Second Grade Math Pacing Guide

By Tracy Sherrier

September	October	November	December	January
Topic 2: **Work with Equal Groups** **Common Core Domain:** Operations and Algebraic Thinking **Topic 1 :** **Fluently Add and Subtract Within 20** **Common Core Domain:**Operations and Algebraic Thinking	**Topic 1 :** **Fluently Add and Subtract Within 20** **Common Core Domain:**Operations and Algebraic Thinking **Topic 3:** **Add Within 100 Using Strategies** **Common Core Domain:**Number and Operations in Base Ten	**Topic 4:** **Fluently Add Within 100** **Common Core Domain:**Number and Operations in Base Ten	**Topic 5:** **Subtract Within 100 Using Strategies** **Common Core Domain:**Number and Operations in Base Ten **Topic 6:** **Fluently Subtract Within 100** **Common Core Domain:**Number and Operations in Base Ten	**Topic 6:** **Fluently Subtract Within 100** **Common Core Domain:**Number and Operations in Base Ten **Topic 7:** **More Solving Problems Involving Addition and Subtraction** **Common Core Domain:**Operations and Algebraic Thinking
Standards	**Standards**	**Standards**	**Standards**	**Standards**
Topic 2 Supporting Cluster **2.OA.C** Work with equal groups of objects to gain foundations for multiplication. **2.OA.C.3** Determine whether a group of objects (up to 20) has an odd or even number of members e.g., pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **2.OA.C.4** Use addition to find the total number of objects	**Topic 1 Major Cluster** **2.OA.B** Add and subtract within 20. **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know fluently all sums of two one-digit numbers. **Topic 3 Major Cluster** **2.NBT.B** Use place value understanding and properties	**Topic 4 Major Cluster** **2.NBT.B** Use place value understanding and properties of operations to add and subtract. **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.B.9** Explain why addition and subtraction strategies work, using place value and properties of	**Topics 5 & 6 Major Cluster** **2.NBT.B** Use place value understanding and properties of operations to add and subtract. **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.B.9** Explain why addition and subtraction strategies work, using place value and properties of	**Topic 6 Major Cluster** **2.NBT.B** Use place value understanding and properties of operations to add and subtract. **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.B.9** Explain why addition and subtraction strategies work, using place value and properties of

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arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as sum of equal addends. **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know fluently all sums of two one-digit numbers. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **Topic 1 Major Cluster 2.OA.B** Add and subtract within 20. **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know fluently all sums of two one-digit numbers.	of operations to add and subtract. **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.B.9** Explain why addition and subtraction strategies work, using place value and properties of operations. **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and the properties of operations. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	operations. **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and the properties of operations. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	operations. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	operations. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **Topic 7 Major Cluster 2.OA.A** Represent and solve problems involving addition and subtraction. **2.OA.A.1** Use standard 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 unknown in all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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February	March	April	May	June
Topic 8: Work with Time and Money **Common Core Domain:**Measurement and Data **Topic 9: Numbers to 1,000** **Common Core Domain:** Number and Operations in Base Ten	**Topic 10: Add Within 1,000 Using Models and Strategies** **Common Core Domain:** Number and Operations in Base Ten **Topic 11: Subtract Within 1,000 Using Models and Strategies** **Common Core Domain:** Number and Operations in Base Ten	**Topic 12:** **Measuring Length** **Common Core Domain:** Measurement and Data	**Topic 13:** **More Addition, Subtraction, and Length** **Common Core Domain:** Measurement and Data **Topic 14:** **Graphs and Data** **Common Core Domain:** Measurement and Data	**Topic 15:** **Shapes and Their Attributes** **Common Core Domain:** Geometry **Step Up to 3rd Grade**
Standards	**Standards**	**Standards**	**Standards**	**Standards**
Topic 8 Supporting Cluster 2.MD.C Work with time and money **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **2.OA.A.1** Use standard 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 unknown in	**Topics 10 & 11 Major Cluster 2.NBT.B** Use place value understanding and properties of operations to add and subtract. **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.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. **2.NBT.B.9** Explain why addition and subtraction strategies work, using place	**Major Cluster 2.MD.A** Measure and estimate lengths in standard units. **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape. **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.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a	**Topic 13 Major Cluster 2.MD.B** Relate addition and subtraction to length. **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. **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 the differences within 100 on a number line diagram.	**Topic 15 Additional Cluster 2.G.A** Reason with shapes and their attributes. **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. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. **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

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all positions e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **Topic 9 Major Cluster** Understand place value. **2.NBT.A.1a** 100 can be thought of as a bundle of ten tens-called a “hundred.” **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. **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **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 the comparisons.	value and the properties of operations.	standard length unit.	**Topic 14 Supporting Cluster** **2.MD.D** Represent and interpret data. **2.MD.D.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 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 using information presented in a bar graph.	halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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