

Suggested Instructional Timeline: Quarter 1	
Unit 1	9/6/16 – 9/23/16 (3 WEEKS)
Unit 2	9/26/16 – 10/14/16 (3 WEEKS)
Unit 3	10/17/15 – 11/3/16 (3 WEEKS)

Second Grade Mathematics		Quarter 1 – Unit 1
Common Core Domains and Clusters:	<p>Operations & Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> - Represent and solve problems involving addition and subtraction. - Add and subtract within 20. <p>Numbers & Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> - Use place value understanding and properties of operations to add and subtract. 	
Standards for Mathematical Practice (SMP):	<p>The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:</p> <p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District's required SMPs</p>	
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations,</p>	

		and/or the relationship between addition and subtraction.
Common Core Standards		Skill Focus: Students will understand how to...
WEEKS ONE – THREE (9/6/16 – 9/23/16)		
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.	<ul style="list-style-type: none"> • Make number bonds of ten. • Make number bonds through ten with a subtraction focus and apply to one-step word problems. • Mentally make a ten to add within 20. • Mentally make a ten to add and subtract within 20. • Mentally decompose to subtract from a ten when subtracting within 20 and apply to one-step word problems. • Add and subtract within multiples of ten based on understanding place value and basic facts. • Add within 100 using properties of addition to make a ten. • Decompose to subtract from a ten when subtracting within 100 and apply to one-step word problems.
2.OA.2	Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. (2nd Grade Fluency Standard)	
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2nd Grade Fluency Standard)	
Unpacking: What do these standards mean a child will know and be able to do?		
2.OA.1	<p>Second grade students extend their work with addition and subtraction word problems in two major ways. First, they represent and solve word problems within 100, building upon their previous work to 20. In addition, they represent and solve one and two-step word problems of all three types (Result Unknown, Change Unknown, Start Unknown). One-step word problems use one operation. Two-step word problems use two operations which may include the same operation or opposite operations. Two-Step Problems: Because Second graders are still developing proficiency with the most difficult subtypes: Add To/Start Unknown; Take From/Start Unknown; Compare/Bigger Unknown; and Compare/Smaller Unknown, two-step problems do not involve these sub-types. Furthermore, most two-step problems should focus on single-digit addends since the primary focus of the standard is the problem-type. As second grade students solve one- and two-step problems they use manipulatives such as snap cubes, place value materials, ten frames, etc.; create drawings of manipulatives to show their thinking; or use number lines to solve and describe their strategies. They then relate their drawings and materials to equations. By solving a variety of addition and subtraction word problems, second grade students determine the unknown in all positions (Result unknown, Change unknown, and Start unknown). Rather than a letter (“n”), boxes or pictures are used to represent the unknown number. Second graders use a range of methods, often mastering more</p>	

	complex strategies such as making tens and doubles and near doubles for problems involving addition and subtraction within 20. Moving beyond counting and counting-on, second grade students apply their understanding of place value to solve problems.
2.OA.2	Building upon their work in First Grade, Second graders use various addition and subtraction strategies in order to fluently add and subtract within 20. Second graders internalize facts and develop fluency by repeatedly using strategies that make sense to them. When students are able to demonstrate fluency they are accurate, efficient, and flexible. Students must have efficient strategies in order to know sums from memory. Research indicates that teachers can best support students' memory of the sums of two one-digit numbers through varied experiences including making 10, breaking numbers apart, and working on mental strategies. These strategies replace the use of repetitive timed tests in which students try to memorize operations as if there were not any relationships among the various facts. When teachers teach facts for automaticity, rather than memorization, they encourage students to think about the relationships among the facts. It is no accident that the standard says "know from memory" rather than "memorize". The first describes an outcome, whereas the second might be seen as describing a method of achieving that outcome.
2.NBT.5	There are various strategies that Second grade students understand and use when adding and subtracting within 100 (such as those listed in the standard). The standard algorithm of carrying or borrowing is neither an expectation nor a focus in Second grade. Students use multiple strategies for addition and subtraction in Grades K-3. By the end of Third Grade students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4.

Second Grade Mathematics		Quarter 1 – Unit 2
Common Core Domains and Clusters:	Measurement & Data (MD)	
	<ul style="list-style-type: none"> - Measure and estimate lengths in standard units. - Relate addition and subtraction to length. 	
Standards for Mathematical Practice (SMP):	<p>The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:</p> <p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p>	

	<p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District’s required SMPs</p>	
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	
Common Core Standards		Skill Focus: Students will understand how to...
WEEKS FOUR – SIX (9/26/16 – 10/14/16)		
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<ul style="list-style-type: none"> • Connect measurement with physical units by using multiple copies of the same physical unit to measure. • Use iteration with one physical unit to measure. • Apply concepts to create unit rulers and measure lengths using unit rulers. • Measure various objects using centimeter rulers and meter sticks. • Develop estimation strategies by applying prior knowledge of length and using mental benchmarks. • Measure and compare lengths using centimeters and meters. • Measure and compare lengths using standard metric length units and non-standard lengths units; relate measurement to unit size. • Solve addition and subtraction word problems using the ruler as a number line.
2.MD.2	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.	
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
2.MD.5	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.	
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences	

	within 100 on a number line diagram.	<ul style="list-style-type: none"> • Apply conceptual understanding of measurement by solving two-step word problems
Unpacking: What do these standards mean a child will know and be able to do?		
2.MD.1	<p>Second graders build upon their non-standard measurement experiences in First Grade by measuring in standard units for the first time. Using both customary (inches and feet) and metric (centimeters and meters) units, Second graders select an attribute to be measured (e.g., length of classroom), choose an appropriate unit of measurement (e.g., yardstick), and determine the number of units (e.g., yards). As teachers provide rich tasks that ask students to perform real measurements, these foundational understandings of measurement are developed:</p> <ul style="list-style-type: none"> - Understand that larger units (e.g., yard) can be subdivided into equivalent units (e.g., inches) (partition). - Understand that the same object or many objects of the same size such as paper clips can be repeatedly used to determine the length of an object (iteration). - Understand the relationship between the size of a unit and the number of units needed (compensatory principal). <p>Thus, the smaller the unit, the more units it will take to measure the selected attribute. When Second grade students are provided with opportunities to create and use a variety of rulers, they can connect their understanding of non-standard units from First Grade to standard units in second grade. By the end of Second grade, students will have also learned specific measurements as it relates to feet, yards and meters:</p> <ul style="list-style-type: none"> - There are 12 inches in a foot. - There are 3 feet in a yard. - There are 100 centimeters in a meter. 	
2.MD.2	<p>Second grade students measure an object using two units of different lengths. This experience helps students realize that the unit used is as important as the attribute being measured. This is a difficult concept for young children and will require numerous experiences for students to predict, measure, and discuss outcomes.</p>	
2.MD.3	<p>Second grade students estimate the lengths of objects using inches, feet, centimeters, and meters prior to measuring. Estimation helps the students focus on the attribute being measured and the measuring process. As students estimate, the student has to consider the size of the unit- helping them to become more familiar with the unit size. In addition, estimation also creates a problem to be solved rather than a task to be completed. Once a student has made an estimate, the student then measures the object and reflects on the accuracy of the estimate made and considers this information for the next measurement.</p>	
2.MD.4	<p>Second grade students determine the difference in length between two objects by using the same tool and unit to measure both objects. Students choose two objects to measure, identify an appropriate tool and unit, measure both objects, and then determine the differences in lengths.</p>	

2.MD.5	Second grade students apply the concept of length to solve addition and subtraction word problems with numbers within 100. Students should use the same unit of measurement in these problems. Equations may vary depending on students' interpretation of the task. Notice in the examples below that these equations are similar to those problem types in Table 1 at the end of this document
2.MD.6	Building upon their experiences with open number lines, Second grade students create number lines with evenly spaced points corresponding to the numbers to solve addition and subtraction problems to 100. They recognize the similarities between a number line and a ruler.

Second Grade Mathematics		Quarter 1 – Unit 3
Common Core Domains and Clusters:	Numbers & Operations in Base Ten (NBT) - Understand place value.	
Standards for Mathematical Practice (SMP):	<p>The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:</p> <p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District's required SMPs</p>	
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	

Common Core Standards		Skill Focus: Students will understand how to...
WEEKS SEVEN – NINE (10/17/15 – 11/3/16)		
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).	<ul style="list-style-type: none"> • Bundle and count ones, tens, and hundreds to 1,000. • Count up and down between 100 and 220 using ones and tens. • Count up and down between 90 and 1,000 using ones, tens, and hundreds. • Count up to 1,000 on the place value chart. • Write base ten three-digit numbers in unit form; show the value of each digit. • Write base ten numbers in expanded form. • Write, read, and relate base ten numbers in all forms. • Count the total value of \$1, \$10, and \$100 bills up to \$1,000. • Count from \$10 to \$1,000 on the place value chart and the empty number line. • Count the total value of ones, tens, and hundreds with place value chart. • Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. • Read and write numbers within 1,000 after modeling with number chart. • Model numbers with more than 9 ones or 9 tens; write in expanded, unit, numeral, and word forms. • Compare two three-digit numbers using <, >, and =. • Compare two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens. • Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less. • Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.
2.NBT.2	Count within 1000; skip-count by 5s, 10s and 100s.	
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.	

		<ul style="list-style-type: none"> • Complete a pattern counting up and down.
Unpacking: What do these standards mean a child will know and be able to do?		
2.NBT.1	<p>Second grade students extend their base-ten understanding to hundreds as they view 10 tens as a unit called a “hundred”. They use manipulative materials and pictorial representations to help make a connection between the written three-digit numbers and hundreds, tens, and ones. As in First Grade, Second graders’ understanding about hundreds also moves through several stages: Counting By Ones; Counting by Groups & Singles; and Counting by Hundreds, Tens and Ones.</p> <p>Counting By Ones: At first, even though Second graders will have grouped objects into hundreds, tens and left-overs, they rely on counting all of the individual cubes by ones to determine the final amount. It is seen as the only way to determine how many.</p> <p>Counting By Groups and Singles: While students are able to group objects into collections of hundreds, tens and ones and now tell how many groups of hundreds, tens and left-overs there are, they still rely on counting by ones to determine the final amount. They are unable to use the groups and left-overs to determine how many.</p> <p>Counting by Hundreds, Tens & Ones: Students are able to group objects into hundreds, tens and ones, tell how many groups and left-overs there are, and now use that information to tell how many. Occasionally, as this stage becomes fully developed, second graders rely on counting to “really” know the amount, even though they may have just counted the total by groups and left-overs.</p> <p>Second graders extend their work from first grade by applying the understanding that “100” is the same amount as 10 groups of ten as well as 100 ones. This lays the groundwork for the structure of the base-ten system in future grades.</p> <p>Second grade students build on the work of 2.NBT.2a. They explore the idea that numbers such as 100, 200, 300, etc., are groups of hundreds with zero tens and ones. Students can represent this with both cubes/links and place value blocks materials</p>	
2.NBT.2	<p>Second grade students count within 1,000. Thus, students “count on” from any number and say the next few numbers that come afterwards. Second grade students also begin to work towards multiplication concepts as they skip count by 5s, by 10s, and by 100s. Although skip counting is not yet true multiplication because students don’t keep track of the number of groups they have counted, they can explain that when they count by 2s, 5s, and 10s they are counting groups of items with that amount in each group. As teachers build on students’ work with skip counting by 10s in Kindergarten, they explore and discuss with students the patterns of numbers when they skip count. For example, while using a 100s board or number line, students learn that the ones digit alternates between 5 and 0 when skip counting by 5s. When students skip count by 100s, they learn that the hundreds digit is the only digit that changes and that it increases by one number.</p>	
2.NBT.3	<p>Second graders read, write and represent a number of objects with a written numeral (number form or standard form). These representations can include snap cubes, place value (base 10) blocks, pictorial representations or other concrete materials. Please be cognizant that when reading and writing whole numbers, the word “and” should not be used (e.g., 235 is stated and written as “two hundred thirty-five). Expanded form (125 can be written as $100 + 20 + 5$) is a valuable skill when students use place value strategies to add and subtract large numbers in 2.NBT.7.</p>	

2.NBT.4	<p>Second grade students build on the work of 2.NBT.1 and 2.NBT.3 by examining the amount of hundreds, tens and ones in each number. When comparing numbers, students draw on the understanding that 100 (one hundred) (the smallest three-digit number) is actually greater than any amount of tens and ones represented by a two-digit number. When students truly understand this concept, it makes sense that one would compare three-digit numbers by looking at the hundreds place first.</p> <p>Students should have ample experiences communicating their comparisons in words before using symbols. Students were introduced to the symbols greater than ($>$), less than ($<$) and equal to ($=$) in First Grade and continue to use them in Second grade with numbers within 1,000. While students may have the skills to order more than 2 numbers, this Standard focuses on comparing two numbers and using reasoning about place value to support the use of the various symbols.</p>
----------------	--

NETWORK

Suggested Instructional Timeline: Quarter 2

Unit 1	11/7/16 – 2/2/17 (10 WEEKS)
---------------	-----------------------------

Second Grade Mathematics		Quarter 2 – Unit 1
Common Core Domains and Clusters:	<p>Operations & Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> - Represent and solve problems involving addition and subtraction. <p>Numbers & Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> - Use place value understanding and properties of operations to add and subtract. 	
Standards for Mathematical Practice (SMP):	<p>The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:</p> <p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District’s required SMPs</p>	
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	

Common Core Standards		Skill Focus: Students will understand how to...
WEEKS ONE – TEN (11/7/16 – 2/2/17)		
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.	<ul style="list-style-type: none"> • Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10. • Add and subtract multiples of 10 including counting on to subtract. • Add and subtract multiples of 10 and some ones within 100. • Solve one- and two-step word problems within 100 using strategies based on place value. • Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends. • Relate addition using manipulatives to a written vertical method. • Use math drawings to represent the composition and relate drawings to a written method. • Use math drawings to represent the composition when adding a two-digit to a three-digit addend. • Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives. • Relate manipulative representations to a written method. • Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method. • Represent subtraction with and without the decomposition when there is a three-digit minuend. • Solve one- and two-step word problems within 100 using strategies based on place value. • Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten. • Use manipulatives to represent additions with two compositions.
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2 nd Grade Fluency Standard)	
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	
2.NBT.7	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.	
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	

		<ul style="list-style-type: none"> • Relate manipulative representations to a written method. • Use math drawings to represent additions with up to two compositions and relate drawings to a written method. • Solve additions with up to four addends with totals within 200 with and without two compositions of larger units. • Use number bonds to break apart three-digit minuends and subtract from the hundred. • Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones. • Relate manipulative representations to a written method. • Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method. • Subtract from 200 and from numbers with zeros in the tens place. • Solve two-step word problems within 100.
<p>Unpacking: What do these standards mean a child will know and be able to do?</p>		
<p>2.OA.1</p>	<p>Second grade students extend their work with addition and subtraction word problems in two major ways. First, they represent and solve word problems within 100, building upon their previous work to 20. In addition, they represent and solve one and two-step word problems of all three types (Result Unknown, Change Unknown, Start Unknown).</p> <p>One-step word problems use one operation. Two-step word problems use two operations which may include the same operation or opposite operations. Two-Step Problems: Because Second graders are still developing proficiency with the most difficult subtypes: Add To/Start Unknown; Take From/Start Unknown; Compare/Bigger Unknown; and Compare/Smaller Unknown, two-step problems do not involve these sub-types. Furthermore, most two-step problems should focus on single-digit addends since the primary focus of the standard is the problem-type. As second grade students solve one- and two-step problems they use manipulatives such as snap cubes, place value materials, ten frames, etc.; create drawings of manipulatives to show their thinking; or use number lines to solve and describe their strategies. They then relate their drawings and materials to equations. By solving a variety of addition and subtraction word problems, second grade students determine the unknown in all positions (Result unknown, Change unknown, and Start unknown). Rather than a letter (“n”), boxes or pictures are used to represent the unknown number. Second graders use a range of methods, often mastering more complex strategies such as making tens and doubles and near doubles for problems involving addition and subtraction within 20. Moving beyond counting and counting-on, second grade students apply their understanding of</p>	

	place value to solve problems.
2.NBT.5	There are various strategies that Second grade students understand and use when adding and subtracting within 100 (such as those listed in the standard). The standard algorithm of carrying or borrowing is neither an expectation nor a focus in Second grade. Students use multiple strategies for addition and subtraction in Grades K-3. By the end of Third Grade students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4.
2.NBT.6	Second grade students add a string of two-digit numbers (up to four numbers) by applying place value strategies and properties of operations.
2.NBT.7	Second graders extend the work from 2.NBT. to two 3-digit numbers. Students should have ample experiences using concrete materials and pictorial representations to support their work. This standard also references composing and decomposing a ten. This work should include strategies such as making a 10, making a 100, breaking apart a 10, or creating an easier problem. The standard algorithm of carrying or borrowing is not an expectation in Second grade. Students are not expected to add and subtract whole numbers using a standard algorithm until the end of Fourth Grade.
2.NBT.8	Second grade students mentally add or subtract either 10 or 100 to any number between 100 and 900. As teachers provide ample experiences for students to work with pre-grouped objects and facilitate discussion, second graders realize that when one adds or subtracts 10 or 100 that only the tens place or the digit in the hundreds place changes by 1. As the teacher facilitates opportunities for patterns to emerge and be discussed, students notice the patterns and connect the digit change with the amount changed. Opportunities to solve problems in which students cross hundreds are also provided once students have become comfortable adding and subtracting within the same hundred. This standard focuses only on adding and subtracting 10 or 100. Multiples of 10 or multiples of 100 can be explored; however, the focus of this standard is to ensure that students are proficient with adding and subtracting 10 and 100 mentally.
2.NBT.9	Second graders explain why addition or subtraction strategies work as they apply their knowledge of place value and the properties of operations in their explanation. They may use drawings or objects to support their explanation. Once students have had an opportunity to solve a problem, the teacher provides time for students to discuss their strategies and why they did or didn't work.

Suggested Instructional Timeline: Quarter 3	
Unit 1	2/6/17 – 3/3/17 (4 WEEKS)
Unit 2	3/6/17 – 4/6/17 (5 WEEKS)

Second Grade Mathematics		Quarter 3 – Unit 1
Common Core Domains and Clusters:	Numbers & Operations in Base Ten (NBT) - Use place value understanding and properties of operations to add and subtract.	
Standards for Mathematical Practice (SMP):	The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit: SMP 1 – Making sense of problems and persevere in solving them * SMP 2 – Reason Abstractly and quantitatively SMP 3 – Constructing viable arguments and critique the reasoning of others * SMP 4 – Model with Mathematics 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 * The District's required SMPs	
Fluency Standard(s):	Students must fluently demonstrate mastery within the following standard(s) by the end of the year: 2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers 2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	

Common Core Standards		Skill Focus: Students will understand how to...
WEEKS ONE – FOUR (2/6/17 – 3/3/17)		
2.NBT.7	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.	<ul style="list-style-type: none"> • Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100. • Add and subtract multiples of 100 including counting on to subtract. • Add multiples of 100 and some tens within 1,000. • Subtract multiples of 100 and some tens within 1,000. • Use the associative property to make a hundred in one addend. • Use the associative property to subtract from three-digit numbers and verify solutions with addition. • Share and critique solution strategies for varied addition and subtraction problems within 1,000. • Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm. • Choose and explain solution strategies and record with a written addition method. • Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works. • Use math drawings to represent subtraction with up to two decompositions, relate drawings to the algorithm, and use addition to explain why the subtraction method works. • Subtract from multiples of 100 and from numbers with zero in the tens place. • Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens
2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	

		<p>place.</p> <ul style="list-style-type: none"> • Choose and explain solution strategies and record with a written subtraction method.
Unpacking: What do these standards mean a child will know and be able to do?		
2.NBT.7	Second graders extend the work from 2.NBT. to two 3-digit numbers. Students should have ample experiences using concrete materials and pictorial representations to support their work. This standard also references composing and decomposing a ten. This work should include strategies such as making a 10, making a 100, breaking apart a 10, or creating an easier problem. The standard algorithm of carrying or borrowing is not an expectation in Second grade. Students are not expected to add and subtract whole numbers using a standard algorithm until the end of Fourth Grade.	
2.NBT.8	Second grade students mentally add or subtract either 10 or 100 to any number between 100 and 900. As teachers provide ample experiences for students to work with pre-grouped objects and facilitate discussion, second graders realize that when one adds or subtracts 10 or 100 that only the tens place or the digit in the hundreds place changes by 1. As the teacher facilitates opportunities for patterns to emerge and be discussed, students notice the patterns and connect the digit change with the amount changed. Opportunities to solve problems in which students cross hundreds are also provided once students have become comfortable adding and subtracting within the same hundred. This standard focuses only on adding and subtracting 10 or 100. Multiples of 10 or multiples of 100 can be explored; however, the focus of this standard is to ensure that students are proficient with adding and subtracting 10 and 100 mentally.	
2.NBT.9	Second graders explain why addition or subtraction strategies work as they apply their knowledge of place value and the properties of operations in their explanation. They may use drawings or objects to support their explanation. Once students have had an opportunity to solve a problem, the teacher provides time for students to discuss their strategies and why they did or didn't work.	

Second Grade Mathematics		Quarter 3 – Unit 2
Common Core Domains and Clusters:	<p>Operations & Algebraic Thinking (OA)</p> <ul style="list-style-type: none"> - Work with equal groups of objects to gain foundations for multiplication. <p>Geometry (G)</p> <ul style="list-style-type: none"> - Reason with shapes and their attributes. 	
Standards for Mathematical Practice (SMP):	The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:	

	<p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District’s required SMPs</p>	
Fluency Standard(s):	<p style="text-align: center;">Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	
Common Core Standards		
WEEKS FIVE – NINE (3/6/17 – 4/6/17)		
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.	<ul style="list-style-type: none"> • Use manipulatives to create equal groups. • Use math drawings to represent equal groups, and relate to repeated addition. • Represent equal groups with tape diagrams, and relate to repeated addition • Compose arrays from rows and columns, and count to find the total using objects. • Decompose arrays into rows and columns, and relate to repeated addition. • Represent arrays and distinguish rows and columns using math drawings. • Create arrays using square tiles with gaps.
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.	
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	

		<ul style="list-style-type: none"> • Solve word problems involving addition of equal groups in rows and columns. • Use square tiles to compose a rectangle, and relate to the array model. • Use math drawings to compose a rectangle with square tiles. • Use square tiles to decompose a rectangle. • Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares. • Partition a rectangle with square tiles, and relate to repeated addition. • Relate doubles to even numbers, and write number sentences to express the sums. • Pair objects and skip-count to relate to even numbers. • Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers. • Use rectangular arrays to investigate odd and even numbers.
<p>Unpacking: What do these standards mean a child will know and be able to do?</p>		
<p>2.OA.3</p>	<p>Second graders apply their work with doubles to the concept of odd and even numbers. Students should have ample experiences exploring the concept that if a number can be decomposed (broken apart) into two equal addends or doubles addition facts e.g., $10 = 5 + 5$), then that number (10 in this case) is an even number. Students should explore this concept with concrete objects (e.g., counters, cubes, etc.) before moving towards pictorial representations such as circles or arrays. The focus of this standard is placed on the conceptual understanding of even and odd numbers. An even number is an amount that can be made of two equal parts with no leftovers. An odd number is one that is not even or cannot be made of two equal parts. The number endings of 0, 2, 4, 6, and 8 are only an interesting and useful pattern or observation and should not be used as the definition of an even number.</p>	
<p>2.OA.4</p>	<p>Second graders use rectangular arrays to work with repeated addition, a building block for multiplication in third grade. A rectangular array is any arrangement of things in rows and columns, such as a rectangle of square tiles. Students explore this concept with concrete objects (e.g., counters, bears, square tiles, etc.) as well as pictorial representations on grid paper or other drawings. Due to the commutative property of multiplication, students can add either the rows or the columns and still arrive at the same solution.</p>	

2.G.2

Second graders partition a rectangle into squares (or square-like regions) and then determine the total number of squares. This work connects to the standard 2.OA.4 where students are arranging objects in an array of rows and columns.

NETWORK 12

Suggested Instructional Timeline: Quarter 4	
Unit 1	4/17/17 – 5/19/17 (5 WEEKS)
Unit 2	5/22/17 – 6/16/17 (4 WEEKS)

Second Grade Mathematics	Quarter 4 – Unit 1
Common Core Domains and Clusters:	<p>Numbers & Operations in Base Ten (NBT)</p> <ul style="list-style-type: none"> - Use place value understanding and properties of operations to add and subtract. <p>Measurement & Data (MD)</p> <ul style="list-style-type: none"> - Measure and estimate lengths in standard units. - Relate addition and subtraction to length. - Work with time and money. - Represent and interpret data.
Standards for Mathematical Practice (SMP):	<p>The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:</p> <p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District’s required SMPs</p>
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations,</p>

		and/or the relationship between addition and subtraction.
Common Core Standards		Skill Focus: Students will understand how to...
WEEKS ONE – FIVE (4/17/17 – 5/19/17)		
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2 nd Grade Fluency Standard)	<ul style="list-style-type: none"> Sort and record data into a table using up to four categories; use category counts to solve word problems. Draw and label a picture graph to represent data with up to four categories. Draw and label a bar graph to represent data; relate the count scale to the number line. Draw a bar graph to represent a given data set. Solve word problems using data presented in a bar graph. Recognize the value of coins and count up to find their total value. Solve word problems involving the total value of a group of coins. Solve word problems involving the total value of a group of bills. Solve word problems involving different combinations of coins with the same total value. Use the fewest number of coins to make a given value. Use different strategies to make \$1 or make change from \$1. Solve word problems involving different ways to make change from \$1. Solve two-step word problems involving dollars or cents with totals within \$100 or \$1. Measure various objects using inch rulers and yardsticks. Develop estimation strategies by applying prior knowledge of length and using mental benchmarks. Measure an object twice using different length units and
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
2.MD.2	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.	
2.MD.3	Estimate lengths using inches, feet, centimeters, and meters.	
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
2.MD.5	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.	
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	
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?	
2.MD.9	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.	<p>compare; relate measurement to unit size.</p> <ul style="list-style-type: none"> • Measure to compare the differences in lengths using inches, feet, and yards. • Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem. • Identify unknown numbers on a number line diagram by using the distance between numbers and reference points. • Represent two-digit sums and differences involving length by using the ruler as a number line. • Collect and record measurement data in a table; answer questions and summarize the data set. • Draw a line plot to represent the measurement data; relate the measurement scale to the number line. • Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement 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.	
Unpacking: What do these standards mean a child will know and be able to do?		
2.NBT.5	There are various strategies that Second grade students understand and use when adding and subtracting within 100 (such as those listed in the standard). The standard algorithm of carrying or borrowing is neither an expectation nor a focus in Second grade. Students use multiple strategies for addition and subtraction in Grades K-3. By the end of Third Grade students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4.	
2.MD.1	Second graders build upon their non-standard measurement experiences in First Grade by measuring in standard units for the first time. Using both customary (inches and feet) and metric (centimeters and meters) units, Second graders select an attribute to be measured (e.g., length of classroom), choose an appropriate unit of measurement (e.g., yardstick), and determine the number of units (e.g., yards). As teachers provide rich tasks that ask students to perform real measurements, these foundational understandings of measurement are developed: <ul style="list-style-type: none"> - Understand that larger units (e.g., yard) can be subdivided into equivalent units (e.g., inches) (partition). 	

	<ul style="list-style-type: none"> - Understand that the same object or many objects of the same size such as paper clips can be repeatedly used to determine the length of an object (iteration). - Understand the relationship between the size of a unit and the number of units needed (compensatory principal). Thus, the smaller the unit, the more units it will take to measure the selected attribute. When Second grade students are provided with opportunities to create and use a variety of rulers, they can connect their understanding of non-standard units from First Grade to standard units in second grade. By the end of Second grade, students will have also learned specific measurements as it relates to feet, yards and meters: <ul style="list-style-type: none"> - There are 12 inches in a foot. - There are 3 feet in a yard. - There are 100 centimeters in a meter.
2.MD.2	Second grade students measure an object using two units of different lengths. This experience helps students realize that the unit used is as important as the attribute being measured. This is a difficult concept for young children and will require numerous experiences for students to predict, measure, and discuss outcomes.
2.MD.3	Second grade students estimate the lengths of objects using inches, feet, centimeters, and meters prior to measuring. Estimation helps the students focus on the attribute being measured and the measuring process. As students estimate, the student has to consider the size of the unit- helping them to become more familiar with the unit size. In addition, estimation also creates a problem to be solved rather than a task to be completed. Once a student has made an estimate, the student then measures the object and reflects on the accuracy of the estimate made and considers this information for the next measurement.
2.MD.4	Second grade students determine the difference in length between two objects by using the same tool and unit to measure both objects. Students choose two objects to measure, identify an appropriate tool and unit, measure both objects, and then determine the differences in lengths.
2.MD.5	Second grade students apply the concept of length to solve addition and subtraction word problems with numbers within 100. Students should use the same unit of measurement in these problems. Equations may vary depending on students' interpretation of the task. Notice in the examples below that these equations are similar to those problem types in Table 1 at the end of this document
2.MD.6	Building upon their experiences with open number lines, Second grade students create number lines with evenly spaced points corresponding to the numbers to solve addition and subtraction problems to 100. They recognize the similarities between a number line and a ruler.
2.MD.8	In Second grade, students solve word problems involving either dollars or cents. Since students have not been introduced to decimals, problems focus on whole dollar amounts or cents. This is the first time money is introduced formally as a standard. Therefore, students will need numerous experiences with coin recognition and values of coins before using coins to solve problems. Once students are solid with coin recognition and values, they

	<p>can then begin using the values coins to count sets of coins, compare two sets of coins, make and recognize equivalent collections of coins (same amount but different arrangements), select coins for a given amount, and make change.</p> <p>Solving problems with money can be a challenge for young children because it builds on prerequisite number and place value skills and concepts. Many times money is introduced before students have the necessary number sense to work with money successfully.</p> <p>Just as students learn that a number (38) can be represented different ways (3 tens and 8 ones; 2 tens and 18 ones) and still remain the same amount (38), students can apply this understanding to money. For example, 25 cents can look like a quarter, two dimes and a nickel, and it can look like 25 pennies, and still all remain 25 cents. This concept of equivalent worth takes time and requires numerous opportunities to create different sets of coins, count sets of coins, and recognize the “purchase power” of coins (a nickel can buy the same things a 5 pennies).</p> <p>As teachers provide students with sufficient opportunities to explore coin values (25 cents) and actual coins (2 dimes, 1 nickel), teachers will help guide students over time to learn how to mentally give each coin in a set a value, place the random set of coins in order, and use mental math, adding on to find differences, and skip counting to determine the final amount.</p>
2.MD.9	Second graders use measurement data as they move through the statistical process of posing a question, collecting data, analyzing data, creating representations, and interpreting the results. In second grade students represent the length of several objects by making a line plot. Students should round their lengths to the nearest whole unit.
2.MD.10	In Second grade, students pose a question, determine up to 4 categories of possible responses, collect data, represent data on a picture graph or bar graph, and interpret the results. This is an extension from first grade when students organized, represented, and interpreted data with up to three categories. They are able to use the graph selected to note particular aspects of the data collected, including the total number of responses, which category had the most/least responses, and interesting differences/similarities between the four categories. They then solve simple one-step problems using the information from the graph.

Second Grade Mathematics		Quarter 4 – Unit 1
Common Core Domains and Clusters:	<p>Measurement & Data (MD)</p> <ul style="list-style-type: none"> - Work with time and money. <p>Geometry (G)</p> <ul style="list-style-type: none"> - Reason with shapes and their attributes. 	
Standards for Mathematical Practice (SMP):	The following highlighted practices are the minimally required practices students must demonstrate throughout the instructional unit:	

	<p>SMP 1 – Making sense of problems and persevere in solving them *</p> <p>SMP 2 – Reason Abstractly and quantitatively</p> <p>SMP 3 – Constructing viable arguments and critique the reasoning of others *</p> <p>SMP 4 – Model with Mathematics</p> <p>SMP 5 – Use appropriate tools strategically</p> <p>SMP 6 – Attend to precision *</p> <p>SMP 7 – Look for and make use of structure</p> <p>SMP 8 – Look for and express regularity in repeated reasoning</p> <p>* The District’s required SMPs</p>	
Fluency Standard(s):	<p>Students must fluently demonstrate mastery within the following standard(s) by the end of the year:</p> <p>2.OA.2 – Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers</p> <p>2.NBT.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	
Common Core Standards		Skill Focus: Students will understand how to...
WEEKS SIX – NINE (5/22/17 – 6/16/17)		
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<ul style="list-style-type: none"> • Describe two-dimensional shapes based on attributes. • Build, identify, and analyze two-dimensional shapes with specified attributes. • Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons. • Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids. • Relate the square to the cube, and describe the cube based on attributes. • Combine shapes to create a composite shape; create a
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 triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)	
2.G.2	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

		<p>new shape from composite shapes.</p> <ul style="list-style-type: none"> • Interpret equal shares in composite shapes as halves, thirds, and fourths. • Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. • Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths. • Recognize that equal parts of an identical rectangle can have different shapes. • Construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour. • Tell time to the nearest five minutes. • Tell time to the nearest five minutes; relate a.m. and p.m. to time of day. • Solve elapsed time problems involving whole hours and a half hour.
<p>Unpacking: What do these standards mean a child will know and be able to do?</p>		
<p>2.MD.7</p>	<p>Second grade students extend their work with telling time to the hour and half-hour in First Grade in order to tell (orally and in writing) the time indicated on both analog and digital clocks to the nearest five minutes. Teachers help students make connections between skip counting by 5s (2.NBT.2) and telling time to the nearest five minutes on an analog clock. Students also indicate if the time is in the morning (a.m.) or in the afternoon/evening (p.m) as they record the time.</p> <p>Learning to tell time is challenging for children. In order to read an analog clock, they must be able to read a dial-type instrument. Furthermore, they must realize that the hour hand indicates broad, approximate time while the minute hand indicates the minutes in between each hour. As students experience clocks with only hour hands, they begin to realize that when the time is two o'clock, two-fifteen, or two forty-five, the hour hand looks different- but is still considered "two". Discussing time as "about 2 o'clock", "a little past 2 o'clock", and "almost 3 o'clock" helps build vocabulary to use when introducing time to the nearest 5 minutes.</p>	
<p>2.G.1</p>	<p>Second grade students identify (recognize and name) shapes and draw shapes based on a given set of attributes. These include triangles, quadrilaterals (squares, rectangles, and trapezoids), pentagons, hexagons and cubes.</p>	

2.G.2

Second graders partition a rectangle into squares (or square-like regions) and then determine the total number of squares. This work connects to the standard 2.OA.4 where students are arranging objects in an array of rows and columns.

NETWORK 12