
<p>2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.</p>	<ul style="list-style-type: none"> • Evaluate models of three-digit numbers to determine whether numbers are greater than, less than, or equal to each other. • Express equalities and inequalities using proper notation. • Solve problems involving inequalities and justify solutions. 	<p style="background-color: #90EE90; padding: 2px;">Lesson 12</p>	

<p>2.NBT.B.7 Add and subtract within 1000 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>2.NBT.B.9</p>	<ul style="list-style-type: none"> • Break apart three-digit numbers as a place-value strategy for adding. • Recognize that in adding, hundreds are added to hundreds, tens to tens, and ones to ones. • Determine when regrouping a hundred or a ten is necessary, and carry out the regrouping to find the sum. • Determine when regrouping a ten and/or a hundred is necessary to subtract, and carry out the regrouping 	<p style="background-color: #90EE90; padding: 2px;">Lesson 7 Lesson 8 Lesson 13 Lesson 14 Lesson 15</p>	
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<p>Explain why addition and subtraction strategies work using properties of operations and place value. (Explanations may include words, drawing, or objects.)</p>	<p>to find the difference.</p> <ul style="list-style-type: none"> • Recognize that in subtracting, hundreds are subtracted from hundreds, tens from tens, and ones from ones. • Explore subtraction as a process of taking away or adding up (counting on). <p>Explain why the addition and subtraction strategies work.</p>		
<p>2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.</p>	<ul style="list-style-type: none"> • Break apart three or more two-digit numbers as a place-value strategy for adding. • Develop strategies for adding more than two numbers. • Apply the commutative and associative properties of addition. 	Lesson 15	
<h2>UNIT 2 BENCHMARK TEST over lessons 7-15</h2>			
<p>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.</p>	<ul style="list-style-type: none"> • Understand that objects can be measured using different units. • Represent and measure the length of an object using tiles and a ruler. • Learn about rulers, yardsticks, meter sticks, and tape measures. • Measure lengths using different tools. • Learn how to use a ruler repeatedly to measure a length. • Choose a tool for measuring the length of a given object. 	Lesson 16 Lesson 17	
<p>2.MD.A.2 Measure the length of an object using two different units of measure and describe</p>	<ul style="list-style-type: none"> • Compare lengths measured in different units. • Understand the relationship between yards, feet, and inches. 	Lesson 18	

how the two measurements relate to the size of the unit chosen.	<ul style="list-style-type: none"> • Understand the relationship between centimeters and meters. • Explore how the number of units in a measurement is related to the size of the units used. 		
2.MD.A.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.	<ul style="list-style-type: none"> • Estimate lengths in inches, centimeters, yards, feet, and meters. • Use benchmark objects when estimating. 	Lesson 19	
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.	<ul style="list-style-type: none"> • Compare the lengths of objects by determining which measure is greater than or less than the other. • Understand that measuring with standard units makes comparing lengths easier. • Use addition and subtraction to compare lengths, finding how much greater or less the measure of one object is than the other. 	Lesson 20	
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.	<ul style="list-style-type: none"> • Use addition and subtraction (within 100) to solve problems involving lengths. • Recognize the importance of working within a single unit when adding or subtracting lengths. • Interpret and apply models (drawings) that represent measurement problems involving addition and subtraction. 	Lesson 21	
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.	<ul style="list-style-type: none"> • Understand that the numbers on a ruler or number line can be used to represent a given length. 	Lesson 21 Lesson 22 Lesson 23	
2.MD.D.9 Generate measurement data by measuring	<ul style="list-style-type: none"> • Represent data on a line plot. • Interpret marks on a line plot as data. 	Lesson 22	

<p>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.</p>			
<p>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.</p>	<ul style="list-style-type: none"> • Collect data to display in a bar graph or pictograph up to four categories. • Compare data in a tally chart, table, pictograph, and bar graph. • Interpret graphs by reading and comparing the data shown in the graph. • Complete a pictograph and a bar graph. • Create a bar graph from a given set of data with intervals of one. 	<p>Lesson 23</p>	
<p>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.</p>	<ul style="list-style-type: none"> • Read time in quarter hours and to the nearest 5-minute interval. • Write time using proper notation. • Show time on an analog clock using proper hour-hand and minute-hand placement. • Determine when a digital clock should read a.m. or p.m. 	<p>Lesson 24</p>	
<p>2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies using ¢ and \$ symbols appropriately.</p>	<ul style="list-style-type: none"> • Recognize and name the coins penny, nickel, dime, and quarter. • Know the value of coins and paper denominations. <p>Know the money symbols.</p> <p>Solve contextual problems using money.</p> <ul style="list-style-type: none"> • Count the amount of money represented by a set of coins or bills. 	<p>Lesson 25</p>	

UNIT 3 BENCHMARK TEST – Testing on lessons 16-25

<p>2.G.A.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional 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.</p>	<ul style="list-style-type: none"> • Identify triangles, cubes, quadrilaterals, pentagons, and hexagons based on the number of sides and angles they have. • Distinguish among triangles, cubes, quadrilaterals, pentagons, and hexagons based on their attributes. • Draw a shape based on specific attributes. 	<p>Lesson 26</p>	
<p>2.G.A.2 Partition a rectangle into rows and columns of same-sized squares and find the total number of squares.</p>	<ul style="list-style-type: none"> • Analyze (in terms of rows and columns) a tiling as an array of squares with no gaps or overlaps. • Determine the number of squares used to tile a rectangle. • Create a tiling of squares to fit a rectangular shape. 	<p>Lesson 27</p>	
<p>2.G.A.3 Partition circles and rectangles into two, three, and 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.</p>	<ul style="list-style-type: none"> • Identify and name halves, thirds, and fourths as parts into which a shape is divided. • Recognize that fractional parts are equal in size. 	<p>Lesson 28</p>	