**2nd Grade Math Pacing Guide 2018-2019**

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| **DATES** | **CONCEPT** | **I CAN!s** | | **STANDARDS** | **FOCUS DOMAINS** |
| 8/27-9/21/18  (18 days) | Even & odd numbers  Writing numbers  Counting patterns | 2.3  2.5  2.6 | | 2 OA 3  2 NBT 2-3  2NBT 1,4 | NUMBERS IN BASE TEN |
| 9/25-10/19/18  (19 days) | Numbers to 1000  Place Value to 1000  Counting on and back by 100 | 2.5  2.6  2.7 | | 2 NBT 2-3  2 NBT 1, 4  2 NBT 8, 9 |
| **Milestone #1 Window 10/22-11/5/18 I CAN!s: 2.3, 2.5, 2.6, 2.7**  **Data Day 11/13/2018** | | | | | |
| 10/22-11/16/17  (18 days) | Addition Strategies  Relate addition and subtraction  Equal group problem solving | 2.1  2.2  2.4 | | 2 OA 1  2 OA 2  2 OA 4 | OPERATIONS & ALGEBRAIC THINKING |
| 11/26-1/9/19  (18 days) | 2 digit Addition with regrouping  Writing Addition Equations  Modeling Subtraction | 2.1  2.2  2.8 | | 2 OA 1  2 OA 2  2 NBT 5-6 |
| 1/10-1/31/19  (14 days) | 3 digit Subtraction  Writing Equations  Multi-step problems | 2.8  2.9 | | 2 NBT 5-6  2 NBT 7  MD 5,6 | NUMBERS IN BASE TEN |
| **Milestone #2 (1/14-1/25/18) I CAN!s: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7**  **Data Day 2/15/2019** | | | | | |  |  |  |
| 2/1-2/28/19  (18 days) | 3 digit Addition  3 digit Subtraction  Re-grouping with zero & Estimation | 2.8  2.9 | | 2 NBT 5-6  2 NBT 7 |  |
| **Milestone #3 Window (3/18-3/29/18) I CAN!s: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9**  **Data Day 4/5/2019** | | | | | |
| 3/1-3/20/19  (14 days) | Counting money  Solving problems with money  Telling Time | (2.10)  (2.12) | | (2 MD 8)  (2 MD 7) | MEASUREMENT & DATA |
| 3/21-4/12/19  (16 days) | Measuring in Inches and Feet  Add and Subtract with Inches & Feet  Measuring with centimeters | | 2.11 | 2 MD 1-4 |
| 4/22-5/17/19  (20 days) | Comparing lengths with centimeters  Graphing | | 2.11  2.13 | 2 MD 1-4  2 MD 9-10 |
| 5/20-6/7/19  (14 days) | 3D shapes  Equal parts of a whole | | 2.14  2.15 | 2 G 1  2 G 2-3 | GEOMETRY |
| 6/10-6/13/19  (4 days) | **I CAN! Review & Demonstration of Mastery** | | | | |

**2nd Grade Math I CAN!s and CAN I?s**

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|  | **Standard** | **I CAN!s** | **Can I?s** |
| 2.1 | 2 OA 1 | I CAN add and subtract within 100 and use what I know to solve word problems. | * Show the steps to solve a word problem? * Find the missing number in a subtraction equation? * Find the missing number in an addition equation? * Name the strategy used to solve word problems? * Use addition and/or subtraction to solve word problems? |
| 2.2 | 2 OA 2 | I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers. | * Use models to show subtraction strategies? * Use models to show addition strategies? * Explain the difference between addition and subtraction? * Draw a number line and use it to add and subtract numbers? * I can explain the mental strategies used to add and subtract? |
| 2.3 | 2 OA 3 | I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s. | * Explain the difference between odd and even? * Group objects to show odd and even amounts? * Count a group of objects up to 20 by 2’s? * Write an equation to show an even number as the sum of two other numbers? * Show why two equal numbers added together always give an even number? |
| 2.4 | 2 OA 4 | I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples. | * Draw a rectangular array up to 5 rows and 5 columns? * Show how arrays can be written as repeated addition problems? * Write repeated addition problems as a strategy to multiply numbers? * Find the total number of objects using rectangular arrays? * Skip count by 2/s 5’s and 10’s |
| 2.5 | 2 NBT 2, 3 | I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s. | * Count within 1,000 from any given number? * Skip count by 2’s, 5’s and 10’s from any given number? * Read & write numbers to 1000 using base-ten numerals? * Read & write numbers to 1000 using number names? * Read & write numbers to 1000 using expanded form? |
| 2.6 | 2 NBT 1, 4 | I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols <, >, and =. | * Say the names of the place value columns? * Name the value of each of the digits in a 3-digit number? * Use tools (base ten blocks, place value charts, drawings) to model a 3-digit number? * Use <, > and = to compare number values? * Identify a bundle of 10 tens as a “hundred”? |
| 2.7 | 2 NBT 8, 9 | I CAN add and subtract tens and hundreds in my head and explain how I found my answer. | * Use place value knowledge to mentally add and subtract numbers? * Apply properties of operations to add and subtract? * Mentally add and subtract 10 from a number 100-900? * Mentally add and subtract 100 from a number 100-900? * Model place value strategies to add and subtract numbers? |
| 2.8 | 2 NBT 5, 6 | I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations. | * Use properties of operations (associative and commutative) to add and subtract? * Identify when to regroup for addition and subtraction? * Explain the order in which to subtract three-digit numbers? * Add and subtract fluently within 100? * Use strategies to add up to four two-digit numbers? |
| 2.9 | 2 NBT 7  MD 5, 6 | I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value. | * Compose or decompose tens or hundreds to add or subtract? * Use models, drawings and strategies to add and subtract within 1000? * Write about the strategy used to solve an addition or subtraction problem? * Apply properties of operations to add and subtract numbers? * Explain the relationship between place value and adding/subtracting? |
| 2.10 | 2 MD 8 | I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.  *(additional or supporting I CAN)* | * Identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies? * Count coin, dollar and dollar/coin combinations? * Recognize how the decimal sign separates the whole from the part in money value? * Solve word problems using symbols appropriate symbols ($ and cent)? |
| 2.11 | 2 MD 1-4 | I CAN measure, estimate and compare the lengths of objects using measuring tools. | * Use rulers, yardsticks, meter sticks and measuring tapes to measure lengths of objects? * Recognize units of measurements that can be compared (inch/cm, m/yard)? * Estimate lengths and justify if they are reasonable? * Recognize the size of inches, feet, centimeters and meters? * Determine how much longer one object is than another? |
| 2.12 | 2 MD 7 | I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.  *(additional or supporting I CAN)* | * Write time using analog clocks? * Write time using digital clocks? * Label when a.m. and p.m. occur in the day? * Tell time on an analog clock? * Tell time on a digital clock? |
| 2.13 | 2 MD 9, 10 | I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph. | * Read tools of measurement to the nearest unit (thermometer, ruler, rain gauge, scale)? * Make a line plot with a horizontal scale marked in whole numbers? * Draw a picture graph to show data with up to 4 categories? * Draw a bar graph to show data with up to 4 categories? * Make repeated measurements of objects to gather data? |
| 2.14 | 2 G 1 | I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. | * Name the attributes of 2D and 3D shapes (faces, angles, sides, vertices, etc.)? * Identify 2D and 3D shapes based on given attributes? * Describe and analyze shapes by looking at their attributes? * Compare shapes by their attributes? * Draw shapes with given attributes? |
| 2.15 | 2 G 2, 3 | I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. | * Count to find the total number of same size squares within a shape? * Describe how to partition a rectangle into same size squares? * Identify two, three, and four equal shares of a whole? * Describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of, etc.? * Explain why equal share of the same whole do not always have the same shape? |

**Standards of Mathematical Practice (SMPs)**

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| #1 Make sense of problems and persevere in solving them. | #5 Use appropriate tools strategically. |
| #2 Reason abstractly and quantitatively. | #6 Attend to precision. |
| #3 Construct viable arguments & critique the reasoning of others. | #7 Look for and make use of structure. |
| #4 Model with mathematics. | #8 Look for and express regularity in repeated reasoning. |