



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
	Envision Math: Common Core: 2nd Grade	Common Core State Standards: Math	Learning activities can be found in the Envision Math Teacher's Edition.	Task analysis is the analysis of how a task is accomplished, including a detailed description.	Vocabulary will be on the list under the topic where it is first introduced. It can and should, however, be used and reinforced throughout the entire year and <i>always taught in context.</i>	Assessments should be common among building grade level teams	<p>Major Clusters Students should spend the large majority of their time on major clusters.</p> <p>Supporting Clusters These should be used to enhance the work of the major clusters.</p> <p>Additional Clusters These clusters should not be neglected but less time may be spent on them.</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

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August & September	Topic 2 Addition Strategies	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Write a number sentence from an addition or subtraction problem solving situation.</p> <p>*Use strategies for addition and subtraction combinations through 18.</p> <p>*Add three one digit addends.</p> <p>*Add whole numbers with and without regrouping through 99.</p> <p>*Show the relationship between addition and subtraction using fact families.</p> <p>*Use the commutative property of addition.</p> <p>*Solve addition problems using the commutative property.</p>	<p>See Math Background at the beginning of each Envision lesson.</p>	<p>doubles, near doubles, addend, number sentence</p>	<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p> <p>Benchmark Assessment</p>	<p>Major Clusters (Students should spend the large majority of their time on major clusters.)</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
September	Topic 3 Subtraction Strategies	<p>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.</p> <p>2.OA.2 Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>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.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Write a number sentence from an addition or subtraction problem solving situation.</p> <p>*Use strategies for addition and subtraction combinations through 18.</p> <p>*Add three one digit addends.</p> <p>*Add whole numbers with and without regrouping through 99.</p> <p>*Show the relationship between addition and subtraction using fact families.</p> <p>*Use the commutative property of addition.</p> <p>*Solve addition problems using the commutative property.</p>	<p>See Math Background at the beginning of each Envision lesson.</p>		<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Major Clusters (Students should spend the large majority of their time on major clusters.)</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

September	Topic 1 Understanding Addition & Subtraction	<p>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.</p> <p>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.</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice. *Write a number sentence from an addition or subtraction problem solving situation. *Add whole numbers with and without regrouping through 99. *Show the relationship between addition and subtraction using fact families. *Use the commutative property of addition. *Solve addition problems using the commutative property.</p>	See Math Background at the beginning of each Envision lesson	part, whole, add, sum, addition sentence, plus, equals, join, subtract, difference, subtraction sentence, minus, separate, more, fewer, related, fact family	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
October	Topic 4 Working with Equal Groups	<p>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</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice. *Write a number sentence from an addition or subtraction problem solving situation.</p>	See Math Background at the beginning of each Envision lesson	array, equal groups	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Cluster (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

October	Topic 4 Working with Equal Groups ...continued	<p>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.</p>	<p>*Geoboards may be used to demonstrate rectangular arrays.</p>	<p>See Math Background at the beginning of each Envision lesson</p>		<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Supporting Cluster (These should be used to enhance the work of the major clusters.)</p>
	Topic 5 Place Value to 100	<p>2.OA.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.</p> <p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>2.NBT.A.1.a 100 can be thought of as a</p>	<p>*Arrange an even set of objects into two groups. *Arrange an odd set of objects into two groups with remainder.</p> <p>*A document camera or interactive whiteboard can also be used to demonstrate</p>	<p>See Math Background at the beginning of each Envision lesson</p>	<p>digits, number word, > (greater than), < (less than), = (equal to), before, after, even, odd</p>	<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Supporting Cluster (These should be used to enhance the work of the major clusters.)</p> <p>Major Clusters (Students should spend the large majority of their time on major clusters.)</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

<p>October</p>	<p>Topic 5 Place Value to 100 ...continued</p>	<p>bundle of ten tens — called a "hundred." 2.NBT.A.1.b 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.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.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.B.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 of operations</p>	<p>"bundling" of objects. This gives students the opportunity to communicate their counting and thinking.</p> <ul style="list-style-type: none"> *Hundreds Chart *The use of money or base ten blocks may be helpful visual cues. *Interactive whiteboard to develop counting skills. *Base ten blocks *Number lines, etc. *Add whole numbers with and without regrouping through 99. *Show the relationship between addition and subtraction using fact families. *Use the commutative property of addition. *Solve addition problems using the commutative property. *Choose addition or subtraction to solve word problems and explain the choice. 	<p>See Math Background at the beginning of each Envision lesson</p>		<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Major Clusters (Students should spend the large majority of their time on major clusters.)</p>
<p>Month</p>	<p>Materials & Resources</p>	<p>Standard(s)</p>	<p>Learning Activities</p>	<p>Task Analysis</p>	<p>Vocabulary</p>	<p>Assessment</p>	<p>Emphasis</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
November	Topic 6 Mental Addition	<p>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.</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <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> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Write a number sentence from an addition or subtraction problem solving situation.</p> <p>*Hundreds Chart</p> <p>*The use of money or base ten blocks may be helpful visual cues.</p> <p>*Interactive whiteboard to develop counting skills.</p> <p>*Add whole numbers with and without regrouping through 99.</p> <p>*Show the relationship between addition and subtraction using fact families.</p> <p>*Use the commutative property of addition.</p> <p>*Solve addition problems using the commutative property.</p> <p>*Recall math facts.</p> <p>*Recognize patterns of counting by tens and hundreds.</p> <p>*Apply mental strategies of counting on (300, 400, 500)</p>	See Math Background at the beginning of each Envision lesson	mental math, tens digits, next ten	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

November	Topic 6 Mental Addition ...continued		and counting back (550, 450, 350). *Choose addition or subtraction to solve word problems and explain the choice.	See Math Background at the beginning of each Envision lesson			
	Topic 7 Mental Subtraction	<p>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.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>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</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Write a number sentence from an addition or subtraction problem solving situation.</p> <p>*Add whole numbers with and without regrouping through 99.</p> <p>*Show the relationship between addition and subtraction using fact families.</p> <p>*Use the commutative property of addition.</p> <p>*Solve addition problems using the commutative property.</p> <p>*Illustrate the relationship between ones and tens and tens and hundreds (1 ten = 10 ones and 10 tens = 1 hundred) using concrete models or drawings.</p>	See Math Background at the beginning of each Envision lesson		Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

	Topic 7 Mental Subtraction ...continued	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.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations	*Apply related fact strategies (previously known as fact families). *Apply place value knowledge in order to determine whether or not regrouping is necessary. *Regroup as necessary. *Add or subtract. *Compare illustration to written method. *Recall math facts. *Recognize patterns of counting by tens and hundreds. *Apply mental strategies of counting on (300, 400, 500) and counting back (550, 450, 350).	See Math Background at the beginning of each Envision lesson		Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
December	Topic 8 Adding 2 Digit Numbers	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	*Choose addition or subtraction to solve word problems and explain the choice. *Write a number sentence from an addition or subtraction problem solving situation. *Add whole numbers with and without regrouping through	See Math Background at the beginning of each Envision lesson	regroup, number line	Assessments need to be common among building grade level teams. Daily assignments	Major Cluster (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

December	Topic 8 Adding 2 Digit Numbers ...continued	<p>number to represent the problem.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.B.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.</p>	<p>99.</p> <ul style="list-style-type: none"> *Show the relationship between addition and subtraction using fact families. *Use the commutative property of addition. *Solve addition problems using the commutative property. *Recall basic math facts. *Rewrite a horizontal double digit addition problem vertically. *Explain how to add four digits using the associative and commutative property. *Explain when to regroup when adding. *Add four two-digit numbers *Choose addition or subtraction to solve word problems and explain the choice. *Use a number line when adding and subtracting within 100. *Explain properties of a number line (equally spaced points corresponding to a number). 	See Math Background at the beginning of each Envision lesson		and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
January	Topic 9 Subtracting two Digit numbers	<p>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.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.B.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</p>	<p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Write a number sentence from an addition or subtraction problem solving situation.</p> <p>*Add whole numbers with and without regrouping through 99.</p> <p>*Show the relationship between addition and subtraction using fact families.</p> <p>*Use the commutative property of addition.</p> <p>*Solve addition problems using the commutative property.</p> <p>*Choose addition or subtraction to solve word problems and explain the choice.</p> <p>*Use a number line when adding and subtracting within 100.</p> <p>*Explain properties of a number line (equally spaced points corresponding to a number).</p>	See Math Background at the beginning of each Envision lesson		Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

January		sums and differences within 100 on a number line diagram					
	Topic 10 Place Value to 1,000	<p>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>2.NBT.A.1.a 100 can be thought of as a bundle of ten tens — called a "hundred."</p> <p>2.NBT.A.1.b 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).</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$</p>	<p>*A document camera or interactive whiteboard can also be used to demonstrate "bundling" of objects. This gives students the opportunity to communicate their counting and thinking.</p> <p>*Hundreds Chart</p> <p>*The use of money or base ten blocks may be helpful visual cues.</p> <p>*Interactive whiteboard to develop counting skills.</p> <p>*Break down three-digit number in expanded form identifying hundreds, tens, and ones.</p> <p>*Read and write numbers in base-ten and expanded form.</p> <p>*Base ten blocks</p> <p>*Number lines, etc.</p> <p>*Recall math facts.</p>	See Math Background at the beginning of each Envision lesson	hundreds, thousand, expanded form, standard form, number word, compare, order	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

January	Topic 10 Place Value to 1,000 ...continued	symbols to record the results of comparisons. 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.	*Recognize patterns of counting by tens and hundreds. *Apply mental strategies of counting on (300, 400, 500) and counting back (550, 450, 350).				
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
February	Topic 11 Three Digit Addition and Subtraction	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; 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.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.	*Illustrate the relationship between ones and tens and tens and hundreds (1 ten = 10 ones and 10 tens = 1 hundred) using concrete models or drawings. *Apply related fact strategies (previously known as fact families). *Apply place value knowledge in order to determine whether or not regrouping is necessary. * Regroup as necessary. *Add or subtract. *Compare illustration to written method. *Recall math facts. *Recognize patterns of counting by tens and hundreds. *Apply mental strategies of counting on (300, 400, 500)	See Math Background at the beginning of each Envision lesson		Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Clusters (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

February	Topic 11 Three Digit Addition and Subtraction ...continued	<p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.¹</p>	<p>and counting back (550, 450, 350). *Choose addition or subtraction to solve word problems and explain the choice.</p>				
	Topic 12 Geometry	<p>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.A.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.</p>	<p>*Identify and name two and three dimensional shapes based on properties such as the given number of angles or a given number of equal faces. *Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. *Draw triangles, quadrilaterals, pentagons, and hexagons. *Break down a rectangle into rows and columns of same-size squares. *Count to find the total number of squares. *Separate circles and rectangles into two, three, or four equal shares. *Describe the shares using the words halves, thirds, half of, a third of, etc. *Explain the whole as two halves, three thirds, or four fourths.</p>	<p>See Math Background at the beginning of each Envision lesson</p>	<p>sphere, pyramid, cylinder, cone, cube, rectangular prism, solid figure, flat surface, face, edge, vertex (vertices), plane shapes, circle, square, triangle, rectangle, polygon, angle, side, quadrilateral, pentagon, hexagon, trapezoid, parallelogram, rows, columns, equal, unequal,</p>	<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Additional Cluster (These clusters should not be neglected but less time may be spent on them.)</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

February	Topic 12 Geometry ...continued		*Recognize that equal shares of identical wholes need not have the same shape.		halves, thirds, fourths		
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
March	Topic 13 Counting Money	2.MD.C.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?	*Identify coins and bills in and out of context. *Count coins and bills in and out of context. *Solve word problems involving dollar bills, quarters, nickels, and pennies.	See Math Background at the beginning of each Envision lesson	half-dollar, quarter, dime, nickel, penny, coins, cents, greatest value, least value, dollar bill, dollar coins, dollar sign \$, decimal point, tally mark estimate	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Supporting Cluster (These should be used to enhance the work of the major clusters.)
	Topic 14 Money	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship	*Add whole numbers with and without regrouping through 99. *Show the relationship between addition and subtraction using fact families.	See Math Background at the beginning of each Envision lesson		Assessments need to be common among building	Major Clusters (Students should spend the large



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

March	Topic 14 Money ...continued	between addition and subtraction. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. ¹	*Use the commutative property of addition. *Solve addition problems using commutative property. *Choose addition or subtraction to solve word problems and explain the choice.			grade level teams. Daily assignments and topic tests.	majority of their time on major clusters.)
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
April	Topic 15 Measuring Length	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.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.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, expressing the length difference in terms of a standard length unit.	*Explain the use of each measuring tool (rulers, yard/meter stick) *Identify situations for using each measuring tool *Select appropriate unit and tools to make formal measurements of length. *Measure length of an object. *Select appropriate unit and tools to make formal measurements of length. *Measure object using two different units of measurement (inches to centimeters, or big and small paper clips). *Identify relationship of size to measurement. *Show the ability to estimate numbers	See Math Background at the beginning of each Envision lesson	unit, length, inch, width, height, nearest inch, centimeter, nearest centimeter, foot, yard, meter	Assessments need to be common among building grade level teams. Daily assignments and topic tests.	Major Cluster (Students should spend the large majority of their time on major clusters.)



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

April	Topic 15 Measuring Length ...continued	<p>2.MD.B.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.</p>	<ul style="list-style-type: none"> *Use tools to measure lengths in inches, feet, centimeters and meters *Estimate lengths in inches, feet, centimeters and meters *Measure objects. *Use comparative phrases (longer by 2 inches or shorter by 5 centimeters) to express difference of length between objects. *Recognize when to use addition and subtraction to solve word problems. *Select appropriate strategy to solve word problem involving lengths of like units. *Identify symbol for unknown number in equation. *Use addition or subtraction within 100 to solve word problem of like units. 	See Math Background at the beginning of each Envision lesson		<p>Assessments need to be common among building grade level teams. Daily assignments and topic tests.</p>	<p>Major Cluster (Students should spend the large majority of their time on major clusters.)</p>
	Topic 16 Time, Graphs, and Data	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of</p>	<ul style="list-style-type: none"> *Tell and write time from analog and digital clocks to the nearest five minutes. *Differentiate between a.m. and p.m. *Use the measurement skills learned in earlier standards to measure objects. *Explain plotting data on a number line. 	See Math Background at the beginning of each Envision lesson	<p>minute hand, minute, hour hand, hour, half hour, A.M., P.M., quarter past, half past, quarter to, bar graph, data, line plot, line</p>	<p>Assessments need to be common among building grade level teams. Daily assignments</p>	<p>Supporting Cluster (These should be used to enhance the work of the major clusters.)</p>



**JSD 251 Math Curriculum
Second Grade – Spring 2016**

April	Topic 16 Time, Graphs, and Data ...continued	the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 2.MD.D.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 ¹ using information presented in a bar graph.	*Draw a horizontal line plot measured off in whole number units representing measurement data. *Draw both picture and bar graphs representing data that can be sorted up to four categories using single unit scales. *Interpret data to solve, put together, take apart, and compare problems.	See Math Background at the beginning of each Envision lesson	plot, symbol, pictograph	and topic tests.	Supporting Cluster (These should be used to enhance the work of the major clusters.)
Month	Materials & Resources	Standard(s)	Learning Activities	Task Analysis	Vocabulary	Assessment	Emphasis
May	Review and Step up to 3rd grade						