**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 numbersWriting numbersCounting patterns | 2.32.52.6 | 2 OA 32 NBT 2-32NBT 1,4 | NUMBERS IN BASE TEN |
| 9/25-10/19/18(19 days) | Numbers to 1000Place Value to 1000Counting on and back by 100 | 2.52.62.7 | 2 NBT 2-32 NBT 1, 42 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 StrategiesRelate addition and subtractionEqual group problem solving | 2.12.22.4 | 2 OA 12 OA 22 OA 4 | OPERATIONS & ALGEBRAIC THINKING |
| 11/26-1/9/19(18 days) | 2 digit Addition with regroupingWriting Addition EquationsModeling Subtraction | 2.12.22.8 | 2 OA 12 OA 22 NBT 5-6 |
| 1/10-1/31/19(14 days) | 3 digit SubtractionWriting EquationsMulti-step problems | 2.82.9 | 2 NBT 5-62 NBT 7MD 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 Addition3 digit SubtractionRe-grouping with zero & Estimation | 2.82.9 | 2 NBT 5-62 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 moneySolving problems with moneyTelling Time | (2.10)(2.12) | (2 MD 8)(2 MD 7) | MEASUREMENT & DATA |
| 3/21-4/12/19(16 days) | Measuring in Inches and FeetAdd and Subtract with Inches & FeetMeasuring with centimeters | 2.11 | 2 MD 1-4 |
| 4/22-5/17/19(20 days) | Comparing lengths with centimetersGraphing | 2.112.13 | 2 MD 1-42 MD 9-10 |
| 5/20-6/7/19(14 days) | 3D shapesEqual parts of a whole | 2.142.15 | 2 G 12 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?
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| 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?
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| 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?
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| 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
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| 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?
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| 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”?
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| 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?
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| 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?
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| 2.9 | 2 NBT 7MD 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?
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| 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)?
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| 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?
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| 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?
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| 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?
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| 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?
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| 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?
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**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. |