



1 <sup>st</sup> Nine Weeks		
Chapter	WVCCRS	Date
2 <sup>nd</sup> Grade Kick-Off	Begin the school year with Math in Practice Module 4 Place Value lessons for review of 1 <sup>st</sup> grade skills.	
1 (Suggested 18 days)	<b>M.2.1</b> Use 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 unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).	
	<b>M.2.2</b> Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers.	
	<p><b>Additional Notes for Chapter 1:</b></p> <ul style="list-style-type: none"> <li>• After the completion of lesson 4, complete workbook page 93. This is a fluency activity that goes along with the lesson.</li> <li>• Combine lessons 7 and 8</li> <li>• After the completion of lesson 9, complete workbook page 94. This is a fluency activity that goes along with the lesson.</li> </ul>	
2 (Suggested 11 days)	<b>M.2.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends	
	<b>M.2.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
	<b>M.2.6</b> Count within 1000 and skip-count by 5s, 10s and 100s	
	<p><b>Additional Notes for Chapter 2:</b></p> <ul style="list-style-type: none"> <li>• Combine lessons 4 and 5.</li> <li>• After the completion of lesson 6, complete workbook page 151. This is a fluency activity that goes along with the lesson.</li> <li>• After the completion of lesson 7, complete workbook page 152. This is a fluency activity that goes along with the lesson.</li> <li>• After completion of this chapter, move to chapter 5.</li> </ul>	

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## 2<sup>nd</sup> Grade Standards in My Math by Nine Weeks

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5 (Suggested 12 days)	<b>M.2.5</b> 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). Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.” Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.	
	<b>M.2.6</b> Count within 1000 and skip-count by 5s, 10s and 100s.	
	<b>M.2.7</b> Read and write numbers to 1000 using base-ten numerals, number names and expanded form.	
	<b>M.2.8</b> Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$ , $=$ and $<$ symbols to record the results of comparisons.	

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2 <sup>nd</sup> Nine Weeks		
Chapter	WVCCRS	Date
3 (Suggested 12 days)	M.2.1 Use 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 unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).	
	M.2.9 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.	
	<p><b>Additional Notes for Chapter 3:</b></p> <ul style="list-style-type: none"> <li>• Complete lesson 1 as a number talk. Discuss the decomposition of the tens and ones place value. Reference Schoology, K-5 Teachers group, for further number talk information.</li> <li>• In lieu of lesson 2, complete Math In Practice activities from Module 6. Page 140 – Modeling 2-Digit Plus 2-Digit Addition with Base-Ten Blocks. Page 141 – Drawing Sticks and Dots.</li> <li>• Before beginning lesson 3, spend 1-2 days teaching 2-digit addition without regrouping, since it is not addressed in My Math. This skill can continue to be reviewed through problem of the day, and guided groups.</li> <li>• Combine lessons 4 and 5.</li> <li>• Model how to vertically align addition problems.</li> <li>• Upon completion of this chapter, move to chapter 6.</li> </ul>	
6 (Suggested 13 days)	M.2.11 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. Understand that in adding or subtracting 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.	
	M.2.12 Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.	
	<p><b>Additional Notes for Chapter 6:</b></p> <ul style="list-style-type: none"> <li>• Skip lesson 1</li> <li>• Combine lessons 2 and 3</li> <li>• Continue to model how to vertically align the problem.</li> <li>• Upon completion of this chapter, move to chapter 9.</li> </ul>	

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<b>9</b> <b>(Suggested 13 days)</b>	<b>M.2.22</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
	<b>M.2.23</b> 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.	
	<b>Additional Notes for Chapter 9:</b> <ul style="list-style-type: none"><li>• <b>Combine lessons 2 and 3</b></li><li>• <b>Combine lessons 4 and 5</b></li><li>• <b>Combine lessons 7 and 8</b></li><li>• <b>For further information and activities for this chapter reference Math In Practice Module 13.</b></li><li>• <b>Upon completion of this chapter, move to chapter 4.</b></li></ul>	

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3 <sup>rd</sup> Nine Weeks		
Chapter	WVCCRS	Date
4 (Suggested 14 -16 days)	M.2.1 Use 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 unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).	
	M.2.9 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.	
	<p><b>Additional Notes for Chapter 4:</b></p> <ul style="list-style-type: none"> <li>You may need to provide your students a one day review of 2 and 3-digit addition with regrouping before beginning lesson 1 of this chapter.</li> <li>Complete lesson 2 as a number talk. Discuss the decomposition of the tens and ones place value. Reference Schoology, K-5 Teachers group, for further number talk information.</li> <li>In lieu of lesson 3, reference Math In Practice pages 166-169 to introduce subtraction without regrouping. Spend 1-2 days working with this skill and continue reviewing through guided group instruction.</li> <li>Before beginning lesson 4, reference Math In Practice page 175 -178 to introduce subtraction with regrouping with manipulatives.</li> <li>Model how to write the problem vertically.</li> <li>Upon completion of this chapter, move to chapter 7.</li> </ul>	
7 (Suggested 14 days)	M.2.11 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. Understand that in adding or subtracting 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	
	M.2.12 Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.	
	<p><b>Additional Notes for Chapter 7:</b></p> <ul style="list-style-type: none"> <li>Skip lesson 1</li> <li>Combine lessons 2 and 3</li> <li>Combine lessons 6 and 7</li> <li>Model how to write the problem vertically.</li> </ul>	

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<b>8</b> (Suggested 9 days)	<b>M.2.21</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).	
	<p><b>Additional Notes for Chapter 8:</b></p> <ul style="list-style-type: none"><li>• <b>Money exchanges are not explicitly stated in the standard, but are an important skill for students to beginning understanding for future grades.</b></li><li>• <b>Example: 5 pennies equal 1 nickel, 2 nickels equal 1 dime, 10 dimes equals 1 dollar bill, model making change using word problems</b></li><li>• <b>Upon completion of this chapter, move to chapter 10.</b></li></ul>	

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4 <sup>th</sup> Nine Weeks		
Chapter	WVCCRS	Date
10 (Suggested 11 days)	M.2.20 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
	M.2.21 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).	
11 (Suggested 18 days)	M.2.14 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
	M.2.15 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.	
	M.2.16 Estimate lengths using units of inches, feet, centimeters, and meters.	
	M.2.17 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
	M.2.18 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	

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12 (Suggested 12 days)	<b>**Before beginning chapter 12, Reference module 15 in Math In Practice. Complete lesson Brownies and Cupcakes: Introducing Thirds on page 329.</b>	
	<b>M.2.24</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
	<b>M.2.25</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	
	<b>M.2.26</b> 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., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape	
	<b>Additional Notes for Chapter 12:</b> <ul style="list-style-type: none"><li>• <b>Begin with lesson 7. Practice fractions and supplement with additional fraction resources from Math In Practice module 15. Practice writing and identifying fractions. Use proper vocabulary when discussing fractions, (i.e. numerator, and denominator).</b></li><li>• <b>Combine lessons 1 and 2</b></li><li>• <b>Combine lessons 3 and 6</b></li><li>• <b>Combine lessons 4 and 5</b></li><li>• <b>Upon completion of lesson 8, use additional supplemental area activities from grade 3 Math In Practice pages 293-298. These activities are located on Schoology in the K-5 Teachers Group.</b></li></ul>	

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