

2nd Grade Curriculum Map 2017-18

MONTH	UNIT/ CONTENT	CORE GOALS/SKILLS	STANDARDS WRITTEN ASSESSMENTS	ROUTINES RESOURCES	VOCABULARY
<p>September</p> <p>Chapter 1</p> <p>11 days</p>	<p>NUMBERS AND OPERATIONS IN BASE TEN</p> <p>NUMBERS TO 1,000</p>	<p>Count and compare numbers to 1,000.</p> <p>Use base-ten blocks to recognize, read, and write numbers to 1,000</p> <p>Count on by 1’s, 10’s, and 100’s to 1,000</p> <p>Use base ten blocks and a place value chart to read, write, and represent numbers to 1,000.</p> <p>Read and write numbers to 1,000 in standard form, expanded form, and word form. .</p> <p>Use base ten blocks to compare numbers. Compare numbers using the terms greater than and less than</p> <p>Compare number using symbols > and <.</p> <p>Order three-digit numbers.</p> <p>Identify the greatest number and the least number.</p> <p>Identify number patterns</p> <p>Thinking Skills: Comparing Deduction Sequencing</p> <p>Problem Solving Skills: Act it out Use guess and check Simplify the problem</p>	<p>CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 1 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>hundred hundreds thousand standard form expanded form word form greater than (>) less than (<) greatest least more than less than</p>

<p>Chapter 2</p> <p>11 days</p>	<p>ADDITION UP TO 1,000</p>	<p>BIG IDEA: Three-digit numbers can be added with and without regrouping</p> <p>Use mental math to add and subtract within 20. Know basic addition and subtraction facts to 20.</p> <p>Use base-ten blocks to add numbers without regrouping Add up to three digit numbers without regrouping Solve real-world addition problems</p> <p>Use base-ten blocks to add numbers with regrouping Add up to three digit numbers with regrouping Solve real world addition problems</p> <p>Use base-ten blocks to add numbers with regrouping Add up to three-digit numbers with regrouping Solve real-world addition problems</p> <p>Thinking Skill: Deduction Problem Solving Strategy: Work backward</p>	<p>CC.2.1.2.A.2 Use mental strategies to add and subtract within 20</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 2 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>add place-value chart regroup</p>
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<p>October</p> <p>Chapter 3</p> <p>8 days</p>	<p>SUBTRACT UP TO 1,000</p>	<p>BIG IDEA: Subtract up to three-digit numbers with and without regrouping</p> <p>Use base-ten blocks to subtract numbers without regrouping Subtract from three-digit numbers without regrouping Apply the inverse operations of addition and subtraction Solve real-world problems</p> <p>Use base –ten blocks to subtract with regrouping Subtract from three-digit numbers with regrouping Apply the inverse operations of addition and subtraction Solve real –world problems</p> <p>Use base-ten blocks to subtract with regrouping Subtract from a three digit number with regrouping Apply the inverse operations of addition and subtraction Solve real-world subtraction problems</p> <p>Thinking Skills: Deduction Identifying patterns and relationships</p> <p>Problem Solving Strategies: Work backward Use a diagram/model</p>	<p>CC.2.1.2.A.2 Use mental strategies to add and subtract within 20</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 3 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>subtract</p>
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<p>Chapter 4</p> <p>10 days</p>	<p>USE BAR MODELS: ADDITION AND SUBTRACTION</p>	<p>BIG IDEA: Addition and subtraction can be shown with bar models</p> <p>Use bar models to solve addition and subtraction problems Apply the inverse operations of addition and subtraction</p> <p>Model addition as joining sets Model subtraction as taking away Apply the inverse operations of addition and subtraction</p> <p>Model addition and subtraction as comparing sets Apply the inverse operations of addition and subtraction</p>	<p>CC.2.1.2.A.2 Use mental strategies to add and subtract within 20</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 4 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>join set take away compare</p>
<p>End. Oct. – Nov.</p> <p>Chapter 5</p> <p>8 days</p>	<p>MULTIPLICATION AND DIVISION</p>	<p>BIG IDEA: Multiplication and division of equal groups</p> <p>Use equal groups and repeated addition to multiply Make multiplication stories about pictures Make multiplications sentences</p> <p>Divide to share equally Divide by repeated subtraction of equal groups Solve multiplication word problems Solve division word problems</p> <p>Thinking Skill:</p>	<p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton</p>	<p>times equal group multiply repeated addition multiplication sentence multiplication story share divide equal groups division sentence repeated subtraction</p>

		<p>Identifying patterns and relationships</p> <p>Problem Solving Strategy: Use a diagram/model</p>	<p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 5 Assessment</p> <p>C Day Fact Fluency checks</p>	Mifflin Harcourt	
<p>Chapter 6</p> <p>11 days</p>	<p>MULTIPLICATION TABLES OF 2, 5, and 10</p>	<p>BIG IDEA: Known multiplication facts can be used to find other multiplication facts</p> <p>Skip count by 2's Solve multiplication word problems</p> <p>Use dot paper to multiply by 2 Use known multiplication facts to find new multiplication facts identify related multiplication facts Solve multiplication word problems</p> <p>Skip count by 5's Solve multiplication word problems</p> <p>Use dot paper to multiply by 5 Use known multiplication facts to find new multiplication facts Identify related multiplication facts Solve multiplication word problems</p> <p>Skip count and use dot paper to multiply by 10 Use known multiplication facts to find new multiplication facts Identify related multiplication facts Solve multiplication word problems</p> <p>Make groups of 2 to find even and odd</p>	<p>CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.</p> <p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication</p> <p>CC.2.3.2.A.1 Analyze and draw two- and three- dimensional shapes having specified attributes</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 6 Assessment</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>skip count dot paper related multiplication facts odd number even number</p>

		<p>numbers</p> <p>Understand that an even number is the sum of 2 equal numbers</p>	C Day Fact Fluency checks		
<p>December</p> <p>Chapter 7</p> <p>9 days</p>	<p>MEASUREMENT AND DATA</p> <p>METRIC MEASUREMENT OF LENGTH</p>	<p>BIG IDEA: Centimeter rulers and metersticks can be used to measure and compare how long and how tall things are</p> <p>Use a meterstick to estimate and measure length</p> <p>Compare lengths</p> <p>Find the differences in lengths of objects</p> <p>use a centimeter ruler to measure length</p> <p>Draw a line of a given length</p> <p>use centimeter ruler to measure and compare lengths of objects</p> <p>Find the difference in centimeters in lengths of objects</p> <p>Solve one-step and two-step problems involving length</p> <p>Draw models to solve real-world problems</p> <p>Thinking Skills:</p> <p>Deduction</p> <p>Sequencing</p> <p>Problem Solving Strategies:</p> <p>Look for pattern(s)</p> <p>Use guess and check</p>	<p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.4.2.A.1 Measure and estimate the lengths in standard units using appropriate tools</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 7 Assessment</p> <p>C Day Fact Fluency checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>meterstick</p> <p>meter (m)</p> <p>width</p> <p>length</p> <p>unit height</p> <p>taller</p> <p>tallest</p> <p>shorter</p> <p>shortest</p> <p>longer</p> <p>longest</p> <p>centimeter (cm)</p>

<p>Mid Dec. – Jan.</p> <p>Chapter 8</p> <p>15 days</p>	<p>MASS</p>	<p>BIG IDEA: A scale can be used to measure and compare masses in kilograms and grams.</p> <p>Use a measuring scale to measure mass in kilograms</p> <p>Compare and order masses</p> <p>Use a measuring scale to measure mass in grams</p> <p>Compare and order masses in grams</p> <p>Use bar models to solve problems about mass</p>	<p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 8 Assessment</p> <p>C-Day Fact Fluency check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>kilogram(kg) mass</p> <p>measuring scale as heavy as less than more than gram (g)</p>
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<p>January</p> <p>Chapter 9</p> <p>6.5 days</p>	<p>VOLUME</p>	<p>BIG IDEA: Volume is the amount of liquid in a container. Liters can be used to measure volume.</p> <p>Explore and compare volume</p> <p>Use liters to estimate, measure, and compare volume</p> <p>Use bar models, addition and subtraction to solve real-world problems about volume</p> <p>Thinking Skills: Compare Deduction</p> <p>Problem Solving Strategy: Use a diagram/model</p>	<p>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100</p> <p>CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 9 Assessment</p> <p>C-Day Fact Fluency Checks</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>volume more than less than as much as most least liter (L) measuring cup</p>
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<p>Chapter 10</p> <p>8 days</p>	<p>MENTAL MATH AND ESTIMATION</p>	<p>BIG IDEA: Mental math can be used when an exact answer is needed. Estimation can be used when an exact answer is not needed.</p> <p>relate ‘sum’ to the addition operation</p> <p>Add numbers with up to 3-digits mentally with and without regrouping</p> <p>Relate difference to the subtraction operation</p> <p>Subtract up to 3-digit numbers mentally with and without regrouping.</p> <p>Use a number line to round numbers to the nearest ten Use rounding to the estimate sums and differences Estimate to check reasonableness of answers</p> <p>Thinking Skills: Deduction Identifying patterns and relationships</p> <p>Problem Solving Strategy: Simplify the problem</p>	<p>CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000</p> <p>CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 10 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>sum add mentally difference subtract mentally number line abut round nearest ten estimate reasonable</p>
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<p>Mid Jan- Feb.</p> <p>Chapter 11</p> <p>8 days</p>	<p>MONEY</p>	<p>BIG IDEA: Money amounts can be shown and counted using bills and coins.</p> <p>Recognize \$1, \$5, \$10 and \$20 bills Write money amounts using ¢ and \$ Write dollars as cents and cents as dollars</p> <p>Compare amounts of money using tables</p> <p>Use bar models to solve real-world problems involving addition and subtraction of money</p> <p>Thinking Skills: Comparing Deduction Sequencing</p> <p>Problem Solving Strategies: Guess and check Use a diagram Make a list</p>	<p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols.</p> <p>CC.K-12.MP.1 Solve problems and persevere in solving them</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 11 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>\$1 bill \$5 bill \$10 bill \$20 bill cent sign (¢) dollar sign (\$) decimal point table</p>
<p>Chapter 12</p> <p>6 days</p>	<p>FRACTIONS</p>	<p>BIG IDEAS: Fractions can be used to describe how equal parts are related to a whole.</p> <p>Identify whether a shape is divided into equal fractional parts.</p> <p>Read, write, and identify unit fractions for halves, thirds, and fourths</p> <p>Show fractions and whole using model drawings</p> <p>Compare two or more unit fractions using models of the same size</p> <p>Order two or more unit fraction with or without the use of models of the same size.</p>	<p>CC.2.3.2.A.1 Analyze and draw two- and three- dimensional shapes having specified attributes.</p> <p>CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.3 Construct viable arguments and critique the reasoning of others</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.6 Attend to precision.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>equal unequal whole fraction one-half one-third one-fourth unit fraction same greater than less than like fractions</p>

		<p>Identify fractions that name more than one equal part of a whole</p> <p>Use the models to add and subtract like fractions</p>	<p>CC.K-12.MP.7 Look for and make use of structure</p> <p><i>Math in Focus</i> Chapter 12 Assessment</p> <p>C Day Fact Fluency Check</p>		
<p>February – March</p> <p>Chapter 13</p> <p>8 days</p>	<p>MEASUREMENT AND DATA</p> <p>CUSTOMARY MEASUREMENT OF LENGTH</p>	<p>BIG IDEA: Rulers can be used to measure and compare how long and how tall things are.</p> <p>Use a ruler to estimate and measure length</p> <p>Compare lengths Find the difference in lengths of objects</p> <p>Use a ruler to measure length to the nearest inch Draw parts of lines of given lengths</p> <p>Use an inch ruler to measure and compare lengths Find difference in lengths of objects in inches and feet Measure the same objects in inches and feet Understand how measurements relate to the size of units</p> <p>Solve one- and two-step problems involving length Draw bar models to solve real-world problems</p> <p>Thinking Skills Classifying Comparing Deduction Sequencing Analyzing parts and whole Identifying patterns and relationships</p>	<p>CC.2.4.2.A.1 Measure and estimate the lengths in standard units using appropriate tools</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 13 Assessment</p> <p>C- Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>repeating patterns pattern unit</p>

		<p>Problem Solving Strategies Guess and check Use a diagram Sole part of the problem</p>			
<p>March Chapter 14 8 days</p>	<p>TIME</p>	<p>BIG IDEA: Time of day can be shown in different ways</p> <p>Use the minute hand to show and tell the number of every five minutes after the hour</p> <p>Show and tell time in hours and minutes Use A.M. and P.M. to show morning, afternoon, or night Order events by time</p> <p>Determine how much time has passed</p> <p>Thinking Skills Deduction Identifying patterns and relationships</p> <p>Problem Solving Strategy Making suppositions</p>	<p>CC.2.4.2.A.2 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p><i>Math in Focus</i> Chapter 14 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>hour hand minute hand minute hour o'clock after clock face A.M. P.M.</p>

<p>Chapter 15</p> <p>10 days</p>	<p>MULTIPLICATION TABLES OF 3 AND 4</p>	<p>BIG IDEA: Known multiplication facts can be used to find other multiplication and division facts</p> <p>Skip count by 3s Solve multiplication word problems</p> <p>Use dot paper to multiply by 3 Use known multiplication facts to find new multiplication facts Identify related multiplication facts Solve multiplication word problems</p> <p>Skip count by 4s Solve multiplication word problems</p>	<p>CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication</p> <p>CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count by 1000</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.3 Use appropriate tools strategically.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 15 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>skip-count dot paper related multiplication facts</p>
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<p>April</p> <p>Chapter 16</p> <p>7 days</p>	<p>USING BAR MODELS: MULTIPLICATION AND DIVISION</p>	<p>BIG IDEA: Bar models can be used to solve multiplication and division problems</p> <p>Use bar models to solve real-world multiplication problems Write multiplication sentences to solve real-world problems</p> <p>Use bar models to solve division word problems Write division sentences to solve word problems</p> <p>Use bar models to solve real-world problems on measurement and money</p> <p>Thinking Skills Deduction Analyzing parts and whole Identifying patterns and relationships</p> <p>Problem Solving Strategy Use a diagram</p>	<p>CC.2.1.2.B.2 Use place value concepts to read, write and skip count to 10000</p> <p>CC.2.4.2.A.6 extend the concepts of addition and subtraction to problems involving length</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p><i>Math in Focus</i> Chapter 16 Assessment</p> <p>C-DAY Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	
<p>End of April</p> <p>Chapter 17</p> <p>7 days</p>	<p>MEASUREMENT AND DATA</p> <p>GRAPHS AND LINE PLOTS</p>	<p>BIG IDEA Picture graphs use pictures to show data about things you can count</p> <p>Read ,analyze, and interpret picture graphs Complete picture graphs</p> <p>Make picture graphs Read and interpret picture graphs</p> <p>Solve real-world problems using picture graphs</p> <p>Read, analyze, and interpret tally charts bar graphs and line plots Make a line plot to show data</p>	<p>CC.2.4.2.A.4 Represent and interpret data using line plots, picture graphs, and bar graphs</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics. CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision.</p> <p>CC.K-12.MP.7 Look for and make use of structure.</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>picture graph key symbol record tally chart line plot</p>

			<p><i>Math in Focus</i> Chapter 17 Assessment</p> <p>C-Day Fact Fluency Check</p>		
<p>Chapter 18</p> <p>5 days</p>	<p>GEOMETRY</p> <p>LINES AND SURFACES</p>	<p>BIG IDEA: Properties of parts of lines, curves, and surfaces can be seen and felt</p> <p>Recognize, identify, and describe parts of lines and curves</p> <p>Draw parts of lines and curves</p> <p>Identify, classify, and count flat and curved surfaces</p> <p>Identify solids that can stack, slide, and/or roll</p> <p>Thinking Skills</p> <ul style="list-style-type: none"> Classifying Deduction Identifying patterns and relationships <p>Problem Solving Strategy</p> <ul style="list-style-type: none"> Look for patterns 	<p>CC.2.3.2.A.1</p> <p>Analyze and draw two- and three-dimensional shapes having specified attributes</p> <p>CC.K-12.MP.1</p> <p>Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2</p> <p>Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision</p> <p><i>Math in Focus</i> Chapter 18 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>part of a line</p> <p>curve</p> <p>flat surface</p> <p>curved surface</p> <p>slide</p> <p>stack</p> <p>roll</p>

<p>May- June</p> <p>Chapter 19</p> <p>9 days</p>	<p>SHAPES AND PATTERNS</p>	<p>BIG IDEA: Planes and solid shapes can be identified and classified. They can be separated and combined to make other shapes</p> <p>Recognize and identify plane shapes Combine and separate plane shapes and figures Draw plane shapes and figures pm dot paper and square grid paper Recognize and draw shapes having a given number of angles</p> <p>Recognize and identify solid shapes Build models using solid shapes Combine and separate solid shapes Identify and count the equal faces on a cube</p> <p>Identify, describe, extend, and create patterns using different sizes, shapes, colors, and positions (turning)</p> <p>Thinking Skill Identifying patterns and relationships</p> <p>Problem Solving Strategy Look for patterns</p>	<p>CC.2.3.2.A.1 Analyze and draw two- and three- dimensional shapes having specified attributes.</p> <p>CC.K-12.MP.1 Make sense of problems and persevere in solving them.</p> <p>CC.K-12.MP.2 Reason abstractly and quantitatively.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p>CC.K-12.MP.6 Attend to precision</p> <p>CC.K-12.MP.8 Look for and express regularity in repeated reasoning</p> <p><i>Math in Focus</i> Chapter 19 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>pattern pattern unit shape repeating pattern size turning</p>
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<p>June</p> <p>Chapter 20</p> <p>4 days</p>	<p>MONEY</p>	<p>Recognize penny, nickel, dime, and quarter Know the value of a penny, nickel, dime, and quarter</p> <p>Add coins up to 10¢ Use 1¢ coins to buy up to three objects (up to 10¢) recognize different coins that make up 10¢</p>	<p>CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.</p> <p>CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.</p> <p>CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p> <p>CC.K-12.MP.4 Model with mathematics.</p> <p>CC.K-12.MP.5 Use appropriate tools strategically.</p> <p><i>Math in Focus</i> Chapter 20 Assessment</p> <p>C-Day Fact Fluency Check</p>	<p>Morning Meeting</p> <p>Warm Up/ Number Talks</p> <p>QUICK TABLES (ALEKS online program)</p> <p><i>Math in Focus</i> Textbook 2015 Houghton Mifflin Harcourt</p>	<p>penny nickel dime quarter cent change</p>
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