Standards for Mathematical Practice In Second Grade

- The Common Core State Standards for Mathematical Practice are eight practices expected to be integrated into every mathematical lesson for all students Grades K-12. The following pages are examples of how these Standards may be integrated into both teacher and student practices and tasks.
1. Make Sense and Persevere in Solving Problems

TEACHERS

- Teachers model with concrete manipulatives
- Teachers model with pictorial representations.
- Teachers model how to use mental mathematics.
- Teachers model various approaches to the same task.
- Teachers model asking, “Does my answer make sense?”

STUDENTS

- Students make sense of the meaning of the task.
- Students can find an entry point or way to start a task.
- Students develop a foundation for problem solving strategies to use independently.
- Students use concrete manipulatives.
- Students use pictorial representations.
- Students use mental mathematics.
- Students think about and approach the task in different ways to continue to solve the task.
- Students ask “Does my answer make sense?”
2. Reason Abstractly and Quantitatively

TEACHERS

- Teachers model how to decontextualize (break apart text) problems into numbers and symbols:
  
  “There are 32 children on the playground and they are joined by 15 more children. How many students are on the playground?” is written as an equation, such as
  
  $32 + 15 = _____.$

- Teachers model making reference to the problem to determine what operation to use:
  
  “There are 35 children on the playground and 19 of the children leave. How many students are on the playground?”

STUDENTS

- Students apply these concepts to all strands of mathematics: such as algebraic thinking, number sense, geometry, measurement, and data analysis
3. Construct Viable Arguments and Critique the Reasoning of Others

**TEACHERS**
- Teachers model using vocabulary to defend understanding of concepts.
- Teachers model using previously learned strategies to defend understanding of concepts.
- Teachers facilitate classroom discussions.

**STUDENTS**
- Students use vocabulary to defend understanding of concepts.
- Students use previously learned strategies to defend understanding of concepts.
- Students actively participate in classroom discussions. During discussions children constructively critique strategies and reasoning of classmates.
4. Model with Mathematics

**TEACHER**

- Teachers model using concrete manipulatives and making pictorial representations to explain thinking.
- Teachers model situations with number sentences.
- Teachers model how to check to ensure equations match the problem context.
- Teachers model creating story/word problems from number sentences/equations.

**STUDENT**

- Students use concrete manipulatives and pictorial representations to explain thinking.
- Students model situations with number sentences.
- Students check to ensure equations match the problem context.
- Students create story/word problems from number sentences/equations.
5. Use Appropriate Tools Strategically

TEACHERS

- Teachers demonstrate with manipulatives: such as snap cubes, place value blocks/disks, hundreds number boards, number lines, rulers, pattern blocks, and 3-D solids.
- Teachers model using calculators and virtual manipulatives.

STUDENTS

- Students use manipulatives: such as snap cubes, place value blocks/disks, hundreds number boards, number lines, rulers, pattern blocks, and 3-D solids.
- Students use calculators and virtual manipulatives.
- Students have access to mathematical tools as well as paper.
- Students determine which tool is most appropriate to use: You are measuring the length of the hallway. Which is the best tool to measure the hall from one end to the other?”
6. Attend to Precision

TEACHERS
- Teachers use appropriate vocabulary accurately modeling how to give precise explanations.
- Teachers demonstrate and show how to consider if answer is reasonable, while students apply the skill.

STUDENTS
- Students use appropriate vocabulary to accurately give precise explanations.
- Students must be precise in their communications, calculations, and measurements.
- Students check work to ensure accuracy and reasonableness of solutions.
7. Look For and Make Use of Structure

**TEACHERS**
- Teachers model how to find patterns in the number systems: explain the use of hundreds chart, base ten.
- Teachers model how to make use of structure when working with subtraction as a missing addend: \( 50 - 33 = \___ \) can be written as \( 33 + \___ = 50 \) and thought of as “How much more do I need to add to 33 to get to 50?”.

**STUDENTS**
- Students look for patterns in the number systems: explain the use of hundreds chart, base ten.
- Students use of structure when working with subtraction as a missing addend: \( 50 - 33 = \___ \) can be written as \( 33 + \___ = 50 \) and thought of as “How much more do I need to add to 33 to get to 50?”.
8. Look For and Express Regularity in Repeated Reasoning

**TEACHERS**
- Teachers model checking for the reasonableness of solutions during and after completing the task.
- Teachers model how to become more efficient in computations through the use of strategies.

**STUDENT**
- Students check for the reasonableness of solutions during and after completing the task.
- Students begin to generalize and frequently apply strategies learned.
- Students look for strategies to become more efficient in computations.
2nd Grade
Common Core State Standards - Mathematics
1st Quarter at a Glance

Academic Vocabulary Introduced this Quarter

- ones
- tens
- hundreds
- skip count
- greater than
- less than
- equal to
- add
- subtract
- place value
- put-together
- take-apart
- decompose
- compose
- compare
- data
- sum
- difference
- picture graph
- bar graph
- category
- strategy
- expanded form
- standard form
- numeral
- equation
- symbol
- compare
- labels
- title
- key
- three-digit numbers
- commutative property
- associative property
- odd number
- even number
- addends

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph.

2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones:

- 100 can be thought of as a bundle of ten tens called a hundred.
- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2. Construct models and skip count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, = and symbols to record the results of comparisons.

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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

2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members.
| Week 1 | **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph. | • Collect and record data using a variety of strategies  
• Organize and represent data in more than one way  
• Organize, display, and label information, including keys, using picture graphs, tallies, bar graphs, and organized tables  
• Describe data represented on charts and graphs and answer simple questions related to the data |
|---|---|---|
| Week 2 | **2.NBT.2.** Construct models and skip count by 5s, 10s, and 100s. | • Construct models and skip by fives, tens, and hundreds  
• Use the hundred’s chart to demonstrate number patterns and skip counting  
• Verbalize the pattern and predict what number comes next  
• Use a number line, calendar, hundred’s board, or ruler to identify missing numbers in a pattern |
| Week 3 & 4 | **2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones:  
• 100 can be thought of as a bundle of ten tens called a hundred.  
• The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | • Represent the composition and decomposition of numbers in a variety of ways  
• Identify the place and value of a given digit in a three-digit numeral  
• Represent whole numbers up to 999 in groups of hundreds, tens, and ones using base ten models |
| | **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | • Write the numeral representing a set in standard and expanded form |
# 2nd Grade Pacing Calendar - Mathematics
## 1st Quarter

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<td><strong>Week 5</strong></td>
<td><strong>2.NBT.4.</strong> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons.</td>
<td>• Compare and order numbers using the terms and symbols for greater than, less than, or equal to</td>
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</table>
| **Week 6 & 7** | **2.OA.2.** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | • Represent the composition and decomposition of numbers in a variety of ways  
• Demonstrate quick recall of addition and subtraction facts up to 10 +10 |
|            | **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. | • Explanations may be supported by drawings or objects  
• Write a story problem that relates to a given addition or subtraction equation |
|            | **2.OA.3.** Determine whether a group of objects (up to 20) has an odd or even number of members. | • Identify and describe even and odd whole numbers |
| **Week 8** | **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | • Represent the composition and decomposition of numbers in a variety of ways  
• Use the properties of addition to model and solve problems (e.g., zero property of addition, commutative, and associative properties of addition to simplify calculations)  
• Fluently add and subtract within 50 (e.g., use number bonds, ten frames, dot cards, hundred’s boards, number lines, dominoes) |
# 2nd Grade Common Core State Standards - Mathematics

## 2nd Quarter at a Glance

### Academic Vocabulary Introduced this Quarter
- analog clock
- digital clock
- quarter of
- quarter-hour
- half-hour
- minute
- hour
- a.m.
- p.m.
- dollar
- quarter
- dime
- nickel
- penny
- cent
- decimal point
- angle
- face
- edge
- vertex
- quadrilateral
- square
- pentagon
- Hexagon
- Venn diagram
- cube
- circle
- rectangle
- prism
- pyramid
- congruent
- symmetry
- partition
- row
- column
- half
- third
- fourth
- 2-D (two dimensional)
- 3-D (three dimensional)

### STANDARDS

- **2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- **2.MD.8.** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

- **2.NBT.5.** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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

- **2.G.1.** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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

- **2.G.3.** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

### On-going Standards: OA.2, NBT.2, MD.10
# 2nd Grade Pacing Calendar - Mathematics 2nd Quarter

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<td><strong>On-going</strong></td>
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</table>
| 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph. | • Collect and record data using a variety of strategies  
• Organize and represent data in more than one way  
• Organize, display, and label information, including keys, using picture graphs, tallies, bar graphs, and organized tables  
• Describe data represented on charts and graphs and answer simple questions related to the data |
| **On-going**                |                    |
| 2.NBT.2. Construct models and skip count by 5s, 10s, and 100s. | • Construct models and skip by fives, tens, and hundreds  
• Use the hundred’s chart to demonstrate number patterns and skip counting  
• Verbalize the pattern and predict what number comes next  
• Use a number line, calendar, hundred’s board, or ruler to identify missing numbers in a pattern |
| **On-going**                |                    |
| 2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | • Represent the composition and decomposition of numbers in a variety of ways  
• Demonstrate quick recall of addition and subtraction facts up to 10+10 |
| **Week 1**                  |                    |
| 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | • Tell time to the quarter-hour and sequence a series of daily events by time  
• Count by 5’s to 60 |
### 2nd Grade Pacing Calendar - Mathematics 2nd Quarter

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<td><strong>Week 2 &amp; 3</strong></td>
<td><strong>2.MD.8.</strong> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.</td>
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</table>
| | • Identify and name the value of each coin  
• Practice routines involving money (e.g., counting school days using money, trading in coins when appropriate)  
• Use the cent sign or a decimal point with a dollar sign to annotate values  
• Determine the value of a set of coins and bills |
| **Week 4 & 5** | **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| | • Add and subtract with and without regrouping  
• Represent the composition and decomposition of numbers in a variety of ways  
• Fluently add and subtract within 75 and 100 (e.g., use number bonds, ten frames, hundred's board, number line, and dominoes)  
• Demonstrate fluency with two-digit addition and subtraction problems using a variety of strategies  
• Add and subtract within 100 using word problems |
| | **2.NBT.8.** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. |
| | • Mentally find 10 more without having to count, given a two digit number  
• Mentally find 10 less without having to count, given a two digit number |
| **Week 6** | **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operation. |
| | • Explanations may be supported by drawings or objects  
• Write a story problem that relates to a given addition or subtraction equation |
# 2nd Grade Pacing Calendar - Mathematics 2nd Quarter

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<td><strong>Week 7</strong></td>
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| **2.G.1** Recognize and draw shapes having specified attributes, such as a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | • Describe and classify plane and solid figures according to the number of sides and angles, or faces, edges, and vertices  
• Use everyday objects to classify figures  
• Use graphic organizers such as T-charts and/or Venn diagrams to compare and contrast shapes  
• Use literature and pieces of art work to focus children's attention on plane and solid shapes |
| **Week 8 & 9**              |                    |
| **2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | • Compose and decompose a rectangle into equal squares  
• Count the number of squares to determine the area  
• Develop the concept of rows and columns |
| **2.G.3** Partition circles and rectangles in two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | • Compose and decompose shapes and figures and describe the part-whole relationships, similarities and differences  
• Develop an understanding for congruency  
• Identify equality in a shape or group  
• Partition shapes using lines of symmetry |
2nd Grade
Common Core State Standards - Mathematics
3rd Quarter at a Glance

Academic Vocabulary Introduced this Quarter
- metric system
- standard system
- ruler
- yard stick
- meter stick
- measuring tape
- inch
- foot
- centimeter
- meter
- estimate
- unit
- length
- width
- height
- line plot

STANDARDS

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
2nd Grade
Common Core State Standards - Mathematics
3rd Quarter at a Glance

- **2.MD.9.** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

- **On-going Standards:** OA.2, NBT.2, MD.8, MD.10
## 2nd Grade Pacing Calendar - Mathematics
### 3rd Quarter

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</table>
| 2.NBT.2. Count within 1000; skip-count by 5s, 10s, 100s. | • Construct models and skip by fives, tens, and hundreds  
• Use the hundred’s chart to demonstrate number patterns and skip counting  
• Verbalize the pattern and predict what number comes next  
• Use a number line, calendar, hundred’s board, or ruler to identify missing numbers in a pattern |
| **On-going**                    |                       |
| 2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | • Represent the composition and decomposition of numbers in a variety of ways  
• Demonstrate quick recall of addition and subtraction facts up to 10 + 10 |
| **On-going**                    |                       |
| 2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | • Identify and name the value of each coin  
• Practice routines involving money (e.g., counting school days using money, trading in coins when appropriate)  
• Use the cent sign or a decimal point with a dollar sign to annotate values  
• Determine the value of a set coins and bills |
| **On-going**                    |                       |
| 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph. | • Collect and record data using a variety of strategies  
• Organize and represent data in more than one way  
• Organize, display, and label information, including keys, using pictographs, tallies, bar graphs, and organized tables  
• Describe data represented on charts and graphs and answer simple questions related to the data |
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<td><strong>Week 1</strong></td>
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<tr>
<td><strong>2.MD.1.</strong> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</td>
<td>• Use a ruler to measure objects to the nearest inch, foot, or yard and to the nearest centimeter or meter</td>
</tr>
<tr>
<td><strong>2.MD.2.</strong> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</td>
<td>• Measure the same object using two different units of measurement (e.g., inches and centimeters)</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td><strong>2.MD.3.</strong> Estimate lengths using units of inches, feet, centimeters, and meters.</td>
<td>• Estimate and measure lengths of objects with nonstandard units • Use benchmarks to measure (e.g., the length of a small paper clip is about one inch, the width of a large paper clip is about a centimeter)</td>
</tr>
<tr>
<td><strong>2.MD.4.</strong> Measure to determine how much longer one object is than another expressing the length difference in terms of a standard length unit.</td>
<td>• Determine the difference in length between objects when using the same tool and unit; express in standard length units.</td>
</tr>
<tr>
<td>Week 3</td>
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</table>
| 2.MD.9. | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | - Generate measurement data by measuring lengths of objects to the nearest whole unit  
- Construct a line plot using the generated data |
| 2.MD.10 | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together take-apart, and compare problems using information presented in a bar graph. | - Collect and record data using a variety of strategies  
- Organize and represent data in more than one way  
- Organize, display, and label information, including keys, using picture graphs, tallies, bar graphs, and organized tables  
- Describe data represented on charts and graphs and answer simple questions related to the data |

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<th>Week 4</th>
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| 2.MD.5. | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | - Solve word problems involving the same units of length  
- Use drawings to solve addition and subtraction problems involving the same lengths  
- Solve equations with a symbol to represent the unknown number |

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<th>Week 5</th>
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<td>2.MD.6.</td>
<td>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</td>
<td>- Represent whole numbers as lengths from 0 on a number line</td>
</tr>
<tr>
<td>Week 6 &amp; 7</td>
<td><strong>2.OA.1</strong>. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).</td>
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</tbody>
</table>
| **Standards Unpacked** | • Solve one- and two-step word problems  
• Solve addition and subtraction problems with unknowns in all positions  
• Recognize that symbols such as, $x$, $\Delta$, or $\Diamond$ in addition or subtraction equations represent a number that will make the statement true |
| Week 8 & 9 | **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| **Standards Unpacked** | • Add and subtract with and without regrouping  
• Represent the composition and decomposition of numbers in a variety of ways  
• Fluently add and subtract within 100 (e.g., use number bonds, ten frames, hundred’s board, number line, and dominoes)  
• Demonstrate fluency with two-digit addition and subtraction problems using a variety of strategies  
• Add and subtract within 100 using word problems |
2nd Grade
Common Core State Standards - Mathematics
4th Quarter

STANDARDS

- **2.OA.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.NBT.6.** Add up to four two-digit numbers using strategies based on place value and properties of operations.
- **2.NBT.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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- **2.NBT.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.9.** Explain why addition and subtraction strategies work, using place value and the properties of operations.
- **2.MD.7.** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.G.2.** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

On-going Standards: **OA.2, NBT.2, MD.8**

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**Academic Vocabulary**

- array
- doubles
- equal groups
- equal shares
- multiply
## 2nd Grade
### Pacing Calendar - Mathematics
#### 4th Quarter

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| **2.NBT.2.** | Count within 1000; skip-count by 5s, 10s, 100s. | • Construct models and skip-count by fives, tens, and hundreds  
  • Use the hundred’s chart to demonstrate number patterns and skip counting  
  • Verbalize the pattern and predict what number comes next  
  • Use a number line, calendar, hundred’s board, or ruler to identify missing numbers in a pattern |
| **On-going**                |                    |
| **2.OA.2.** | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | • Represent the composition and decomposition of numbers in a variety of ways  
  • Demonstrate quick recall of addition and subtraction facts up to 10 +10 |
| **On-going**                |                    |
| **2.MD.8.** | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | • Identify and name the value of each coin  
  • Practice routines involving money (e.g., counting school days using money, trading in coins when appropriate)  
  • Use the cent sign or a decimal point with a dollar sign to annotate values  
  • Determine the value of a set of coins and bills |
| **Week 1**                  |                    |
| **2.NBT.6.** | Add up to four two-digit numbers using strategies based on place value and properties of operations. | • Represent the composition and decomposition of numbers in a variety of ways  
  • Fluently add and subtract within 100 with and without regrouping  
  • Demonstrate fluency with two-digit addition and subtraction problems using a variety of strategies |

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Lawton Public Schools
## 2nd Grade
### Pacing Calendar - Mathematics
#### 4th Quarter

<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Standards Unpacked</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 2 - 4</strong></td>
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<tr>
<td><strong>2.NBT.7.</strong> 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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</td>
<td>• Add and subtract with and without regrouping</td>
</tr>
<tr>
<td></td>
<td>• Represent the composition and decomposition of numbers in a variety of ways</td>
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<tr>
<td></td>
<td>• Fluently add and subtract within 1000</td>
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<tr>
<td></td>
<td>• Demonstrate fluency with two- and three-digit addition and subtraction problems using a variety of strategies</td>
</tr>
<tr>
<td></td>
<td>• Add and subtract within 1000 using word problems</td>
</tr>
<tr>
<td><strong>2.NBT.8.</strong> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</td>
<td>• Mentally find 10 more without having to count given a two digit number</td>
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<tr>
<td></td>
<td>• Mentally find 10 less without having to count given a two digit number</td>
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<tr>
<td><strong>2.NBT.9.</strong> Explain why addition and subtraction strategies work, using place value and the properties of operations.</td>
<td>• Explanations may be supported by drawings or objects</td>
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<td></td>
<td>• Write a story problem that relates to a given addition or subtraction equation</td>
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</table>
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| 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | • Compose and decompose a rectangle into equal squares  
• Count the number of squares to determine the area  
• Develop the concept of rows and columns |
| 2.OA.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. | • Work with equal groups of objects to gain foundations for multiplication  
• Use skip counting strategies for instruction  
• Model equal groups with rectangular arrays  
• Determine total number of objects in an array |
| **Week 8**                  |                    |
| 2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | • Tell time to the quarter-hour and sequence a series of daily events by time  
• Count by 5’s to 60 |