Hempstead Union Free School District
2nd Grade
2026–2027 School Year

September

SAME BUT DIFFERENT DISCOURSE ROUTINES

2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	1	2	3	4 MATH REVIEW	Instructional Protocols
7 	8	9 Testing	10 Window	11	
14 **M1-Lesson 1**: Draw and label a picture graph to represent data.	15 **M1-Lesson 2**: Draw and label a bar graph to represent data.	16 **M1-Lesson 3:** Use information presented in a bar graph to solve put together and take apart problems.	17 **M1-Lesson** 4: Use info presented in a bar graph to solve compare problems	18 **M1-Lesson 5**: Connect measurement to physical units by iterating a centimeter cube.	
21 	22 **M1-Lesson 6:** Make a 10 cm ruler and measure objects.	23 **M1-Lesson 7**: Measure lengths and relate 10 cm and 1 cm.	24 **M1-Lesson 8**: Make a meter stick and measure with various tools.	25 magma Check-In Math Discourse	
28 **M1-Lesson 9**: Relate 1 cm, 10 cm, and 100 cm.	29 **M1-Lesson 10**: Reason about the relationship between the size of the unit and the number of units needed to measure.	30 **M1-Lesson 11**: Estimate and compare lengths.			

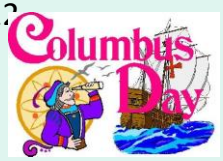
TESTING WINDOW

This testing window provides dedicated time at the beginning of the pacing calendar for diagnostic testing, pre-assessments, and addressing prerequisite learning needs while beginning curriculum instruction.

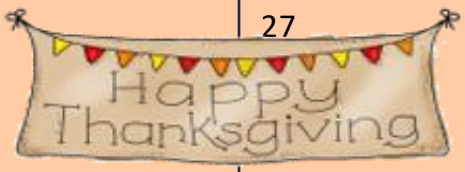
When students are not actively testing, mathematics instruction should begin in alignment with this curriculum pacing calendar.

The testing window may be adjusted based on each school's testing start date and schedule.

October 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
			1 **M1-Lesson 12**: Model and reason about the difference in length.	2 **M1-Lesson 13**: Estimate and measure height to model metric relationships.	
5 **M1-Lesson 14**: Represent and compare students' heights.	6 **M1-Lesson 15**: Use a measuring tape as a number line to add efficiently.	7 **M1-Lesson 16**: Use a measuring tape as a number line to subtract efficiently.	8 **M1-Lesson 17:** Represent and solve comparison problems by using measurement contexts.	9 magma Check-In Math Discourse	
12 	13 **M1-Lesson 18:** Solve compare with difference unknown word problems by using measurement contexts.	14 **M1-Lesson 19:** Solve compare with difference unknown word problems in various contexts.	15 **M1-Lesson 20**: Count and bundle ones, tens, and hundreds to 1,000.	16 **M1-Lesson 21:** Count efficiently within 1,000 by using ones, tens, and hundreds.	
19 **M1-Lesson 22:** Use counting strategies to solve add to with change unknown word problems.	20 **M1-Lesson 23:** Organize, count, and record a collection of objects.	21 **M1-Lesson 24:** Count up to 1,000 by using place value units.	22 **M1: Lesson 25:** Write three-digit numbers in unit form and show the value that each digit represents.	23 magma Check-In Math Discourse	
26 **M1: Lesson 26**: Write base-ten numbers in expanded form.	27 **M1-Lesson** 27: Read, write, and relate base-ten numbers in all forms.	28 **M1-Lesson 28:** Use place value understanding to count and exchange $1, $10, and $100 bills	29 **M1-Lesson 29:** Count by $1, $10, and $100.	30 **M1-Lesson 30:** Determine how many $ 10 bills are equal to $1,000	

November 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
2 **M1-Lesson 31:** Count the total value of ones, tens, and hundreds with place value disks.	3 	4 **M1-Lesson 32:** Exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.	5 **M1-Lesson 33:** Model numbers with more than 9 ones or 9 tens.	6 magma Check-In Math Discourse	
9 **M1-Lesson 34:** Problem solve in situations with more than 9 ones or 9 tens.	10 **M1-Lesson 35:** Compare three-digit numbers by using >, , and <.	11 	12 **M1-Lesson 36:** Apply place value understanding to compare by using >, =, and <.	13 **M1-Lesson 37:** Organize, count, represent, and compare a collection of objects.	
16 **M1-Lesson 38:** Compare numbers in different forms.	17 	18 	19 **M2-Lesson 1:** Reason about addition with four addends.	20 magma Check-In Math Discourse	
23 **M2-Lesson 2**: Break apart and add like units.	24 **M2-Lesson 3:** Use compensation to add within 100.	25 	26 	27	
30 **M2-Lesson 4**: Use compensation to add within 200.					

December 2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	1	2	3	4	
		Math Benchmark #1	**M2-Lesson 5:** Make a ten to add within 100.	magma Check-In Math Discourse	
7	8	9	10	11	
M2-Lesson 6: Make a ten to add within 200.	**M2-Lesson 7:** Solve word problems by using simplifying strategies for addition.	**M2-Lesson 8**: Use concrete models to compose a ten.	**M2-Lesson 9:** Use place value drawings to compose a ten and relate to written recordings.	**M2-Lesson 10**: Use concrete models to compose a hundred.	
14	15	16	17	18	
M2-Lesson 11: Use math drawings to compose a hundred and relate to written recordings.	**M2-Lesson 12:** Use place value drawings to compose a ten and a hundred with two- and three-digit addends. Relate to written Recordings.	**M2-Lesson 13**: Represent and solve take from word problems.	**M2-Lesson 14**: Use addition and subtraction strategies to find an unknown part.	magma Check-In Math Discourse	
21	22	23	24	25	
M2-Lesson 15: Use compensation to subtract within 100.	**M2-Lesson 16:** Use compensation to subtract within 200.				
28	29	30	31		
					

January

2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
				1 	
4 **M2-Lesson 17**: Take from a ten to subtract within 200.	5 **M2-Lesson 18:** Take from a hundred to subtract within 200.	6 **M2-Lesson 19**: Solve word problems with simplifying strategies for subtraction.	7 **M2-Lesson 20**: Reason about when to unbundle a ten to subtract.	8 **M2-Lesson 21**: Use concrete models to decompose a ten with two-digit totals.	
11 **M2-Lesson 22**: Use place value drawings to decompose a ten and relate them to written recordings.	12 **M2-Lesson 23:** Use concrete models and drawings to decompose a hundred.	13 **M2-Lesson 24:** Use place value drawings to decompose a hundred and relate them to written recordings.	14 **M2-Lesson 25:** Use place value drawings to subtract with two decompositions.	15 magma Check-In Math Discourse	
18 	19 **M2-Lesson 26:** Solve add to and take from with start unknown word problems.	20 END OF MOD ASSESSMENT DATA REVIEW	21 **M2-Lesson 27**: Solve two-step word problems within 100.	22 END OF MOD ASSESSMENT DATA REVIEW	
25 **M3-Lesson 1:** Determine the defining attributes of a polygon.	26 **M3-Lesson 2:** Use attributes to identify, build, and describe two-dimensional shapes.	27 **M3-Lesson 3:** Identify, build, and describe right angles and parallel lines.	28 **M3-Lesson 4:** Use attributes to identify, classify, and compose different quadrilaterals.	29 magma Check-In Math Discourse	

February

2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 **WIDA Opens** **M3-Lesson 5:** Relate the square to the cube and use attributes to describe a cube.	2 	3 **M3-Lesson 6:** Recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole.	4 **M3-Lesson 7:** Combine shapes to create a composite shape and create a new shape from composite shapes.	5 **M3-Lesson 8**: Create composite shapes by using equal parts and name them as halves, thirds, and fourths.	
8 **M3-Lesson 9:** Interpret equal shares in composite shapes as halves, thirds, and fourths.	9 **M3-Lesson 10:** Partition circles and rectangles into equal parts and describe those parts as halves	10 **M3-Lesson 11:** Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.	11 **M3-Lesson 12:** Describe a whole by the number of equal parts in halves, thirds, and fourths.	12 magma Check-In Math Discourse	
15	16	17	18	19	
22 **M3-Lesson 13**: Recognize that equal parts of an identical rectangle can be different shapes	23 **M3-Lesson 14**: Distinguish between a.m. and p.m.	24 **M3-Lesson 15:** Recognize time as measurement units.	25 **M3-Lesson 16:** Use a clock to tell time to the half hour or quarter hour.	26 **M3-Lesson 17:** Relate the clock to a number line to count by fives.	

Tentative Simulation Window

March 2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
1 **M3-Lesson 18:** Tell time to the nearest 5 minutes.	2 **M3-Lesson 19:** Solve elapsed time problems. (Optional) MP8	3 	4 **M4-Lesson 1:** Organize, count, and represent a collection of objects.	5 	
8 Math Benchmark # 2	9	10 **M4-Lesson 2:** Mentally add and subtract multiples of 10 and 100 with unknowns in various positions.	11 **M4-Lesson 3:** Solve multi-step word problems and reason about equal expressions.	12 **M4-Lesson 4:** Represent and solve compare with bigger unknown word problems	
15 **M4-Lesson 5:** Use the associative property to make a benchmark number to add within 1,000.	16 **M4-Lesson 6:** Use compensation to add within 1,000.	17 **M4-Lesson 7:** Use concrete models to add and relate them to written recordings.	18 **M4-Lesson 8:** Use place value drawings to represent addition and relate them to written recordings, part 1.	19 	
22 **M4-Lesson 9:** Use place value drawings to represent addition and relate them to written recordings, part 2.	23 **M4-Lesson 10:** Choose and defend efficient solution strategies for addition.	24 **M4-Lesson 11**: Choose and defend efficient solution strategies to add up to four two-digit numbers.	25  **(SCHOOL CLOSED)**	26 	
29 **M4-Lesson 12:** Take from a ten or a hundred to subtract.	30 **M4-Lesson 13:** Use compensation to subtract within 1,000.	31 **M4-Lesson 14**: Use compensation to keep a constant difference by adding the same amount to both numbers.			

April 2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
			1 **M4-Lesson 15:** Use compensation to keep a constant difference by subtracting the same amount from both numbers	2 magma Check-In Math Discourse	
5 **M4-Lesson 16:** Use concrete models to subtract and relate them to written recordings.	6 **M4-Lesson 17:** Use place value drawings to represent subtraction with one decomposition and relate them to written recordings.	7 **M4-Lesson 18:** Use place value drawings to represent subtraction with up to two decompositions and relate them to written recordings.	8 **M4-Lesson 19:** Use place value drawings to represent subtraction from numbers with 0 in the tens and/or ones place and relate to a written recording.	9 **M4-Lesson 20:** Subtract by using multiple strategies and defend an efficient strategy.	
12 **M4-Lesson 21**: Apply strategies to find sums and differences and relate addition to subtraction.	13 **M4-Lesson 22:** Solve compare with smaller unknown word problems. ELA NYS Assessment	14 **M4-Lesson 23:** Solve two-step addition and subtraction word problems.	15 **M4-Lesson 24:** Organize, count, and represent a collection of objects	16 magma Check-In Math Discourse	
19 END OF MOD ASSESSMENT DATA REVIEW	20 **M5-Lesson 1:** Organize, count, and represent a collection of coins.	21 **M5-Lesson 2:** Use the fewest number of coins to make a given value.	22 **M5-Lesson 3:** Solve one- and two-step word problems to find the total value of a group of coins.	23 **M5-Lesson 4:** Solve one- and two-step word problems to find the total value of a group of bills.	
26	27	28	29	30	
		READY, SET... SPRING BREAK!			

May 2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
3 **M5-Lesson 5:** Use different strategies to make 1 dollar or to make change from 1 dollar.	4 	5 	6 **M5-Lesson 6**: Solve word problems by using different ways to make change from 1 dollar.	7 M5-Lesson 7: Solve word problems by using bills and coins. (Optional)	
10 K-2 Math Benchmark #3	11	12 **M5-Lesson 8**: Iterate an inch tile to create a unit ruler and measure to the nearest inch.	13 **M5-Lesson 9:**Use an inch ruler and a yard stick to estimate and measure the length of various objects.	14 magma Check-In Math Discourse	
17 **M5-Lesson 10**: Measure an object twice by using different length units, and compare and relate measurement to unit size.	18 **M5-Lesson 11:** Measure to compare differences in lengths.	19 **M5-Lesson 12:** Identify unknown numbers on a number line by using the interval as a reference point.	20 **M5-Lesson 13:** Solve word problems that involve measurements and reason about estimates.	21 **M5-Lesson 14:** Solve addition and subtraction two-step word problems that involve length.	
24 **M5-Lesson 15:** Use measurement data to create a line plot.	25 **M5-Lesson 16:** Create a line plot to represent data and ask and answer questions.	26 **M6-Lesson 1:** Compose equal groups and write repeated addition equations.	27 magma Check-In Math Discours	28  **(SCHOOL CLOSED)**	
31 					

June 2027

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKLY FOCUS
	1 **M6-Lesson 2:** Organize, count, and represent a collection of objects. NY-2.OA.4, MP7, 2.Mod6.AD4	2 **M6-Lesson 3:** Use math drawings to represent equal groups and relate them to repeated addition.	3 **M6-Lesson 4:** Represent equal groups with a tape diagram	4 **M6-Lesson 5:** Compose arrays with rows and columns and use a repeated count to find the total.	
7 **M6-Lesson 6:** Decompose arrays into rows and columns and relate them to repeated addition.	8 **M6-Lesson 7:** Distinguish between rows and columns and use math drawings to represent arrays.	9 	10	11 	
14 **M6-Lesson 8**: Use square tiles to create arrays with gaps	15 **M6-Lesson 9:** Determine the attributes of a square array.	16 **M6-Lesson 10:** Use math drawings to compose a rectangle.	17 **M6-Lesson 11:** Decompose an array to find the total efficiently.	18 	
21 **M6-Lesson 12:** Reason about how equal arrays can be composed differently.	22 **M6-Lesson 13:** Decompose an array and relate it to number bond.	23 **M6-Lesson 14**: Relate doubles to even numbers and write equations to express the sums.	24 **M6-Lesson 15:** Pair objects and skip- count to determine whether a number is even or odd.	25 	
28 **M6-Lesson 16:** Use rectangular arrays to investigate combinations of even and odd numbers.	29 **M6-Lesson 17:** Solve word problems that involve equal groups and arrays.	30 **M6-Lesson 18:** Use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.			


HEMPFIELD AREA SCHOOLS
A COMMUNITY OF EXCELLENCE

Next-Generation Math Practice Standards

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	• I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	• I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	• I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	• I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	• I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	• I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure 	• I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	• I can use a strategy that I used to solve another math problem.

Parent Resources

Module 1

Module 2

Module 3

Module 4

Module 5

Module 6

Recursos para Padres

Módulo 1

Módulo 2

Módulo 3

Módulo 4

Módulo 5

Módulo 6