

**TIPTON COUNTY SCHOOLS**

**2<sup>ND</sup> GRADE MATH**

**1<sup>ST</sup> NINE WEEKS**

<b>Focus Skills</b>	<b>Topics to Cover</b>	<b>Mathematical Practices:</b>
<ul style="list-style-type: none"> <li>• Addition and subtraction without regrouping</li> <li>• Odd and even numbers</li> <li>• Place value</li> <li>• Ordering and comparing numbers</li> </ul>	<p><b>Chapters 1, 2, &amp; 5</b></p>	<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>

<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>	<b>My Math Topics:</b>
<p>2.OA.A.1 Add and subtract within 100 to solve one- and two step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1- Addition and Subtraction Situations)</p>	<p>Lessons 1.6, 1.13</p>
<p>2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.</p>	<p>Lessons 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</p>
<p>2.OA.C.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.</p>	<p>Lessons 2.6, 2.7</p>
<p>2.OA.C.4 Use repeated 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.</p>	<p>Lessons 2.4, 2.5</p>

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<b>NUMBER AND OPERATIONS IN BASE TEN</b>	<b>My Math Topics:</b>
2.NBT.A.1 Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).	Lessons 5.1, 5.4, 5.2, 5.4
2.NBT.A.2 Count within 1000; skip-count within 1,000 by 5s, 10s, and 100s, starting from any number in its skip counting sequence.	Lessons 2.1, 2.2, 2.3, 5.6
2.NBT.A.3 Read and write numerals to 1000 using standard form, word form, and expanded form.	Lessons 5.2, 5.3, 5.4, 5.5
2.NBT.A.4 Compare two three-digit numbers based on the meanings of the digits in each place and use the symbols $>$ , $=$ , and $<$ to show the relationship.	Lessons 5.7

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Focus Skills	Topics to Cover	Mathematical Practices:
<ul style="list-style-type: none"><li>• Addition and subtraction with regrouping</li><li>• Geometry</li><li>• Mental addition and subtraction</li><li>• Estimating sums and differences</li></ul>	<b>Chapters 3, 6, 4, 7</b>	<ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>3. Construct viable arguments and critique the reasoning of others.</li><li>4. Model with mathematics.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol>

OPERATIONS & ALGEBRAIC THINKING	My Math Topics:
2.OA.A.1 Add and subtract within 100 to solve one- and two step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1- Addition and Subtraction Situations)	Lessons 3.1, 3.3, 3.4, 3.7, 4.2, 4.8, 4.9  *Ongoing (Previously introduced in First 9 Wks)

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<b>NUMBER AND OPERATIONS IN BASE TEN</b>	<b>My Math Topics:</b>
2.NBT.B.5 Fluently add and subtract within 100 using properties of operations, strategies based on place value, and/or the relationship between addition and subtraction.	Lesson 3.2, 3.5, 3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7
2.NBT.B.6 Add up to four two-digit numbers using properties of operations and strategies based on place value.	Lessons 3.5, 3.6
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 to explain the reasoning used.	Lessons 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9
2.NBT.B.8 Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900.	Lessons 6.3, 7.3
2.NBT.B.9 Explain why addition and subtraction strategies work, using properties of operations and place value. (Explanations may include words, drawings, or objects.)	Lessons 3.3, 3.4

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**3<sup>RD</sup> NINE WEEKS**

<b>Focus Skills</b>	<b>Topics to Cover</b>
<ul style="list-style-type: none"> <li>• Time</li> <li>• Temperature</li> <li>• Measurement and capacity</li> <li>• Calendar</li> <li>• Fractions</li> <li>• Area and perimeter</li> <li>• Money</li> </ul>	<b>Chapters 12, 11, &amp; 8</b>

<b>Mathematical Practices:</b>
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>

<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>	<b>My Math Topics:</b>
<p>2.OA.A.1 Add and subtract within 100 to solve one- and two step contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1-Addition and Subtraction Situations)</p>	<p>*Ongoing (Previously Introduced in 1<sup>st</sup> 9 wks)</p>

<b>MEASUREMENT &amp; DATA</b>	<b>My Math Topics:</b>
<p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>Lessons 11.3, 11.8</p>
<p>2.MD.A.2 Measure the length of an object using two different units of measure and describe how the two measurements relate to the size of the unit chosen.</p>	<p>Lessons 11.5, 11.10</p>
<p>2.MD.A.3 Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p>	<p>Lessons 11.1, 11.2, 11.7</p>
<p>2.MD.A.4 Measure to determine how much longer one object is than another and express the length difference in terms of a standard length unit.</p>	<p>Lessons 11.4, 11.9</p>

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<p>2.MD.B.5 Use addition and subtraction within 100 to solve contextual problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown to represent the problem.</p>	Lessons 11.6
<p>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences of lengths within 100.</p>	Lessons 11.11
<p>2.MD.C.8 Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies, using ¢ and \$ symbols appropriately.</p>	Lessons 8.1, 8.2, 8.3, 8.4, 8.5
<p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	Lesson 11.12

<b>GEOMETRY</b>	<b>My Math Topics:</b>
<p>2.G.A.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles or a given number of sides of equal length.</p>	Lessons 12.1, 12.2, 12.3, 12.4, 12.5, 12.6
<p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and find the total number of squares.</p>	Lessons 12.8
<p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, a third of, and a fourth of, 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>	Lessons 12.7

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**4<sup>TH</sup> NINE WEEKS**

<b>Focus Skills</b>	<b>Topics to Cover</b>	<b>Mathematical Practices:</b>
<ul style="list-style-type: none"> <li>• Graphing and data collection</li> <li>• Probability</li> <li>• Addition and subtraction with 3 digits</li> <li>• Skip counting and patterns</li> <li>• Multiplication</li> </ul>	<p><b>Chapters 9 &amp; 10</b></p>	<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>

<b>MEASUREMENT &amp; DATA</b>	<b>My Math Topics:</b>
<p>2.MD.C.7 Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m) using analog and digital clocks.</p> <p>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.MD.D.10 Draw a pictograph and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.</p>	<p>Lessons 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p>Lessons 9.7, 9.8</p> <p>Lessons 9.1, 9.2, 9.3, 9.4, 9.5, 9.6</p>