Suggested Dates/Number of Days 2024-2025	Second Grade Math Scope and Sequence
Ongoing TEKS	2.1(A) apply mathematics to problems arising in everyday life, society, and the workplace 2.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 2.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 2.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 2.1(E) create and use representations to organize, record, and communicate mathematical ideas 2.1(F) analyze mathematical relationships to connect and communicate mathematical ideas 2.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
First Nine Weeks : August 13 - October 11	
Aug 13 - Aug 23 (9 days)	**Basic Math Fact Strategies** 2.4(A) recall basic facts to add and subtract within 20 with automaticity 2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
Aug 26 - Sept 20 (18 days)	**Representation of Whole Numbers to 1,200** 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200 2.2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 as a sum of so many thousands, hundreds, tens, and ones
Sept 23 - Oct 4 (10 days)	**Comparison of Whole Numbers to 1,200** 2.2(C) generate a number that is greater than or less than a given whole number up to 1,200 2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) 2.7(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 2.2(E) locate the position of a given whole number on an open number line 2.2(F) name the whole number that corresponds to a specific point on a number line
Oct 7 - Oct 15 (7 days) 5 days 1NW / 2 days 2NW	**Representation of Whole Numbers to 1,200 - Multiple Ways** 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200 2.2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones
Second Nine Weeks : October 14 - December 20	
	Representation of Whole Numbers to 1,200 - Multiple Ways
Oct 22 - Dec 6 (28 days)	**Addition and Subtraction to 1,000** 2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms 2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem
Dec 9 - Dec 20 (9 days)	**Data Analysis** 2.10(C) write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one 2.10(A) explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category 2.10(B) organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more 2.10(D) draw conclusions and make predictions from information in a graph

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Third Nine Weeks : January 7- March 7	
Jan 7 - Jan 15 (7 days)	**Money** 2.5(A) determine the value of a collection of coins up to one dollar 2.5(B) use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coin
Jan 16 - Jan 31 (11 days)	**Represent and Compare Whole Numbers to 1,200 - Spiral Review** 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200 2.2(A) use concrete and pictorial models to compose and decompose numbers up to 1,200 as a sum of so many thousands, hundreds, tens, and ones 2.2(C) generate a number that is greater than or less than a given whole number up to 1,200 2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =) 2.7(B) use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200 2.2(E) locate the position of a given whole number on an open number line 2.2(F) name the whole number that corresponds to a specific point on a number line
Feb 3 - Feb 13 (9 days)	**Geometry (2D and 3D)** 2.8(C) classify and sort polygons with 12 or fewer sides according to attributes, including identifying the number of sides and number of vertices 2.8(A) create two-dimensional shapes based on given attributes, including number of sides and vertices 2.8(E) decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts 2.8(B) classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language 2.8(D) compose two-dimensional shapes and three-dimensional solids with given properties or attributes
Feb 18 - March 4 (11 days)	**Fractions** 2.3(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words 2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part 2.3(C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole 2.3(D) identify examples and non-examples of halves, fourths, and eighths
March 5 - March 14 (8 days)	**Time** 2.9(G) read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.
Fourth Nine Weeks : March 24 - May 22	
March 24 - April 4 (10 days)	**Measurement** 2.9(E) determine a solution to a problem involving length, including estimating lengths 2.9(A) find the length of objects using concrete models for standard units of length 2.9(B) describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object 2.9(C) represent whole numbers as distances from any given location on a number line 2.9(D) determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes 2.9(F) use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement us
April 7 - April 17 (9 days)	**Addition and Subtraction to 1,000** 2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms 2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 2.4(B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations 2.7(C) represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem
April 22 - May 2 (9 days)	**Multiplication and Division** 2.6(A) model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined 2.6(B) model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets 2.7(A) determine whether a number up to 40 is even or odd using pairings of objects to represent the number
May 5 - May 16 (10 days)	**Personal Financial Literacy** 2.11(A) calculate how money saved can accumulate into a larger amount over time 2.11(B) explain that saving is an alternative to spending 2.11(C) distinguish between a deposit and a withdrawal 2.11(D) identify examples of borrowing and distinguish between responsible and irresponsible borrowing 2.11(E) identify examples of lending and use concepts of benefits and costs to evaluate lending decisions 2.11(F) differentiate between producers and consumers and calculate the cost to produce a simple item **Integration of S.S. TEKS** 2.6(A) explain how work provides income to purchase goods and services 2.6(B) explain the choices people can make about earning, spending, and saving money

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May 19 - May 22 (4 days)	**End of Year Reteach and Extension** Spiraling 2nd grade TEKS, extension projects, work towards mastery of addition and subtraction