Mount Pleasant Central School District

2nd Grade, Math

We believe that students should learn the Mathematical Practice Standards by connecting real-world problems and mathematical solutions through modeling, exploration, and discovery.

How can we use place value strategies to read, write and decompose numbers? In this class, students will use strategies like “making the next ten” to find sums and differences efficiently. Students will solve one- and two-step word problems involving numbers within 1,000 using various models. Our main goal is to establish a foundation for adding and subtracting multi-digit numbers. We begin pictorially by using a place value chart and then gradually connect these concepts to the standard algorithm. We emphasize collaboration, critical thinking, and communication in our whole-group and small-group lessons. Assessment will be through mid-module and end-of-module assessments, as well as performance-based assessments that enable students to apply their learning to real-world situations.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
Module 1 **Place Value Concepts Through Metric Measurement & Data** **Place Value, Counting and Comparing within 1,000**	September - November	Reading and interpreting data; metric measurement; estimating and comparing lengths; modeling base-ten numbers within 1,000.	Estimate Data Survey Benchmark Number Bundle Digit Place Value Expanded form Standard Form Word Form	2.MD.1: Measure the length of an object to the nearest whole by selecting an appropriate tool. 2.MD.2: Measure the length of an object twice by using different length units and describe how the two measurements relate to the size of the unit chosen. 2.MD.3: Estimate lengths in cm and meters. 2.MD.4: Measure to determine how much longer an object is	Students will create and solve problems using graphs. Students will choose correct tools for measurement. Students will compare 3-digit numbers in various forms.	How can I interpret data and compare 3-digit numbers in different forms?	Written assessment; Performance-based assessment.

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				than another. 2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths. 2.MD.6: Draw a picture graph and a bar graph to represent a data set. Solve problems related to the data.			
Module 2 Addition & Subtraction within 200	November - December	Adding and subtracting two- and three-digit numbers with and without regrouping using place value disks and the standard algorithm.	Decompose Compose Sum Difference Compare	2.OA.1a: Use addition and subtraction within 100 to solve one- and two-step word problems. 2.NBT.6: Add up to four two-digit	Students will add and subtract two- and three-digit numbers using manipulatives, concrete drawings, and the standard algorithm.	Do we need to compose or decompose tens or hundreds when adding or subtracting?	Written assessment.

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				numbers using strategies based on place value and properties of operations. 2.NBT.7: Add and subtract within 100 using concrete drawings or models. Understand that in adding and subtracting multi-digit numbers it is sometimes necessary to compose or decompose a ten or a hundred.			

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Module 3 Shapes & Time with Fraction Concepts	January	Attributes of polygons; composite shapes; foundational fractions; telling time.	Polygon Vertex Angles Part Whole Quarter Past Quarter To Half Past	2.NBT.2: Skip counting by fives. 2.MD.7: Tell and write time from an analogue and digital clock, using terms like quarter to and quarter past. 2.G.1: Classify two-dimensional shapes as polygons or non-polygons. 2.G.2: Identify shapes by their attributes. 2.G.3: Partition circles and rectangles into two, three or four equal parts describing the whole as halves,	Students will identify polygons by attributes. Students will partition shapes into equal parts and tell time on analog and digital clocks.	How do I identify polygons and partition shapes into equal parts? How will I skip counting by fives to read time on an analog clock? How can I distinguish between AM and PM?	Written assessment; Performance-based assessment.

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				thirds or fourths.			
Module 4 Addition & Subtraction within 1,000	February - March	Mental place value strategies; strategies for composing and decomposing tens and hundreds; solving multi-step word problems.	Compose Decompose Difference Sum	2.OA.2: Fluently add and subtract within 20 using mental strategies. Know from memory all sums within 20 of 2 one-digit numbers. 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. 2.NBT.6: Add up to	Students will add and subtract up to 1,000 using manipulatives and the standard algorithm.	How can I use subtraction to check the answer of an addition problem?	Written assessment; Performance-based assessment.

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				four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7a 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 representation.			

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				2.NBT.7b: Understand that in adding or subtracting up to 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.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.			

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				2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.			
Module 5 Money, Data & Customary Measurement	March - April	Problem-solving with bills and coins; customary units of measure; multi-step word problems.	Foot Inch Yard	2.MD.1: Measure the length of an object to the nearest whole by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2: Measure the length of an object twice, using different “length units” for the	Students will count coin collections, make change from $1.00, and measure objects using customary units.	What is the most efficient way to count a collection of coins?	Written assessment; Performance-based assessment.

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				two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard “length unit.” 2.MD.5: Use addition			

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				and subtraction within 100 to solve word problems involving lengths that are given in the same units. 2.MD.6: Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ...; represent whole-number sums and differences within 100 on a number line. 2.MD.7: Tell and write time from analog and digital clocks in			

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				five-minute increments, using a.m. and p.m.; develop an understanding of common terms such as quarter past, half past, and quarter to. 2.MD.8: a. Count a mixed collection of coins whose sum is less than or equal to one dollar. b. Solve real-world and mathematical problems within one dollar involving quarters, dimes, nickels, and pennies,			

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				using the ¢ (cent) symbol appropriately.			
Module 6 Multiplication & Division Foundations	May - June	Counting with equal groups; creating arrays; foundational multiplication/division; even and odd numbers.	Array Rows Columns Equal groups Even/Odd Repeated addition	2.OA.3:Determine whether a group of objects is an odd or an even number. Write an equation to express an even number as a sum of two equal addends. 2.OA.4: Use addition to find the total number of objects in an array with up to five rows and five columns.	Students will identify even/odd numbers, create arrays, and use repeated addition to find totals.	How are repeated addition, equal groups, and arrays all connected?	Written assessment; Performance-based assessment.