

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Second Grade Math

UNIT PACING Names of units and approximate pacing	LEARNING TARGETS Students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
Math Expressions Common Core Unit 1: Addition and Subtraction Within 20 <i>September/October</i>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can tell if a group of objects up to 20 has an odd or even number. • I can show an even number as an addition equation with the same addend. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. 	2.OA.1 2.OA.2 2.OA.3 2.NBT.5 2.NBT.6 2.NBT.9	Unit 1 Quick Quizzes Unit 1 Assessment

<p>Math Expressions Common Core</p> <p>Unit 2: Addition Within 200</p> <p><i>October/November</i></p>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can read and write numbers to 1,000 using digits. • I can read and write numbers to 1,000 using number names. • I can read and write numbers to 1,000 in expanded form. • I can compare two 3-digit numbers using $<$, $>$, $=$. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can add 10 or 100 to a number between 100-900 in my head. • I can subtract 10 or 100 from a number between 100-900 in my head. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can solve word problems about money. • I can use \$ and ¢ symbols correctly. 	<p>2.OA.1 2.OA.2 2.NBT.1 2.NBT.1a 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9 2.MD.8</p>	<p>Unit 2 Quick Quizzes</p> <p>Unit 2 Assessment</p>
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<p>Math Expressions Common Core</p> <p>Unit 3: Length and Shapes</p> <p><i>November/December</i></p>	<ul style="list-style-type: none"> • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can compare two 3-digit numbers using $<$, $>$, $=$. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can use a ruler, meter stick, or measuring tape to measure the length of an object. • I can measure the length of an object twice using different units each time and then compare the two measurements. (i.e. inches and feet) • I can describe how both measurements relate to the size of the object I measured. • I can estimate length using inches, feet, centimeters, and meters. • I can measure to figure out how much longer one object is than another. • I can create measurement data by measuring lengths of several objects to the nearest whole unit. • I can show measurements by making a line plot. • I can recognize and draw shapes when I am told specific attributes. • I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 	<p>2.OA.2 2.NBT.4 2.NBT.5 2.NBT.6 2.MD.1 2.MD.2 2.MD.3 2.MD.4 2.MD.9 2.G.1</p>	<p>Unit 3 Quick Quizzes</p> <p>Unit 3 Assessment</p>
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<p>Math Expressions Common Core</p> <p>Unit 4: Subtract 2-Digit Numbers</p> <p><i>January/February</i></p>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 mean one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can estimate length using inches, feet, centimeters, and meters. • I can measure to figure out how much longer one object is than another. • I can use addition and subtraction to solve word problems about length. • I can solve word problems about money. • I can use \$ and ¢ symbols correctly. 	<p>2.OA.1 2.OA.2 2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.2 2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.9 2.MD.3 2.MD.4 2.MD.5 2.MD.8</p>	<p>Unit 4 Quick Quizzes</p> <p>Unit 4 Assessment</p>
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<p>Math Expressions Common Core</p> <p>Unit 5: Time, Graphs, and Word Problems</p> <p><i>February</i></p>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can fluently add within 20 in my head. • I can fluently subtract within 20 in my head. • I can say or write all the addition facts (two 1-digit numbers) from memory. • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can compare two 3-digit numbers using $<$, $>$, $=$. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can tell time from an analog and digital clock to the nearest five minutes, using a.m. and p.m. • I can write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m. • I can draw a picture graph to represent a data set with up to four categories. • I can draw a bar graph to represent a data set with up to four categories. • I can solve simple put-together, take-apart, and compare problems using data from a bar graph. • I can break circles and rectangles into two, three, or four equal parts. • I can describes the parts using the words halves, thirds, half of, a third of, etc., • I can describe the whole as two halves, three thirds, or four fourths. • I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape. 	<p>2.OA.1 2.OA.2 2.NBT.2 2.NBT.4 2.NBT.5 2.NBT.6 2.MD.7 2.MD.10 2.G.3</p>	<p>Unit 5 Quick Quizzes</p> <p>Unit 5 Assessment</p>
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<p>Math Expressions Common Core</p> <p>Unit 6: 3-Digit Addition and Subtraction</p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones. • I can understand that 100 is the same as ten tens. • I can understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 mean one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). • I can count within 1,000. • I can skip count by 5s. • I can skip count by 10s. • I can skip count by 100s. • I can read and write numbers to 1,000 using digits. • I can read and write numbers to 1,000 using number names. • I can read and write numbers to 1,000 in expanded form. • I can compare two 3-digit numbers using $<$, $>$, $=$. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can subtract within 1,000, using hands-on math tools or drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can show how the strategy I used matches a written method. • I can understand that when I'm adding or subtracting 3-digit numbers, I add or subtract hundreds and hundreds, tens and tens, ones and ones. • I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds. • I can add 10 or 100 to a number between 100-900 in my head. • I can subtract 10 or 100 from a number between 100-900 in my head. • I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction. • I can solve word problems about money. • I can use \$ and ¢ symbols correctly. 	<p>1.OA.1 2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.2 2.NBT.3 2.NBT.4 2.NBT.5 2.NBT.7 2.NBT.8 2.NBT.9 2.MD.8</p>	<p>Unit 6 Quick Quizzes</p> <p>Unit 6 Assessment</p>
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<p>Math Expressions Common Core</p> <p>Unit 7: Arrays, Equal Shares, and Adding or Subtracting Lengths</p> <p><i>May</i></p>	<ul style="list-style-type: none"> • I can solve one- and two-step addition word problems by using drawings and equations. • I can solve one- and two-step subtraction word problems by using drawings and equations. • I can tell if a group of objects up to 20 has an odd or even number. • I can show an even number as an addition equation with the same addend. • I can use addition to find the total number of objects in an array (up to 5 by 5). • I can write an equation to show that I found the total by adding equal addends. • I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me. • I can add up to four 2-digit numbers using place value strategies and what I already know about adding and subtracting to help me. • I can use a ruler, meter stick, or measuring tape to measure the length of an object. • I can use addition and subtraction to solve word problems about length. • I can show whole number lengths on a number line. • I can show whole number sums and differences to 100 on a number line. • I can recognize and draw shapes when I am told specific attributes. • I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • I can break a rectangle into rows and columns of same-sized squares and count to find the total number of squares. • I can break circles and rectangles into two, three, or four equal parts. • I can describes the parts using the words halves, thirds, half of, a third of, etc., • I can describe the whole as two halves, three thirds, or four fourths. • I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape. 	<p>2.OA.1 2.OA.3 2.OA.4 2.NBT.5 2.NBT.6 2.MD.1 2.MD.5 2.MD.6 2.G.1 2.G.2 2.G.3</p>	<p>Unit 7 Quick Quizzes</p> <p>Unit 7 Assessment</p>
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