Mathematics			
Essential Skill Component	*Standard*	*Mathematical Practice*	*Quarter 2 Focus*
Mathematical Reasoning			
Makes sense of word problems by identifying a starting strategy	2.OA.1, 2.MD.5, 2.MD.10	MP.1, MP.2, MP.8	**Continue Quarter 1 Mathematical Reasoning Focuses but add the following:** Continue working on 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.
Clearly communicates mathematical thinking	2.NBT.9, 2.MD.2	MP.2, MP.3, MP.6	Students will collect, organize, and transfer data to bar graphs and picture graphs. Then, answer questions about the data that require the use of addition and subtraction. Guide students in solving and creating addition and subtraction word problems involving lengths of the same unit using various strategies.
Looks for and expresses patterns in math situations and operations	2.OA.3	MP.7, MP.8	Explain why addition and subtraction strategies work in problems using precise language. Use place value, ten frames, and fact families as examples of strategies. Measure the length of an object twice, using different units. Compare the number of inches, feet, yards, etc. and discuss why the measurements are different. Students will determine whether a group of objects (up tp 20) are even or odd. Then, write an equation to show even numbers as a sum of two equal addends (ex. 4+4=8, 8 is even).
Operations and Algebraic Thinking			
Adds within 1,000	2.OA.1, 2.OA.2, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.6	MP.1, MP.2, MP.7, MP.8	**Continue Quarter 1 Operations and Algebraic Thinking Focuses but add the following:** Explain why addition and subtraction strategies work in equations. Use place value, ten frames, and fact families as examples of strategies. Continue working on various one step word problem solving strategies, such as tape diagrams, pictures, and models.
Subtracts within 1,000	2.OA.1, 2.OA.2, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.5, 2.MD.6	MP.1, MP.2, MP.7, MP.8	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. Work on fluently adding and subtracting within 20 using mental strategies. Add within 1,000 using various strategies. Guide students on composing and decomposing the addends so they understand that you add hundreds and hundreds, tens and tens, ones and ones.
Solves word problems	2.OA.1, 2.MD.5, 2.MD.10	MP.1, MP.4, MP.8	With guidance, students will mentally add and subtract 10 from a given number between 100 and 900. Students will fill out a blank number line and then add and subtract within 100 using the number line.
Number Sense and Operations in Base Ten			
Understands place value	2.NBT.1, 2.NBT.1.A, 2.NBT.1.B, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.5	**Continue Quarter 1 Number Sense and Base Ten Focuses but add the following:** Teach place value of numbers in the ones, tens and hundreds place. Understand each digit's place and its value. Decompose and regroup one, two, and three digit numbers; ie, 179 can be broken down into 100+70+9=179. Understand that 100 can be thought of as tens tens. Also, make sure students understand various ways to use place value to bundle numbers (27 can be 2 tens & 7 ones, 1 ten & 17 ones, or 27 ones.)
Uses place value understanding to add and subtract	2.NBT.2, 2.NBT.7, 2.NBT.8, 2.NBT.9	MP.1, MP.2, MP.5, MP.7	Guide students to understand the value of each digit in a specific place in a number and help them see the hundreds, tens, and ones in each three-digit number. (Example: 346: The value of the 3 is 300, the value of 4 is 40 and the value of the 6 is 6.) Skip count by 5s, 10s, and 100s. Also, skip count off the decade and century. For example, skip count by 10s starting at 44. Read and write numbers to 1,000 in expanded form. Compare 2 three digit numbers using <,>, and =.
Measurement and Data			
Measures and estimates lengths in standard and metric units	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.9	MP.2, MP.5	**Continue Quarter 1 Measurement and Data Focus but add the following:** Students will estimate and then measure the length of an object using the correct tool. Measure the length of an object twice, using different units. Compare the number of inches, feet, yards, centimeters.. etc. and discuss why the measurements are different. Subtract to compare the lengths of two objects.
Collects, represents, and interprets data	2.MD.9, 2.MD.10	MP.1, MP.4	Guide students in solving and creating addition and subtraction word problems involving lengths of the same unit using various strategies. Students will fill out a blank number line and then add and subtract within 100 using the number line. Students will collect, organize, and transfer data to bar graphs and picture graphs. Then, answer questions about the data that require the use of addition and subtraction.
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.