

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Second Grade Math**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>LEARNING TARGETS</b> Students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> 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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can fluently add within 20 in my head.</li> <li>• I can fluently subtract within 20 in my head.</li> <li>• I can say or write all the addition facts (two 1-digit numbers) from memory.</li> <li>• I can tell if a group of objects up to 20 has an odd or even number.</li> <li>• I can show an even number as an addition equation with the same addend.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction.</li> </ul>	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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can fluently add within 20 in my head.</li> <li>• I can fluently subtract within 20 in my head.</li> <li>• I can say or write all the addition facts (two 1-digit numbers) from memory.</li> <li>• I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones.</li> <li>• I can understand that 100 is the same as ten tens.</li> <li>• I can count within 1,000.</li> <li>• I can skip count by 5s.</li> <li>• I can skip count by 10s.</li> <li>• I can skip count by 100s.</li> <li>• I can read and write numbers to 1,000 using digits.</li> <li>• I can read and write numbers to 1,000 using number names.</li> <li>• I can read and write numbers to 1,000 in expanded form.</li> <li>• I can compare two 3-digit numbers using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• I can show how the strategy I used matches a written method.</li> <li>• 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.</li> <li>• I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds.</li> <li>• I can add 10 or 100 to a number between 100-900 in my head.</li> <li>• I can subtract 10 or 100 from a number between 100-900 in my head.</li> <li>• I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction.</li> <li>• I can solve word problems about money.</li> <li>• I can use \$ and ¢ symbols correctly.</li> </ul>	<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"> <li>• I can fluently add within 20 in my head.</li> <li>• I can fluently subtract within 20 in my head.</li> <li>• I can say or write all the addition facts (two 1-digit numbers) from memory.</li> <li>• I can compare two 3-digit numbers using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• I can use a ruler, meter stick, or measuring tape to measure the length of an object.</li> <li>• 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)</li> <li>• I can describe how both measurements relate to the size of the object I measured.</li> <li>• I can estimate length using inches, feet, centimeters, and meters.</li> <li>• I can measure to figure out how much longer one object is than another.</li> <li>• I can create measurement data by measuring lengths of several objects to the nearest whole unit.</li> <li>• I can show measurements by making a line plot.</li> <li>• I can recognize and draw shapes when I am told specific attributes.</li> <li>• I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> </ul>	<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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can fluently add within 20 in my head.</li> <li>• I can fluently subtract within 20 in my head.</li> <li>• I can say or write all the addition facts (two 1-digit numbers) from memory.</li> <li>• I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones.</li> <li>• I can understand that 100 is the same as ten tens.</li> <li>• 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).</li> <li>• I can count within 1,000.</li> <li>• I can skip count by 5s.</li> <li>• I can skip count by 10s.</li> <li>• I can skip count by 100s.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• I can show how the strategy I used matches a written method.</li> <li>• 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.</li> <li>• I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds.</li> <li>• I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction.</li> <li>• I can estimate length using inches, feet, centimeters, and meters.</li> <li>• I can measure to figure out how much longer one object is than another.</li> <li>• I can use addition and subtraction to solve word problems about length.</li> <li>• I can solve word problems about money.</li> <li>• I can use \$ and ¢ symbols correctly.</li> </ul>	<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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can fluently add within 20 in my head.</li> <li>• I can fluently subtract within 20 in my head.</li> <li>• I can say or write all the addition facts (two 1-digit numbers) from memory.</li> <li>• I can count within 1,000.</li> <li>• I can skip count by 5s.</li> <li>• I can skip count by 10s.</li> <li>• I can skip count by 100s.</li> <li>• I can compare two 3-digit numbers using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• I can tell time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</li> <li>• I can write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</li> <li>• I can draw a picture graph to represent a data set with up to four categories.</li> <li>• I can draw a bar graph to represent a data set with up to four categories.</li> <li>• I can solve simple put-together, take-apart, and compare problems using data from a bar graph.</li> <li>• I can break circles and rectangles into two, three, or four equal parts.</li> <li>• I can describes the parts using the words halves, thirds, half of, a third of, etc.,</li> <li>• I can describe the whole as two halves, three thirds, or four fourths.</li> <li>• I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape.</li> </ul>	<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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can understand that the three digits of a 3-digit number are the hundreds, tens, and ones.</li> <li>• I can understand that 100 is the same as ten tens.</li> <li>• 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).</li> <li>• I can count within 1,000.</li> <li>• I can skip count by 5s.</li> <li>• I can skip count by 10s.</li> <li>• I can skip count by 100s.</li> <li>• I can read and write numbers to 1,000 using digits.</li> <li>• I can read and write numbers to 1,000 using number names.</li> <li>• I can read and write numbers to 1,000 in expanded form.</li> <li>• I can compare two 3-digit numbers using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• 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.</li> <li>• I can show how the strategy I used matches a written method.</li> <li>• 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.</li> <li>• I can understand that when I'm adding or subtracting sometimes I need to put together or break apart tens or hundreds.</li> <li>• I can add 10 or 100 to a number between 100-900 in my head.</li> <li>• I can subtract 10 or 100 from a number between 100-900 in my head.</li> <li>• I can explain why addition and subtraction strategies work, using place value and what I know about addition and subtraction.</li> <li>• I can solve word problems about money.</li> <li>• I can use \$ and ¢ symbols correctly.</li> </ul>	<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"> <li>• I can solve one- and two-step addition word problems by using drawings and equations.</li> <li>• I can solve one- and two-step subtraction word problems by using drawings and equations.</li> <li>• I can tell if a group of objects up to 20 has an odd or even number.</li> <li>• I can show an even number as an addition equation with the same addend.</li> <li>• I can use addition to find the total number of objects in an array (up to 5 by 5).</li> <li>• I can write an equation to show that I found the total by adding equal addends.</li> <li>• I can fluently add within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• I can fluently subtract within 100 using drawings, place value strategies, and what I already know about adding and subtracting to help me.</li> <li>• 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.</li> <li>• I can use a ruler, meter stick, or measuring tape to measure the length of an object.</li> <li>• I can use addition and subtraction to solve word problems about length.</li> <li>• I can show whole number lengths on a number line.</li> <li>• I can show whole number sums and differences to 100 on a number line.</li> <li>• I can recognize and draw shapes when I am told specific attributes.</li> <li>• I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> <li>• I can break a rectangle into rows and columns of same-sized squares and count to find the total number of squares.</li> <li>• I can break circles and rectangles into two, three, or four equal parts.</li> <li>• I can describes the parts using the words halves, thirds, half of, a third of, etc.,</li> <li>• I can describe the whole as two halves, three thirds, or four fourths.</li> <li>• I can recognize that equal parts of identical wholes (two of the same sized rectangles) do not need to have the same shape.</li> </ul>	<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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