2nd Grade Pacing Module 1 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
2.OA.1 **2.OA.2** K.OA.3 K.OA.4 K.NBT.1 1.OA.6	A	**Foundations for Addition and Subtraction Within 20** Lesson 1: Make number bonds of ten. Lesson 2: Make number bonds through ten with a subtraction focus and apply to one-step word problems.	**Days: 2** Use **Sprint in Lesson 1** to teach Sprint routine.
By the end of Topic A, your students should be able to: • Fluently add and subtract within 10 (use number bonds of 10) • Use number bonds to solve adding to, taking from, putting together and taking apart word problems within 20.			
2.OA.1 **2.OA.2**	B	**Mental Strategies for Addition and Subtraction Within 20** Lesson 3: Make a ten to add within 20. Lesson 4: Make a ten to add and subtract within 20. Lesson 5: Decompose to subtract from a ten when subtracting within 20 and apply to one-step word problems.	**Days: 2** **Remediation Lesson 3:** Use if needed.
By the end of Topic B, your students should be able to: • Decompose teen numbers into 10 and some more to add and subtract.			
2.OA.1 **2.NBT.5** 2.OA.2 1.NBT.4 1.NBT.5 1.NBT.6	C	**Strategies for Addition and Subtraction Within 100** Lesson 6: Add and subtract within multiples of ten based on understanding place value and basic facts. Lesson 7: Add within 100 using properties of addition to make a ten. Lesson 8: Decompose to subtract from a ten when subtracting within 100 and apply to one-step word problems.	**Days: 2** **Optional Lesson 7:** Concepts in this lesson can be taught during number talks throughout the year.
By the end of Topic C, your students should be able to: • Add and subtract within 100 based on their understanding of place value (10's and 1's). • Decompose numbers within 100 into 10's and 1's.			

3 Days for Re-Assessment, Remediation and Enrichment End of Module Assessment Word Document **Suggested Problem Solving Task: Got Your Number Task**
Total Instructional Days: 9

Links Used:

"Got Your Number Task": http://www.insidemathematics.org/assets/problems-of-the-month/got%20your%20number.pdf

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-1

Second Grade Pacing Module 2 *with Suggested Modifications*

Key

- Optional Lesson
- Extension Lesson
- Remedial Lesson

Standards		Topic and Objectives	
2.MD.1	A	**Understand Concepts About the Ruler** Lesson 1: Connect measurement with physical units by using multiple copies of the same physical unit to measure. Lesson 2: Use iteration with one physical unit to measure. Lesson 3: Apply concepts to create unit rulers and measure lengths using unit rulers.	**Days: 3**

By the end of Topic A, your students should be able to:

- Using centimeter cubes to measure a variety of objects.
- Use iteration with one centimeter cube to measure.
- Attend to precision (no gaps or overlaps in measurement).

Snapshot Assessment 2.MD.1 Problems 1-4.

4. Travis says his notebook is 7 centimeter cubes long.

Explain why his answer will be incorrect.

_____

_____

Standards		Topic and Objectives	
2.MD.1 **2.MD.3**	B	**Measure and Estimate Length Using Different Measurement Tools** Lesson 4: Measure various objects using centimeter rulers and meter sticks. Lesson 5: Develop estimation strategies by applying prior knowledge of length and using mental benchmarks.	**Days: 2**

By the end of Topic B, your students should be able to:

- Measure objects using centimeters and meters.
- Have a mental benchmark of a meter and centimeter to help them estimate.

Snapshot Assessment 2.MD.3 Problems 1-4.

2. List 3 things in your classroom that are about 3 meters long. (DOK 2)

_____

_____

_____

2.MD.1 **2.MD.2** **2.MD.4**	C	**Measure and Compare Lengths Using Different Length Units** Lesson 6: Measure and compare lengths using centimeters and meters. Lesson 7: Measure and compare lengths using standard metric length units and non-standard lengths units; relate measurement to unit size.	**Days: 1** **Optional Lesson 7:** Non-standard lengths is not a 2nd grade standard. Could be replaced with Problem Solving Task Measuring Mammals Part A
By the end of Topic C, your students should be able to: • Compare lengths of two objects (apply to word problems).			
2.MD.5 **2.MD.6** 2.MD.1 2.MD.3 2.MD.4	D	**Relate Addition and Subtraction to Length** Lesson 8: Solve addition and subtraction word problems using the ruler as a number line. Problem Solving Task to accompany Lesson 8: Frog and Toad on the Number Line Lesson 9: Concrete to abstract: measure lengths of string using measurement tools; represent length with tape diagrams to represent and compare the lengths. Lesson 10: Apply conceptual understanding of measurement by solving two-step word problems	**Days: 2** **Extension Lesson 9:** At this point in the year students can continue to use concrete models. Later in the year they can move to using abstract models.
By the end of Topic D, your students should be able to: • See the ruler as a number line. • Solve addition and subtraction word problems involving length.			
3 Days for Re-Assessment, Remediation and Enrichment End of Module Assessment Word Document			
			Total Instructional Days: 11

Links Used:

"Measuring Mammals" Part A: http://www.insidemathematics.org/assets/problems-of-the-month/measuring%20mammals.pdf

"Frog and Toad on the Number Line": https://www.illustrativemathematics.org/content-standards/tasks/1081

Module Word Documents: https://www.engageny.org/resource/grade-2-mathematics-module-2

Federal Way Public Schools

2nd Grade Pacing Module 3 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
2.NBT.1	A	**Forming Base Ten Units of Ten, a Hundred, and a Thousand** Lesson 1: Bundle and count ones, tens, and hundreds to 1,000.	**Days: 1**
By the end of Topic A, your students should be able to: • Bundle and count objects with ones, tens, and hundreds to 1,000.			
2.NBT.2 2.NBT.1	B	**Understanding Place Value Units of One, Ten, and a Hundred** Lesson 2: Count up and down between 100 and 220 using ones and tens. Lesson 3: Count up and down between 90 and 1,000 using ones, tens, and hundreds.	**Days: 2**
By the end of Topic B, your students should be able to: • Represent counting up and down between 90-1,000 with drawings of hundreds, tens, and ones.			
2.NBT.3 2.NBT.1	C	**Three-Digit Numbers in Unit, Numeral, Expanded, and Word Forms** Lesson 4: Count up to 1,000 on the place value chart. Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit. Lesson 6: Write base ten numbers in expanded form. Lesson 7: Write, read, and relate base ten numbers in all forms. Extension: Carol's Numbers Problem Solving Task	**Days: 4** **Lesson 5** builds upon number bond concepts from Module 1. Use extension as part of Lesson 7.
By the end of Topic C, your students should be able to: • Count efficiently 0-1,000 (using ones, tens, hundreds). • Know the values of the ones, tens, hundreds digits. • Write numbers 0-1,000 in expanded form. • Read and write numbers to 1,000 in their numeral form.			
2.NBT.2 2.NBT.1 2.NBT.3	D	**Modeling Base Ten Numbers Within 1,000 with Money** Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000.	**Days: 2** **Extension Lesson 9:** This

2.MD.8		Lesson 9: Count from $10 to $1,000 on the place value chart and the empty number line. Lesson 10: Explore $1,000. How many $10 bills can we change for a thousand dollar bill?	lesson could be used as an extension. The use of empty number lines could be taught during Number Talks. **Lesson 10** could be used as a performance task.

By the end of Topic D, your students should be able to:

- Use one, tens, hundred bills to demonstrate understanding of place value.

Snapshot Assessment 2.NBT.2 Problems 1-3

2. 358 + 100 =

What are 10 numbers you would say if you skip counted by 100s and started at 358? (DOK 1)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

3 Days for Remediation, Enrichment, Mid-Module Assessment

Mid- Module Assessment Word Document

Suggested Task: Counting Stamps

2.NBT.A	E	**Modeling Numbers Within 1,000 with Place Value Disks** Lesson 11: Count the total value of ones, tens, and hundreds with place value disks. Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. Lesson 13: Read and write numbers within 1,000 after modeling with number disks. Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, numeral, and word forms.	**Days: 3** **Remediation Lesson 13:** Skill has already been taught, use as needed.

		Lesson 15: Explore a situation with more than 9 groups of 10.	

By the end of Topic E, your students should be able to:

- Use place value discs and base ten blocks to model numbers to 1,000.
- Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.
- Model numbers with more than 9 ones or 9 tens (ex: 1 hundred, 5 tens, 2 ones = 15 tens, 2 ones)
- Apply above skills to word problems.

Snapshot Assessment 2.NBT.1 Part B Problems 1-4.

3. DeAndre wants to make 237 in place value blocks, but he ran out of hundreds blocks. How can he represent 237 without hundreds blocks? (DOK 1)

2.NBT.4	F	**Comparing Two Three-Digit Numbers** Lesson 16: Compare two three-digit numbers using <, >, and =. Lesson 17: Compare two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens. Lesson 18: Order numbers in different forms.	**Days: 2** **Optional Lesson 18:** Use as needed. This is extra practice.

By the end of Topic F, your students should be able to:

- Compare 2 three-digit numbers based on their place value understanding.

Snapshot Assessment 2.NBT.4 Part A Problems 1-4.

2. Use <, >, or = to fill in the blank. (DOK 1)

500 + 40 + 2 _____ 421

2.NBT.2 2.OA.1 2.NBT.8	G	**Finding 1, 10, and 100 More or Less than a Number** Lesson 19: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less. Lesson 20: Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place. Lesson 21: Complete a pattern counting up and down.	**Days: 1** **Lessons 19 & 20** could be combined depending on your students. For remediation, the concept development in Lesson 19 could be used in a small group. The problem set for Lesson 20 wraps up concepts in both lessons. **Extension Lesson 21:** This lesson is an extension of lessons 2 and 3. The problem set could be used as an exit ticket.
By the end of Topic G, your students should be able to: • Counting up and down by ones, tens, hundreds.			
3 Days for Re-Assessment, Remediation and Enrichment End of Module Assessment Word Document			
			Total Instructional Days: 21

Links Used:

"Carol's Numbers": http://schools.nyc.gov/NR/rdonlyres/CAC1375E-6DF9-475D-97EE-E94BAB0BEFAB/0/NYCDOEG2MathCarolsNumbers_Final.pdf

"Counting Stamps": https://www.illustrativemathematics.org/content-standards/tasks/574

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-3

Second Grade Pacing Module 4 *with Suggested Modifications*

Key

- Optional Lesson
- Extension Lesson
- Remedial Lesson

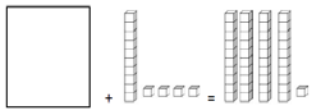
Standards		Topic and Objectives	
2.OA.1 **2.NBT.5** **2.NBT.8** **2.NBT.9**	A	**Sums and Differences Within 100** Lesson 1: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10. Lesson 2: Add and subtract multiples of 10 including counting on to subtract. Lesson 3: Add and subtract multiples of 10 and some ones within 100. Lesson 4: Add and subtract multiples of 10 and some ones within 100. Lesson 5: Solve one- and two-step word problems within 100 using strategies based on place value.	**Days: 4** **Remediation Lesson 4,** It is similar Lesson 3.

By the end of Topic A, your students should be able to:

- Fluently add and subtract 10 more/10 less within 100.
- Use place value knowledge to add and subtract within 100.
- Solve two step word problems based on place value strategies.

Snapshot Assessment 2.OA.1 Part B (Problems 1-2)

1. In the box, fill in the missing addend, then write an equation to match the picture. (DOK 2)



_____ + _____ = _____

2.NBT.7 **2.NBT.9** 2.OA.1 2.NBT.5	B	**Strategies for Composing a Ten** Lesson 6: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends. Lesson 7: Relate addition using manipulatives to a written vertical method. Lesson 8: Use math drawings to represent the composition and relate drawings to a written method.	**Days: 4**

		Lessons 9: Use math drawings to represent the composition when adding a two-digit to a three-digit addend. Lessons 10: Use math drawings to represent the composition when adding a two-digit to a three-digit addend.	**Lesson 9** can be used for remediation.
By the end of Topic B, your students should be able to: • Use manipulatives to represent two-digit addition. • Represent two-digit addition with drawings. • Solve two-digit addition problems using the vertical method.			
2.OA.1 **2.NBT.7** **2.NBT.9** 2.NBT.5	C	**Strategies for Decomposing a Ten** Lesson 11: Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives. Lesson 12: Relate manipulative representations to a written method. Lesson 13: Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method. Lesson 16: Solve one- and two-step word problems within 100 using strategies based on place value. Lessons 14–15: Represent subtraction with and without the decomposition when there is a three-digit minuend. **Combine Lesson 14 & 15**	**Days: 5** **Lessons 14 & 15** can be combined. Use the exit ticket as a pre-assessment for Topic E.
By the end of Topic C, your students should be able to: • Unbundle/Decompose two digit numbers using place value disks. • Use place value to explain subtraction strategies. • Draw models to show the exchange of tens/ones.			
2 Days for Remediation, Enrichment, ***Mid-Module Assessment*** Mid Module Assessment Word Document **Suggested Task: Curious Subtraction**			

2.NBT.6 **2.NBT.7** **2.NBT.8** **2.NBT.9**	D	**Strategies for Composing Tens and Hundreds** Lesson 17: Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten. Lesson 18: Use manipulatives to represent additions with two compositions. Lesson 19: Relate manipulative representations to a written method. Lessons 20: Use math drawings to represent additions with up to two compositions and relate drawings to a written method. Lesson 21: Use math drawings to represent additions with up to two compositions and relate drawings to a written method. Lesson 22: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units.	**Days: 3** **Lesson 17** can be used for remediation. Optional: Lesson 20 content is covered in lesson 21. Optional: Lesson 22 can be replaced with Toll Bridge Puzzle.

By the end of Topic D, your students should be able to:

- Relate place value manipulatives to written two-digit addition/subtraction problems.
- Use drawings to show regroupings of both tens and ones for two-digit addition problems.

Snapshot Assessment 2.NBT.5 (Problems 1-4)

3. Use the table below to find the difference (subtraction): (DOK 1)

45 – 17 = ☐

Tens	Ones
[redacted]	[redacted]
[redacted]	[redacted]

2.NBT.7 **2.NBT.9**	E	**Strategies for Decomposing Tens and Hundreds** Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred. Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones. Lesson 25: Relate manipulative representations to a written method. Lesson 26: Use math drawings to represent subtraction with up to two decompositions and	**Days: 5**

		relate drawings to a written method. Lessons 27: Subtract from 200 and from numbers with zeros in the tens place. Lessons 28: Subtract from 200 and from numbers with zeros in the tens place.	**Optional Lesson 27,** it is covered in Lesson 28.

By the end of Topic E, your students should be able to:

- Have a conceptual understanding of addition/subtraction within 200.
- Mentally add and subtract 100
- Use number bonds to subtract
- Unbundle to solve subtraction problems

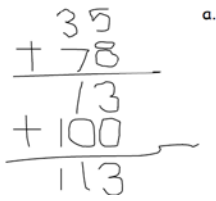
2.OA.1 **2.NBT.7** **2.NBT.9**	F	**Student Explanations of Written Methods** Lesson 29: Use and explain the *totals below* written method using words, math drawings, and numbers. Lesson 30: Compare *totals below* to *new groups below* as written methods. Lesson 31: Solve two-step word problems within 100.	**Days: 2** **Remedial Lesson 31,** it has already been covered in this module.

By the end of Topic F, your students should be able to:

- Add using a variety of place value strategies.
- Construct viable arguments and critique the reasoning of others.

Snapshot Assessment 2.NBT.9 (Problems 1-3)

1. David solved the problem 35 + 78 below. (DOK 2, 2 points)



a. Show how to solve the problem in a different way.

2 Days for Re-Assessment, Remediation and Enrichment

End of Module Assessment Word Document

Total Instructional Days: 27

Links Used:

"Curious Subtraction Task": http://achievethecore.org/page/907/curious-subtraction-task-detail-pg

"Toll Bridge Puzzle": https://www.illustrativemathematics.org/content-standards/tasks/755

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-4

Optional Lesson
Extension Lesson
Remedial Lesson

2nd Grade Pacing Module 5 *with Suggested Modifications* **Key**

Standards	Topic and Objectives		
2.NBT.7 **2.NBT.8** **2.NBT.9**	A	**Strategies for Adding and Subtracting Within 1,000** Lesson 1: Relate 10 more, 10 less, 100 more, and 100 less to addition and subtraction of 10 and 100. Lesson 2: Add and subtract multiples of 100 including counting on to subtract. Lesson 3: Add multiples of 100 and some tens within 1,000. Lesson 4: Subtract multiples of 100 and some tens within 1,000. Lesson 5: Use the associative property to make a hundred in one addend. Lesson 6: Use the associative property to subtract from three-digit numbers and verify solutions with addition. **Combine Lesson 5 & 6** Lesson 7: Share and critique solution strategies for varied addition and subtraction problems within 1,000.	**Days: 6** **Lesson 5 & 6** can be combined. Use the concept development problem set 2 and 3 from lesson 5, and 1 and 3 from lesson 6. For student problem sets, choose one page from both lesson 5 and 6.

By the end of Topic A, your students should be able to:

- Decide the most efficient strategy for solving problems.
- Add and subtract with multiples of 100 and tens.
- Use the associative property to add and subtract from three-digit numbers.
- Construct viable arguments and critique the reasoning of others.

2.NBT.7 **2.NBT.9**	B	**Strategies for Composing Tens and Hundreds Within 1,000** Lesson 8: Relate manipulative representations to the addition algorithm. Lesson 9: Relate manipulative representations to the addition algorithm. Lesson 10: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm. Lesson 11: Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm. Lesson 12: Choose and explain solution strategies and record with a written addition method.	**Days: 3** **Remedial Lesson 9,** it is the same objective as Lesson 8. **Remedial Lesson 11,** it is the same objective as Lesson 10.

By the end of Topic B, your students should be able to:

- Choose an efficient strategy and explain why it is efficient.
- Check work using the vertical method.
- Use math drawings to show solutions.

2 Days for Remediation, Enrichment, Mid-Module Assessment

Mid Module Assessment Word Document

Suggested Task: Candy Bowl Task

2.NBT.7 **2.NBT.9**	C	**Strategies for Decomposing Tens and Hundreds Within 1,000** Lesson 13: Relate manipulative representations to the subtraction algorithm, and use addition to explain why the subtraction method works. Lessons 14: 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. Lesson 15: 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. Lesson 16: Subtract from multiples of 100 and from numbers with zero in the tens place. Lesson 17: Subtract from multiples of 100 and from numbers with zero in the tens place. Lesson 18: Apply and explain alternate methods for subtracting from multiples of 100 and from numbers with zero in the tens place.	**Days: 4** **Remedial Lesson 14,** use after Lesson 15 if needed. **Remedial Lesson 17,** it has the same objective as Lesson 16.

By the end of Topic C, your students should be able to:

- Add multiples of 100 using math drawings, and the algorithm.
- Subtract from multiples of 100 using drawings, the algorithm, and addition to check for accuracy.

Snapshot Assessment 2.OA.1 Part B, Problem 3:

3. (2 points) Anthea and Sam both solved this equation: 91 – 68 = ☐

Anthea said the answer was less than 30.

Sam said the answer was more than 30.

Who is correct? _____ is correct.

How do you know? _____

_____

2.NBT.7 **2.NBT.8** **2.NBT.9**	D	**Student Explanations for Choice of Solution Methods** Lessons 19–20: Choose and explain solution strategies and record with a written addition or subtraction method.	**Days: 2**

By the end of Topic D, your students should be able to:

- Construct viable arguments, critique the reasoning of others, and discuss the efficiency of strategies.
- Attend to precision by using place value language to explain their math drawings and solutions.

Snapshot Assessment 2.NBT.9 Problem 3:

3. Kaylie said that 499 – 176 is the same as 500 – 177. Write an explanation using words, pictures or numbers to explain why Kaylie is correct. (DOK 2)

2 Days for Re-Assessment, Remediation and Enrichment

End of Module Assessment Word Document

Problem Solving Task (Differentiate for 2nd grade) Skeeball

Total Instructional Days: 19

Links Used: "Candy Bowl" Task: http://mikewiernicki.com/the-candy-bowl/

"Skeeball" Task: http://robertkaplinsky.com/work/skeeball/

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-5

2nd Grade Pacing Module 6 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

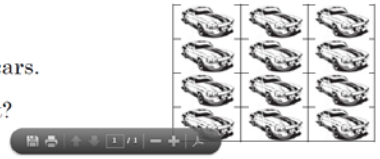
Standards		Topic and Objectives	
2.OA.4 2.NBT.2 2.NBT.6	A	**Formation of Equal Groups** Lesson 1-2: Use manipulatives to create equal groups. Use math drawing to represent equal groups, and relate to repeated addition. **Combine Lesson 1 & 2** Lessons 3–4: Use math drawings and tape diagrams to represent equal groups, and relate to repeated addition. **Combine Lesson 3 & 4** Extension Problem Solving Task: The Wheel Shop	**Days: 2** **In combining Lesson1 &2,** use the concept development from Lesson1 & 2, and the problem set from lesson 2. **In combining Lesson 3 & 4,** do at least two examples from the concept development in Lesson 3. Relate the problems in Lesson 3 to the tape diagrams in Lesson 4. Use one page from each problem set.
By the end of Topic A, your students should be able to: • Create equal groups of objects. • Use drawings and tape diagrams to represent the groups • Relate equal groups to repeated addition.			
2.OA.4 2.NBT.2	B	**Arrays and Equal Groups** Lesson 5: Compose arrays from rows and columns, and count to find the total using objects. Lesson 6: Decompose arrays into rows and columns, and relate to repeated addition. Lesson 7: Represent arrays and distinguish rows and columns using math drawings. Lesson 8: Create arrays using square tiles with gaps. Lesson 9: Solve word problems involving addition of equal groups in rows and columns.	**Days: 4** **Optional Lesson 8** replace with Cover the Floor Problem Solving Task.
By the end of Topic B, your students should be able to: • Compose and decompose arrays with drawings or manipulatives. • Relate arrays to repeated addition. • Solve addition word problems using rows and columns.			

Snapshot Asssessment 2.OA.4, Problems 1-3.

3. Jacen organized his toy cars in a box. How many cars does he have? Write an equation to show the total number of cars. (DOK 2)

Jacen has _____ cars.

How did you count?



2 Days for Remediation, Enrichment, Mid-Module Assessment

Mid Module Assessment Word Document

Suggested Task: **Sheeps and Ducks Problem Solving Task** This could be used as enrichment or as a formative assessment.

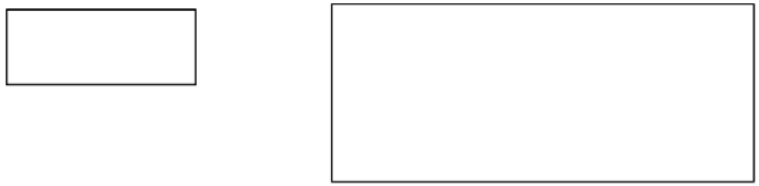
2.OA.4 **2.G.2**	C	**Rectangular Arrays as a Foundation for Multiplication and Division** Lesson 10: Use square tiles to compose a rectangle, and relate to the array model. Lesson 11: Use square tiles to compose a rectangle, and relate to the array model. Lesson 12: Use math drawings to compose a rectangle with square tiles. Lesson 13: Use square tiles to decompose a rectangle. Lesson 14: Use scissors to partition a rectangle into same-size squares, and compose arrays with the squares. Lesson 15: Use math drawings to partition a rectangle with square tiles, and relate to repeated addition. Lesson 16: Use grid paper to create designs to develop spatial structuring.	**Days: 6** **Optional Lesson 11,** it is an extension of Lesson 10. Students have more experience with this in Lesson 12 and 13.

By the end of Topic C, your students should be able to:

- Use tiles and math drawings to compose/decompose a rectangle without gaps or overlaps.
- Relate drawings to repeated addition.
- Use grids and diagrams to practice spatial structuring.

Snapshot Assessment 2.G.2 Problem 1-4

2. Divide these rectangles into 2 rows and 4 columns.



Do these shapes both have the same number of sections?
Explain. _____
_____

2.OA.3	D	**The Meaning of Even and Odd Numbers** Lesson 17: Relate doubles to even numbers, and write number sentences to express the sums. Lesson 18: Pair objects and skip-count to relate to even numbers. Lesson 19: Investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers. Lesson 20: Use rectangular arrays to investigate odd and even numbers.	**Days: 3** **Extension Lesson 19,** pieces can be used for enrichment in Lesson 18.

By the end of Topic D, your students should be able to:

- Understands that doubles are even numbers
- Relates doubles to number sentences.
- Pairs objects to skip count
- Determine whether a group has odd or even numbers by pairing the objects or skip counting.

Snapshot Assessment 2.OA.3 Problems 1-4

2. Are these expressions even or odd?

7 + 7	even	odd
8 + 9	even	odd
4 + 4 + 1	even	odd
2 + 2 + 2	even	odd

2 Days for Re-Assessment, Remediation and Enrichment

End of Module Assessment Word Document

Enrichment: ***Game Show Problem Solving Task***

Total Instructional Days: 19

Links Used:

"Wheel Shop" Task: http://www.insidemathematics.org/assets/problems-of-the-month/the%20wheel%20shop.pdf

"Game Show" Task: http://www.insidemathematics.org/assets/problems-of-the-month/game%20show.pdf

"Sheeps and Ducks" Task: http://www.insidemathematics.org/assets/common-core-math-tasks/sheep%20and%20ducks.pdf

"Cover the Floor" Task: http://gfletchy.com/cover-the-floor/

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-6

2nd Grade Pacing Module 7 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
2.MD.10 2.MD.6	A	**Problem Solving with Categorical Data** Lesson 1: Sort and record data into a table using up to four categories; use category counts to solve word problems. Lesson 2: Draw and label a picture graph to represent data with up to four categories. Lesson 3: Draw and label a bar graph to represent data; relate the count scale to the number line. Lesson 4: Draw a bar graph to represent a given data set. Lesson 5: Solve word problems using data presented in a bar graph.	**Days: 4** **Remedial Lesson 4,** content is covered in Lesson 3.
By the end of Topic A, your students should be able to: • Sort and record data into a table • Draw and label a picture graph and bar graph • Represent a data set of up to four categories. • Solve addition and subtraction word problems using information from graphs. • Compare problems using information from graphs.			
2.NBT.5 **2.MD.8** 2.NBT.2 2.NBT.6	B	**Problem Solving with Coins and Bills** Lesson 6: Recognize the value of coins and count up to find their total value. Lesson 7: Solve word problems involving the total value of a group of coins. Lesson 8: Solve word problems involving the total value of a group of bills. Lesson 9: Solve word problems involving different combinations of coins with the same total value. Lesson 10: Use the fewest number of coins to make a given value. Lesson 11: Use different strategies to make $1 or make change from $1. Lesson 12: Solve word problems involving different ways to make change from $1. Lesson 13: Solve two-step word problems involving dollars or cents with totals within $100 or $1.	**Days: 8** If pacing is a challenge, consider consolidating **Lesson 11 & 12.** You can use part 1 from lesson 11, and part 2 & 3 from Lesson 12 of the concept development. Use page 2 of problem set 11 and page 1 of problem set 12.

By the end of Topic B, your students should be able to:

- Recognize coin values
- Solve two-step word problems involving coins and bills.
- Use the fewest number of coins to make a given value.
- Use different ways to make change from $1.

2 Days for Remediation, Enrichment, Mid-Module Assessment

Mid- Module Assessment Word Document

Suggested Tasks: Student game for enrichment **-**Fair Games Level B

Problem solving task for remediation and/or assessment : Our Pets

2.MD.1	C	**Creating an Inch Ruler** Lesson 14: Connect measurement with physical units by using iteration with an inch tile to measure. Lesson 15: Apply concepts to create inch rulers; measure lengths using inch rulers.	**Days: 1** **Optional Lesson 14,** skills are covered in Lesson 15. Use tiles in **Lesson 15** for more concrete experiences.

By the end of Topic C, your students should be able to:

- Understand that the zero point on a ruler is the beginning of the total length.
- Measure lengths using inch rulers.

Snapshot Assessment 2.MD.3 Part B

Cut a piece of string the length of the distance around one of your knees.

About how many inches is your string? _____

Measure it. How many inches long was your string? _____

Look around the room. Find:

- 2 items that are shorter than your string
- 1 item that's about the same length as your string
- 2 items that are longer than your string

2.MD.1 **2.MD.2** **2.MD.3** **2.MD.4**	D	**Measuring and Estimating Length Using Customary and Metric Units** Lesson 16: Measure various objects using inch rulers and yardsticks. Lesson 17: Develop estimation strategies by applying prior knowledge of length and using	**Days: 4**

		mental benchmarks. Lesson 18: Measure an object twice using different length units and compare; relate measurement to unit size. Lesson 19: Measure to compare the differences in lengths using inches, feet, and yards.	

By the end of Topic D, your students should be able to:

- Measure lengths of objects twice using different units. Describe how the measurements relate to each other.
- Estimate lengths using different strategies.
- Compare measurements lengths.
- Measure two objects and find the difference of lengths.

Snapshot Assessment 2.MD.4 Problems 1-3

2. Measure the length of each line and compare.

Line M

Line N

Line O

Line M is about ____ inches longer than **Line O**.

2.MD.5 **2.MD.6** 2.NBT.2 2.NBT.4 2.NBT.5	E	**Problem Solving with Customary and Metric Units** Lesson 20: Solve two-digit addition and subtraction word problems involving length by using tape diagrams and writing equations to represent the problem. Lesson 21: Identify unknown numbers on a number line diagram by using the distance between numbers and reference points. Lesson 22: Represent two-digit sums and differences involving length by using the ruler as a number line.	**Days: 3**

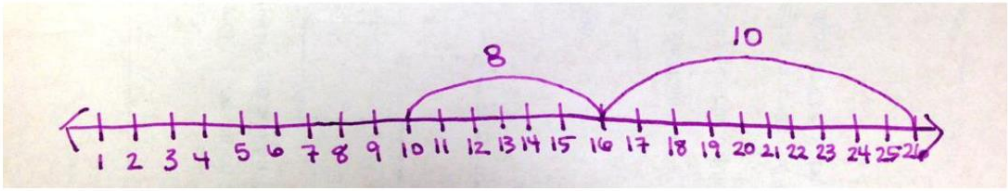
By the end of Topic E, your students should be able to:

- Solve addition word problems using length
- Represent number as lengths on a number line.

- Represent sums and differences as lengths on a number line.

Snapshot Assessment 2.MD.6 Problems 1 and 2

2. Kate solved 26 – 18 using this number line.



Antares said she was wrong. What was Kate's error?

2.MD.6 **2.MD.9** 2.MD.1 2.MD.5	F	**Displaying Measurement Data** Lesson 23: Collect and record measurement data in a table; answer questions and summarize the data set. Lesson 24: Draw a line plot to represent the measurement data; relate the measurement scale to the number line. Lesson 25: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data. Lesson 26: Draw a line plot to represent a given data set; answer questions and draw conclusions based on measurement data.	**Days: 2** **Remediation Lesson 26,** the skills are covered in Lesson 24 and 25.

By the end of Topic F, your students should be able to:

- Collect, record, draw data in tables.
- Show the measurements by making a line plot.
- Answer questions about data
- Summarize data sets.

2 Days for Re-Assessment, Remediation and Enrichment

End of Module Assessment Word Document

For remediation, consider the problem solving task High Horse.
Total Instructional Days: 26

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-7

"Fair Games" Task Level B: http://www.insidemathematics.org/assets/problems-of-the-month/fair%20games.pdf

"Our Pets" Task: http://www.insidemathematics.org/assets/common-core-math-tasks/our%20pets.pdf

"High Horse" Task: http://www.insidemathematics.org/assets/common-core-math-tasks/high%20horse.pdf

2nd Grade Pacing Module 8 *with Suggested Modifications* **Key**

Optional Lesson
Extension Lesson
Remedial Lesson

Standards		Topic and Objectives	
2.G.1 2.MD.1	A	**Attributes of Geometric Shapes** Lesson 1: Describe two-dimensional shapes based on attributes. Lesson 2: Build, identify, and analyze two-dimensional shapes with specified attributes. Lesson 3: Use attributes to draw different polygons including triangles, quadrilaterals, pentagons, and hexagons. Lesson 4: Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids. Lesson 5: Relate the square to the cube, and describe the cube based on attributes.	**Days: 3** **Extension Lesson 4** is not necessary for mastery of the standard. **Extension Lesson 5**, the standard does not include 3D shapes.

By the end of Topic A, your students should be able to:

- Recognize, create, and characterize different shapes.
- Identify attributes, such as the number of sides and angles, of shapes.
- Understands the different types of polygons.

Snapshot Assessment 2.G.1 Problems 1-3:

Draw a shape that had 5 sides, and name the shape:

This is a _____.

2.G.3 2.G.1	B	**Composite Shapes and Fraction Concepts** Lesson 6: Combine shapes to create a composite shape; create a new shape from composite shapes. Lesson 7: Interpret equal shares in composite shapes as halves, thirds, and fourths. Lesson 8: Interpret equal shares in composite shapes as halves, thirds, and fourths.	**Days: 3**
By the end of Topic B, your students should be able to: • Combine shapes to create a composite shape. • Find several ways to compose new shapes by repositioning pieces. • Identify halves, thirds, and fourths of composite shapes.			
Mid-Module Assessment: 2 Days for Assessment, Remediation and Enrichment Mid Module Assessment Word Document *Possible Remediation Task: Polly Gone Part A* *Possible Enrichment Task: Polly Gone Part B*			
2.G.3 2.G.1	C	**Halves, Thirds, and Fourths of Circles and Rectangles** Lessons 9-10: Partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths. **Combine 9 & 10** Lesson 11: Describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths. Lesson 12: Recognize that equal parts of an identical rectangle can have different shapes.	**Days: 3** **Lessons 9 & 10** can be combined to explore halves, thirds, and fourths of shapes in one day. Use problem set from Lesson 10 only.

By the end of Topic C, your students should be able to:

- Understand the word partition.
- Be able to divide circles and rectangles into halves, thirds, and fourths.
- Be able to describe the shape parts as halves, thirds, and fourths.

Snapshot Assessment 2.G.3 Problems 1-4:

Divide this rectangle in three equal shares.

2.MD.7 **2.G.3** 2.NBT.2 2.NBT.5 2.NBT.6	D	**Application of Fractions to Tell Time** Lesson 13: Construct a paper clock by partitioning a circle into halves and quarters, and tell time to the half hour or quarter hour. Lesson 14: Tell time to the nearest five minutes. Lesson 15: Tell time to the nearest five minutes; relate *a.m.* and *p.m.* to time of day. Lesson 16: Solve elapsed time problems involving whole hours and a half hour.	**Days: 3** **Extension Lesson 16,** elapsed time is not part of the standard for 2nd grade.

By the end of Topic D, your students should be able to:

- Tell time to the nearest 5 minutes.
- Be able to use a.m. and p.m. correctly.
- Tell time on a digital and analog clock.

2 Days for Re-Assessment, Remediation and Enrichment
End of Module Assessment Word Document *Use the* Ordering Time *task for remediation and enrichment. Use the leveled* Time Card Sets *for differentiation (found in "Ordering Time" Task.*
Total Instructional Days: 16

Links Used:

Module Assessments: https://www.engageny.org/resource/grade-2-mathematics-module-8

"Polly Gone" Task: http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf

"Ordering Time" Task: https://www.illustrativemathematics.org/content-standards/tasks/1069

Time Card Sets are included in the "Ordering Time" Task materials.