Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 2nd Grade

Subject: Math

Adoption Date: September 3, 2015

Revision Date: April 11, 2022

	MP1	MP2	MP3	MP4
Pacing Guide	How do you know the value of a digit? (6 weeks) How can you show the value of a number in different ways? (6 weeks) What strategies can help you add? (3 weeks)	How can you use patterns and strategies to find sums and differences for basic facts? (4 weeks) How does repeated addition relate to multiplication? (3 weeks) How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers? (3 weeks)	How do you use place value to add and subtract 3-digit numbers with and without regrouping? (3 weeks) How do you use the value of coins and bills to find the total value of a group of money? (2 weeks) How do times shown on analog and digital clocks? (2 weeks) What are some of the methods and tools that can be used to estimate	What are some of the methods and tools that can be used to estimate and measure length in metric units? (3 weeks) How do tally charts, picture graphs, and bar graphs help you solve problems? (2 weeks) What are some two-dimensional shapes and three-dimensional shapes? (3 weeks) How can you show equal parts of shapes?

			and measure length? (3 weeks)	(2 weeks)
Instructional Materials	*Go Math Series (Houghton Mifflin Harcourt-2015) Chapters 1-3 *Think Central *Manipulatives including but not limited to counters, base ten blocks, ten frames, place value chart, hundreds chart *Supplemental hand-outs *Whiteboards *Interative Student Edition/Online edition *Interactive Smartboard Activities *Videos on brainpopjr.com *Think-Central Online Games & Activities: www.mathseeds.com www.xtramath.org www.multiplication.com (addition/subtraction)	*Go Math Series (Houghton Mifflin Harcourt-2015) Chapters 4-6 *Think Central *Manipulatives including but not limited to base ten blocks, ten frames, place value chart, hundreds chart, number line *Supplemental hand-outs *Whiteboards *Interative Student Edition/ *Calculators *Interactive Smartboard Activities *Videos on brainpopjr.com *Think-Central Online Games & Activities: www.mathseeds.com www.xtramath.org www.multiplication.com (addition/subtraction)	*Go Math Series (Houghton Mifflin Harcourt-2015) Chapters 6-8 *Think Central *Manipulatives including but not limited to coins, rulers, yard sticks, Judy clocks *Supplemental hand-outs *Whiteboards *Interative Student Edition/ *Calculators *Interactive Smartboard Activities *Videos on brainpopjr.com *Think-Central Online Games & Activities: www.mathseeds.com www.xtramath.org www.multiplication.com (addition/subtraction)	*Go Math Series (Houghton Mifflin Harcourt-2015) Chapters 9-11 *Think Central *Manipulatives including but not limited to rulers, yard sticks, charts, solid figures,tangrams *Supplemental hand-outs *Whiteboards *Interative Student Edition/ *Calculators *Interactive Smartboard Activities *Videos on brainpopjr.com *Think-Central Online Games & Activities: www.mathseeds.com www.xtramath.org www.multiplication.com (addition/subtraction)

Activities	**One:** Make a poster showing one number in 6 different ways for a 2-digit number and a 3-digit number. **Two:** After hearing "The Three Little Pigs" story during ILA, students will make a house for the 3 Little Pigs. Students have a $1000 budget to start and supplies are Clay/Tape $100, Popsicle Sticks $10 each, Straws $1 each. **Three:** Students will make a picture and a poem to show friends of ten 1/9, 2/8, 3/7, 4/6, 5/5) **Four:** Play "Zap" game to increase fact speed. **Five:** Students will answer open ended word problems using addition and subtraction.	**One:** Students will draw quick pictures to show addition and subtraction problems. **Two:** Students will play "Win A Flat" to addition with regrouping . (partners and teams) **Three:** Students will use connecting cubes to represent an array to demonstrate how rows and columns represent multiplication. **Four:** Play a card game with a partner. Make two 3-digit numbers and subtract. Compare differences with their partner.	**One:** Math Puzzles- where students match a 3-digit addition sentence with its sum. **Two:** Addition Land Board Game where students mentally add and subtract on 10's/100's. **Three:** Students will spend money at a class store/Cougar cash cart. **Four:** Money Bags Scoot- Students go to different stations to add up coins amounts using real coins. **Five:** Use Judy Clocks to tell and show times. **Six:** Students will estimate the length of an object and then use a measuring device to measure the actual length.	**One:** Students will conduct a survey and show their results in a bar graph, pictograph, and tally chart. **Two:** Create a picture using tangrams. Students will identify each shape incorporated in their picture. **Three:** Make 3-dimensional figures using marshmallows and toothpicks. **Four:** Students will make a poster showing ¼, ½, ⅛ of a page. Repeat for ⅓. ⅙, 1/12
Standards	**Activity One:** MA.2.2.NBT.A.1	**Activity One:** MA.2.2.OA.A	**Activity One:** MA.2.2.NBT.B.7	**Activity One:** MA.2.2.MD.D.10

	Activity Two: MA.2.2.NBT.A.1a MA.2.2.NBT.A.1b MA.2.2.NBT.A.2 **Activity Three:** MA.2.2.OA.B.2 MA.2.2.NBT.B.5 **Activity Four:** MA.2.2.OA.B MA.2.2.OA.B2 **Activity Five:** MA.2.2.OA.A.1	**Activity Two:** MA.2.2.OA.A MA.2.2.OA.A.1 MA.2.2.NBT.B7 **Activity Three:** MA.2.2.OA.C MA.2.2.OA.C.4 **Activity Four:** MA.2.2.NBT.A.4 MA.2.2.NBT.B	**Activity Two:** MA.2.2.NBT.B.8 **Activity Three:** MA.2.2.MD.C.8 **Activity Four:** MA.2.2.MD.C.8 **Activity Five:** MA.2.2.MD.C.7 **Activity Six:** MA.2.2.MD.A.3 MA.2.2.MD.A.1	**Activity Two:** MA.2.2.G.A.1 **Activity Three:** MA.2.2.G.A.1 **Activity Four:** MA.2.2.G.A.3
Accommodations and Modifications	**English Language Learners:** Use images, diagrams and other visual aids wherever possible. (Activity Two) Reduce multiple choices to two. **Students At Risk of School Failure:** Implement behavioral/academic contracts. Use highlighted text. (Activity Five) **Gifted & Talented Students:**	**English Language Learners:** Provide hands-on activities and explanations (Activity Three). Assign a buddy, same language or English speaking (Activity Four). **Students At Risk of School Failure:** Adjust time for completion (Activity One). Use behavioral management techniques consistently within a classroom and across classes.	**English Language Learners:** Assign a buddy, same language or English Speaking (Activity Two). Accept participation at any level (Activity Six). **Students At Risk of School Failure:** Use behavioral management techniques consistently within a classroom and across classes (Activity Three). Adjust time for completion. **Gifted & Talented**	**English Language Learners:** Assign a buddy, same language or English speaking (Activity One). Allow extended time for project completion. **Students At Risk of School Failure:** Break assignments into a series of smaller pieces. Provide visual models of completed tasks. (Activity Two). **Gifted & Talented Students:** Give

	Ask students higher level questions (Activity Five). Give students opportunities to mentor other students (Activity Four). Provide opportunities to develop depth and breadth of knowledge with tangential topics. (Activity Three) **Students with 504 Plan:** Close proximity to the teacher. Provide extra time for activities. (Activity One) **Special Education:** Provide manipulatives /charts Extra time Modified/shortened assignments Break tests into smaller parts if needed Highlight key words	**Gifted & Talented Students:**Give students opportunities to mentor other students (Activity Two). Provide independently learning opportunities. **Students with 504 Plan:** Close proximity to the teacher. Provide extra time for activities. (Activity One) **Special Education:** Provide manipulatives /charts Extra time Modified/shortened assignments Break tests into smaller parts if needed Highlight key words	**Students:** Provide independent learning opportunities. (Activity One). Ask student higher level questions (Activity Five). **Students with 504 Plan:** Close proximity to the teacher. Provide teacher guidance to complete activities. (Activity Four). **Special Education:** Provide manipulatives /charts Extra time Modified/shortened assignments Break tests into smaller parts if needed Highlight key words	students opportunities to teach other students. Allow students to present understanding in different and creative ways (Activity Four). **Students with 504 Plan:** Close proximity to the teacher. Complete activities with teacher guidance. (Activity Three). **Special Education:** Provide manipulatives /charts Extra time Modified/shortened assignments Break tests into smaller parts if needed Highlight key words
Interdisciplinary Connections	Students will listen to The Three Little Pigs story. (Reading) Each day during Calendar students will discuss the date (how	Students will investigate state populations and display each population in a place value chart in order to gain a visual understanding of the population sizes of each	Students will listen to Alexander Who Used to be Rich Last Sunday. (Reading)	Make a bar graph of the lengths of different dinosaurs. (Science)

	many tens/how many ones, odd or even number, etc) and translate to Spanish. (Spanish)	state. (Social Studies)		
Assessments	**Formative Assessments** Teacher Observation On Your Own Activities Math Seeds Progress Reports XtraMath reports Homework **Summative assessments:** Chapter Tests Mid-Chapter Checkpoints Performance Assessment Tasks **Benchmark Assessment** MAP Testing Beginning and End of Year Tests Timed Fluency Assessments	**Formative Assessments** Teacher Observation On Your Own Activities Math Seeds Progress Reports XtraMath reports Homework **Summative assessments:** Chapter Tests Mid-Chapter Checkpoints Performance Assessment Tasks **Benchmark Assessment** MAP Testing Timed Fluency Assessments	**Formative Assessments** Teacher Observation On Your Own Activities Math Seeds Progress Reports XtraMath reports Homework **Summative assessments:** Chapter Tests Mid-Chapter Checkpoints Performance Assessment Tasks **Benchmark Assessment** Timed Fluency Assessments	**Formative Assessments** Teacher Observation On Your Own Activities Math Seeds Progress Reports XtraMath reports Homework **Summative assessments:** Chapter Tests Mid-Chapter Checkpoints Performance Assessment Tasks **Benchmark Assessment** MAP Testing Beginning and End of Year Tests Timed Fluency Assessments

21st Century Themes and Skills	**CRP2** **CRP8** **CRP11** **Life Literacies and Key Skills** **9.4.2.CT.3** **9.4.2.CT.2**	**CRP2** **CRP8** **CRP11** **Life Literacies and Key Skills** **9.4.2.CT.3** **9.4.2.CT.2**	**CRP2** **CRP8** **CRP11** **Life Literacies and Key Skills** **9.4.2.CT.3** **9.4.2.CT.2**	**CRP2** **CRP8** **CRP11** **Life Literacies and Key Skills** **9.4.2.CT.3** **9.4.2.CT.2**