Sacramento City Unified School District

Curriculum Map

Mathematics Grade 2

Sacramento City Unified School District

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*Standards to be taught daily throughout the year.

Unit #1: Solve Problems Involving Addition and Subtraction within 100

(Approx. # Days)

Content Standards: 2.OA.1, 2.OA.2, 2.OA.3, 2.OA.4, 2.G.2, 2.MD.10

In this unit, students will build fluency with additional and subtraction in a variety of problem situations.

**2.OA.2, *2.MD.7*, 2.G.1 (Standards will be taught on a regular basis throughout this unit.)*
In these standards, students will write and tell time from digital and analog clocks to the nearest 5 minutes, know relationships of time, recognize and draw shapes, and develop fluency with addition and subtraction within 20 using mental strategies.

Math Common Core Content Standards

Domain:

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

2.OA.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.

Add and subtract within 20.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.3 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.

2.OA.4 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.

Measurement and Data

Work with time and money.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA**

Represent and interpret data.

2. MD.10 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.

Geometry

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangle, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Standards for Mathematical Practice

SMP.1 Make sense of problems and persevere in solving them.
SMP.2 Reason abstractly and quantitatively.
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.6 Attend to precision.

SEL Competencies:

Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision making

ELD Standards to Support Unit

Part I: Interacting in Meaningful Ways:

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
2. Interacting with others in written English in various communicative forms
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

C. Productive

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in speaking and writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II: Learning About How English Works

B. Expanding and Enriching Ideas

5. Modifying to add details

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
	Assessments/Tasks aligned to learning experiences:	Note: Standards (2.OA.2, 2.MD.7, 2.G.1) will be taught for on-going concept development throughout this unit. Students will be able to… A. Read, tell, and write time to the nearest five minutes on a digit and analog clock (common time phrases include the following: quarter till, quarter after, the till, ten after, and half past).	Students use a clock manipulative to show time to the quarter hour prior to being taught how to tell time to the nearest five minutes. Students can skip count by 5s to determine the time. http://scusd-math.wikispaces.com/file/view/CLOCK_DIGITAL_BW.bmp/500123530/CLOCK_DIGITAL_BW.bmp http://scusd-math.wikispaces.com/file/view/clock_faces_with_hands.pdf/500122764/clock_faces_with_hands.pdf http://scusd-math.wikispaces.com/file/view/clock_faces_with_hands%20no%20numbers.pdf/500122730/clock_faces_with_hands%20no%20numbers.pdf	For setting up cooperative learning: https://www.teachingchannel.org/videos/seating-arrangements https://www.teachingchannel.org/videos/student-participation-strategy	*Progressions for the Common Core* – K–5 Progression on Counting and Cardinality and Operations and Algebraic Thinking, p. 18 http://commoncoretools.files.wordpress.com/2011/05/ccss_progression_cc_oa_k5_2011_05_302.pdf KATM 2 FlipBook, 2012, pp. http://katm.org/wp/wp-content/uploads/flipbooks/2FlipBookedited.pdf *CA Mathematics Framework Gr. 2* pp. 10-11 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradetwo.pdf

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
	"Time Relations" Reasoning about time: http://scusd-math.wikispaces.com/file/view/2nd+Grade-Time+Relations.pdf/509847958/2nd%20Grade-Time%20Relations.pdf	B. Use their knowledge of the numbers of minutes in an hour, the number of days in a month, and the number of weeks in a year to reason about time.	Students use daily journals to help them make real world connections. Teacher uses daily agenda and calls out times activity start.		
		C. Recognize and draw shapes having specific attributes including angles and faces (triangles, quadrilaterals, pentagons, hexagons, cubes).	Use geo-boards, interactive white boards, document camera, tangrams, and pattern blocks to identify and create shapes. Use academic language ("angles" in place of "corners") Sort shapes by their attributes in a variety of orientations and configurations.		
		D. Fluently add and subtract within 20 using mental strategies and/or knowing all sums of two one-digit numbers, (e.g., 3 + 3 = 6, 3 + 4 = 7, 3 + 5 = 8, …)	Mental strategies include: count on by ones or twos, doubles, doubles plus one, commutative property, facts that make ten, benchmark numbers, related facts, count back by ones or twos, decompose a number leading to ten, extend known addition related facts to subtraction.		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
• How can addition be used to tell a number story? • How can models be used to give meaning to number sentences? • How are addition and subtraction related? • What strategies can help when adding and subtracting with regrouping?	Ants Collection- addition problems http://scusd-math.wikispaces.com/file/view/2nd+Grade-Ants+Collection+Addition.pdf/509395100/2nd%20Grade-Ants%20Collection%20Addition.pdf	Students will be able to… 1. Represent and solve addition and subtraction problem situations within 100 using numbers, pictures, and symbols with unknowns in all positions.	Students use objects, drawings, and equations with symbols for unknown numbers to represent the problem (e.g., 34 + ☐ = 56, ☐ + 22 = 56, 34 + 22 = ☐) For different problem types/situations, refer to Table 1, page 12 (CA Framework). Second graders also master "start unknown", "bigger unknown", and "smaller unknown" problem types by the end of the year. See progression of difficulty on chart of problem situations. http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradetwo.pdf	Use of math journals for differentiation and formative assessment (use link below) https://www.teachingchannel.org/videos/math-journals Flexible grouping: ▪ Content ▪ Interest ▪ Project/product ▪ Level (Heterogeneous/ Homogeneous) Tiered: ▪ Independent Management Plan (Must Do/May Do) ▪ Grouping ○ Content ○ Rigor w/in the concept ○ Project-based learning ○ Homework ○ Grouping ○ Formative Assessment Anchor Activities: ▪ Content-related tasks for early	*CA Mathematics Framework Gr. 2* pp. 10-11 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradetwo.pdf The reference below illustrates multiple models, representations and students' explanations of a variety of two-step problems. *CA Mathematics Framework Gr. 2* pp. 12-18 http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradetwo.pdf Addition and Subtraction strategies within 100 http://www.youtube.com/watch?v=Hy7MNC7lJ3E
• How can addition be used to tell a number story? • How can objects be grouped to determine the total number in all?		2. Represent data on a picture graph or bar graph with single-unit scales and interpret the results with up to four categories.	Students conduct surveys to collect data and represent the data using pictographs including a title, categories, key, and data. *Bar Graph Investigations* available at http://illuminations.ntcm.org/LessonDetail.aspx?id=L79		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
• How can models be used to give meaning to number sentences? • Can the order of numbers be changed when adding or subtracting? Why or why not?	Equation Match-up: http://scusd-math.wikispaces.com/file/view/2oa2_Equation+Match-up.docx/509202080/2oa2_Equation%20Match-up.docx Counting Mice-Addition and Subtraction http://scusd-math.wikispaces.com/file/view/2nd+Grade-Counting+Mice.pdf/509397758/2nd%20Grade-Counting%20Mice.pdf Subtraction with Regrouping Problems http://scusd-math.wikispaces.com/file/detail/2nd%20Grade-Subtraction%20with%20Regrouping.pdf	3. Solve one-step word problems involving addition and subtraction within 100 using a variety of methods to represent the problem situation.	Solve take-apart, put-together, and compare problems using data from a bar graph. http://www.engageny.org/resource/grade-2-math-instruction-focus-standard-2md10 Note: Modeling word problems generally progresses from the use of concrete objects to drawings to equations. Solve one- and two-step problems using manipulatives (e.g., snap cubes, place-value blocks) or create drawings of manipulatives and number lines to solve problems and describe their strategies. Relate representations of the problem to equations and use boxes, blanks, or pictures for the unknown amount. Use data from picture graphs and bar graphs to solve simple one-step addition and subtraction problems.	finishers ○ Game ○ Investigation ○ Partner Activity ○ Stations Depth and Complexity Prompts/Icons: ▪ Depth ○ Language of the Discipline ○ Patterns ○ Unanswered Questions ○ Rules ○ Trends ○ Big Ideas ▪ Complexity See Differentiation Resources at: http://scusd-math.wikispaces.com/home	Kidspiration Interactive manipulatives http://www.geogebra.org/cms/en/download/

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
• What strategies will help add multiple numbers quickly and accurately? • How can it be determined that a number is odd or even?	Subtraction Story Problems http://scusd-math.wikispaces.com/file/detail/2nd%20Grade-Subtraction%20Story%20Problems.pdf Assessment (Odd or Even): http://scusd-math.wikispaces.com/file/view/2oa3_assessmenttask5.docx/509198858/2oa3_assessmenttask5.docx	4. Represent and solve two-step addition and subtraction problem situations within 100 using numbers, pictures, and symbols with unknowns in all positions. 5. Determine whether a group of objects up to 20, has an odd or even number of members.	Students need experience with problems that can be represented with the same or opposite operations. (9 + 6) + 8 = ___ or (9 – 6) + 8 = ___ Students use place value understanding to solve. Students use number lines, counters, base-10 blocks, drawings, and 100's charts, double ten-frames to represent and model their solution pathway. Students use mental strategies such as: making tens doubles and near doubles for addition and subtraction problems. Students need many opportunities to solve a variety of two-step problems to develop habits of checking their solutions. Students create their own problem situations and share with others to solve. Students explain and justify their reasoning.		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
• How can an array help to solve addition problems?		6. Students partition rectangles into rows and columns to create arrays.	Apply their work with doubles addition facts to the concept of odd and even. Use concrete objects such as: counters, place-value cubes, linking cubes, etc. Draw pictures such as circles or arrays to decompose numbers into two equal groups to determine odd or even. Decompose numbers using an equation to determine odd or even (for example: 10 = 5 + 5, two equal groups denote even; for example 11= 5 + 6, tow unequal groups denote odd). To determine odd or even, count by two's to make a specific quantity; divide into two equal sets, arrange into pairs.		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation e.g., EL/SpEd/GATE)	Resources
• How can models be used to give meaning to number sentences?		7. Students write an equation to represent and solve for the number of objects shown in an array. (no larger than 5 rows and 5 columns)	Students draw arrays to determine equal groups when representing a number. Students draws array to find the total number of objects. Students use a variety of methods to create arrays to find the total number of objects (e.g. grid paper, geo-boards, square tiles or cubes).		
• How can known facts help solve unknown facts? • How do using 5 or 10 help when adding or subtracting? • What strategies will help add multiple numbers quickly and accurately?	Facts Practice (addition): http://scusd-math.wikispaces.com/file/view/2oa2_facts+practice%28%2B%29.docx/509202126/2oa2_facts%20prcactice%28%2B%29.docx Facts Practice (subtraction): http://scusd-math.wikispaces.com/file/view/2oa2_facts+practice%28-%29.docx/509202098/2oa2_facts%20prcactice%28-%29.docx Strategies for Mental Math http://scusd-math.wikispaces.com/file/detail/2nd%20Grade%20Open-ended%20Tasks.docx	8. Use mental strategies to fluently add and subtract within 20.	Mental strategies include: count on by ones or twos, doubles, doubles plus one, commutative property, facts that make ten, benchmark numbers, related facts, decompose a number leading to ten, extend known addition related facts to subtraction.		

Unit #2: Understand Place Value within 1,000

(Approx. # Days)

Content Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4

In this unit, students will extend their understanding of base-ten notation, including comparing numbers up to 1000.

**2.OA.2, *2.MD.7 (Standards will be taught on a daily basis throughout this unit.)*

In these standards, students will *write and tell time from digital and analog clocks to the nearest 5 minutes, know relationships of time, and develop fluency with addition and subtraction within 20.*

Math Common Core Content Standards:

Domain:

Numbers and Operations in Base Ten

Understand place value.

2.NBT.1 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."

b. The 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).

2.NBT.2 Count within 1000; skip-count by **2s**, 5s, 10s, and 100s. **CA**

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Measurement and Data

Work with time and money.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA**

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Operations and Algebraic Thinking

Add and Subtract within 20.

2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Standards for Mathematical Practice

SMP.1 Make sense of problems and persevere in solving them.

SMP.5 Use appropriate tools strategically.

SMP.6 Attend to precision.

SMP.7 Look for and make use of structure.

SMP.8 Look for and express regularity in repeated reasoning.

SEL Competencies:

Self-awareness
Self-management
Social awareness
Relationship skills
Responsible decision making

ELD Standards to Support Unit

Part I: Interacting in Meaningful Ways:

A. Collaborative
   1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics
   2. Interacting with others in written English in various communicative forms
   1. Adapting language choices to various contexts

B. Interpretive
   5. Listening actively to spoken English in a range of social and academic contexts
   6. Read closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
   8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

C. Productive
   10. Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
   11. Supporting own opinions and evaluating others' opinions in speaking and writing
   12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II: Learning About How English Works

B. Expanding and Enriching Ideas
   5. Modifying to add details

C. Connecting and Condensing Ideas
   5. Connecting ideas
   7. Condensing ideas

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (EL/SpEd/GATE)	Resources
		Note: Standards (2.MD.7 and 2.OA.2) will be taught for on-going concept development throughout this unit. Students will be able to… A. Read, tell, and write time to the nearest five minutes on a digit and analog clock (common time phrases include the following: quarter till, quarter after, the till, ten after, and half past). D. Use their knowledge of the numbers of minutes in an hour, the number of days in a month, and the number of weeks in a year to reason about time.	Students use a clock manipulative to show time to the quarter hour prior to being taught how to tell time to the nearest five minutes. Students can skip count by 5s to determine the time. http://scusd-math.wikispaces.com/file/view/CLOCK_DIGITAL_BW.bmp/500123530/CLOCK_DIGITAL_BW.bmp http://scusd-math.wikispaces.com/file/view/clock_faces_with_hands.pdf/500122764/clock_faces_with_hands.pdf http://scusd-math.wikispaces.com/file/view/clock_faces_with_hands%20no%20numbers.pdf/500122730/clock_faces_with_hands%20no%20numbers.pdf Students use daily journals to help them make real world connections. Teacher uses daily agenda and calls out times activity start.		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (EL/SpEd/GATE)	Resources
		E. Fluently add and subtract within 20 using mental strategies and knowing all sums of two one-digit numbers, (e.g., 3 + 3 = 6, 3 + 4 = 7, 3 + 5 = 8, …)	Mental strategies include: count on by ones or twos, doubles, doubles plus one, commutative property, facts that make ten, benchmark numbers, related facts, count down by ones or twos, decompose a number leading to ten, extend known addition related facts to subtraction.		
• What is the difference between "place" and"value"? • What does 0 represent in a number?	Three-digit Number Roll http://scusd-math.wikispaces.com/file/view/2nd%20Grade-3%20Digit%20Number%20Roll.pdf/509388972/2nd%20Grade-3%20Digit%20Number%20Roll.pdf	Students will be able to… 1. Understand that a three-digit number represents amounts of hundreds, tens, and ones.	Make bundles of 100's with or without "left-overs" by building groups of tens using: • base-10 blocks • straws • cubes in towers of 10 • ten frames Explore the idea that numbers such as 100, 200, 300, etc., are groups of 100a that have "0" as placeholders. Number Talks build place value understanding when using strategies of using benchmark numbers of 10, 100. Use place value charts to build numbers. Place Value Chart: http://scusd-math.wikispaces.com/file/view/Hundreds+T-Chart.docx/509205278/Hundreds%20T-Chart.docx	Use of math journals for differentiation and formative assessment (use link below) https://www.teachingchannel.org/videos/math-journals Flexible grouping: ▪ Content ▪ Interest ▪ Project/product ▪ Level (Heterogeneous/ Homogeneous) Tiered: ▪ Independent Management Plan (Must Do/May Do) ▪ Grouping ○ Content ○ Rigor w/in the concept	

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (EL/SpEd/GATE)	Resources
• How can we represent numbers using place value? • How does the value of a digit change when its position in a number changes? • What are different ways we can show or make (represent) a number? • What happens if I add one to the number 9? The number 19? The number 99? • What is the importance of zero?		2. Represent numbers within 1000 in multiple ways, (e.g., 103 = 10 tens and 3 ones, 103= 9 tens and 13 ones). 3. Understand that 100 = 1 hundred and no tens and no ones, 200 = 2 hundreds and no tens and no ones…..	Use place value mats to build numbers. http://scusd-math.wikispaces.com/file/view/Thousands+T-Chart.docx/509207446/Thousands%20T-Chart.docx Practice saying the number that they have built. Match different representations of the same number: • Standard form (e.g., 637) • Base-ten numerals in standard form (e.g., 6 hundreds, 3 tens and 7 ones) • Number names in word form (e.g., six hundred thirty seven • Expanded form (e.g., 600+ 30 + 7) • Equivalent representations (e.g., 500 + 130 + 7; 600 + 20 + 17) Base-10 blocks used to build quantities to 1000	○ Project-based learning ○ Homework ○ Grouping ○ Formative Assessment Anchor Activities: ▪ Content-related tasks for early finishers ○ Game ○ Investigation ○ Partner Activity ○ Stations Depth and Complexity Prompts/Icons: ▪ Depth ○ Language of the Discipline ○ Patterns ○ Unanswered Questions ○ Rules ○ Trends ○ Big Ideas ▪ Complexity See Differentiation Resources at: http://scusd-math.wiki	

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (EL/SpEd/GATE)	Resources
• How can place value help us locate a number on the number line?	Number Hop! http://scusd-math.wikispaces.com/file/view/2nd%20Grade-Number%20Hop.pdf/509388586/2nd%20Grade-Number%20Hop.pdf	4. Count within 1000 by 1s, 2s, 5s, 10s, and 100s. 5. Read and write numbers to 1000 including number names.	Look for patterns in the 100's chart to understand structures in the number system. Notice and explain patterns when skip-counting by 5's, 10's, 100's. • Skip-counting • Use a number line • Use money: nickels, dimes, and dollars as representation of numbers • Color numerical patterns on 100's charts • Count up to 1000 from different starting points • Base-10 blocks Use correct place-value notation when saying number (e.g., "6 hundreds plus 3 tens plus 7 ones") Practice listing numbers horizontally as well as vertically support algebraic thinking Make a 1000- chart as a large group or small groups	spaces.com/home	
• How can we determine how tens are in a number?	Place Value Breakdown http://scusd-math.wikispaces.com/file/view/2nd%20Grade-Place%20Value%20Breakdown.pdf/509388090/2nd%20Grade-Place%20Value%20Breakdown.pdf	6. Read and write numbers to 1000 using expanded form.	Draw place value models to show expanded form.		

Essential Questions	Assessments for Learning	Sequence of Learning Outcomes	Strategies for Teaching and Learning	Differentiation (EL/SpEd/GATE)	Resources
• What strategies help you to compare two numbers? • How can we tell which numbers are larger or smaller than others?	"Carol's Number Assessment": http://scusd-math.wikispaces.com/file/view/NBT+1_4+Carol%27s+Number+Assessment.pdf/508951338/NBT%201_4%20Carol%27s%20Number%20Assessment.pdf	7. Compare three-digit numbers within 1000 based on place-value, including the use of comparison symbols.	Explain verbally and in writing the relative value of two or more quantities using place-value understanding Use greater than, less than, equal to symbols to show comparisons of numbers. In explanations, use comparative language that includes but is not limited to: more than, less than, greater than, most, greatest, least, same as, equal to and not equal to. Problem types that include error analysis in explanations of comparisons.		