

| Mathematics | | | |
|--------------------------------------------------------------------|--------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Essential Skill Component</i> | <i>Standard</i> | <i>Mathematical Practice</i> | <i>Quarter 1 Focus</i> |
| Mathematical Reasoning | | | |
| Makes sense of word problems by identifying a starting strategy | 2.OA.1, 2.MD.10 | MP.1, MP.8 | Introduce various problem solving strategies, such as tape diagrams, pictures, and models. Guide students through the process of solving each problem. Students need to understand the problem, make a plan, carry out the plan, and evaluate the solution. Students will determine whether a group of objects is even or odd. Students will be able to interpret bar graphs and picture graphs. Explain why addition and subtraction strategies work in problems using precise language. Use place value, ten frames, and fact families as examples of strategies. |
| Clearly communicates mathematical thinking | 2.NBT.9 | MP.3, MP.6 | |
| Looks for and expresses patterns in math situations and operations | 2.OA.3 | MP.7, MP.8 | |
| Operations and Algebraic Thinking | | | |
| Adds within 1,000 | 2.NBT.9, 2.OA.1, 2.OA.2 | MP.1, MP.2, MP.7, MP.8 | Teach various addition strategies such as decomposing numbers, doubles plus one, doubles, commutative property, counting on, make a model, number lines, tape diagrams, make ten, etc. Use these strategies within word problems. During first quarter, focus on one-step problems using one or two digit numbers in equations. Continue to fluently add and subtract within 20. Answer questions using picture graphs and bar graphs, such as put-together, take-apart, and compare problems using information presented in the bar graphs. |
| Subtracts within 1,000 | 2.NBT.9, 2.OA.1, 2.OA.2 | MP.1, MP.2, MP.7, MP.8 | |
| Solves word problems | 2.OA.1, 2.MD.10 | MP.1, MP.4, MP.8 | |
| Number Sense and Operations in Base Ten | | | |
| Understands place value | 2.NBT.1, 2.NBT.1.A, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.9 | MP.1, MP.2, MP.5 | Teach place value of numbers in the ones and tens place. Understand the digit's place and its value. Decompose and regroup one and two digit numbers; ie, 15 can be broken down into 8 and 7. 100 can be thought of as a bundle of ten tens, called a "hundred." Count within 1,000 forward and backward. Read and write NUMBERS to 1,000. (Not the words) Compare 2 two digit numbers using <, >, and =. Use addition and subtraction strategies. |
| Uses place value understanding to add and subtract | 2.NBT.2, 2.NBT.9 | MP.1, MP.2, MP.5 | |
| Measurement and Data | | | |
| Collects, represents, and interprets data | 2.MD.10 | MP.1, MP.4 | Students will be able to create a bar or picture graph and demonstrate their understanding of the graphs. |
| Geometry | | | |

| | | | |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | ***Please note that Geometry is not formally assessed and reported out on the report card until 4th Quarter. Building a foundation prior to 4th quarter is perfectly acceptable. |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|