Second Grade, Quarter 1
October 7-December 20

B**ig Ideas/Key Concepts:**
The Standards for Mathematical Practice describe how students should consistently engage with mathematical content.
Mathematical operations are used in solving problems in which a new value is produced from one or more values.
Algebraic thinking involves choosing, combining, and applying effective strategies for answering quantitative questions.
Understanding place value leads to the development of number sense and efficient strategies for computing with numbers.
Measurement processes are used in everyday life to describe and quantify the world.
Data displays describe and represent data in alternative ways.
Students will demonstrate how addition and subtraction are related and how to work word problems using addition and subtraction strategies. Students will be able to compare numbers as less than, greater than or equal to, using the symbols and their knowledge of place value.
Students will know how to write numbers to 1,000 using number names and expanded form.
Students will be able to skip count by 5's, 10,'s and 100's to the number 1,000.
Students will be able to count money and tell time.
Students will be able to show their mathematical thinking with writings, drawings, or equations that model the mathematical practices.

Mathematical Practices	**Student Friendly "I Can" Statements**	**Resources**
All practices should be embedded in instruction throughout the 4 quarters.		***May be purchased with individual or site-based money.**
MP.1 Make sense of problems and persevere in solving them.	**I can** make a plan to solve a problem. **I can** try different ways to solve a problem. **I can** keep trying and not give up until the problem is solved.	Read Tennessee MP.1 Thinkfinity MP.1
MP.2 Reason abstractly and quantitatively.	**I can** use numbers and words to help me understand math problems.	Read Tennessee MP.2 Thinkfinity MP.2
MP.3 Construct viable arguments and critique the reasoning of others.	**I can** explain and defend my answers and listen to my friends' ideas, too.	Read Tennessee MP.3 Thinkfinity MP.3
MP.4 Model with mathematics.	**I can** use math tools, words, numbers, drawings, objects, and equations to solve a	Read Tennessee MP.4

	math problem.	
MP.5 Use appropriate tools strategically.	**I can** decide which math tool will best help me solve a math problem.	Read Tennessee MP.5
MP.6 Attend to precision.	**I can** use math vocabulary correctly. **I can** accurately find the answer. **I can** check my work to see if it is reasonable.	Read Tennessee MP.6
MP.7 Look for and make use of structure.	**I can** find and use patterns in numbers and shapes to help me solve problems.	Read Tennessee MP.7
MP.8 Look for and express regularity in repeated reasoning.	**I can** use repeated patterns in numbers to find shortcuts when solving a problem.	Read Tennessee MP.8 General Resources: Math Practices Poster Math Vocabulary List
Content Standards ***2. NBT.A. FOCUS CLUSTER: Understand Place Value*** **2. NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.**	Student Friendly "I Can" Statements **I can** count to 1000 from any given number. **I can** skip count to 1000 by 5's starting with any given multiple of 5. **I can** skip count to 1000 by 5's from any given number using appropriate tools (e.g. hundred's charts and number lines). **I can** skip count to 1000 by 10's from any given number. **I can** skip count to 1000 by 100's from any given number.	Resources Read Tennessee 2. NBT.A.2 Internet4Classrooms 2.NBT.A.2 Skip Counting Cards Count by Fives Count by Tens Counting Collections Two Ways to Count to Ten Illuminations enVision MATH Lessons: Topic: Number and Patterns to 1,000 Lessons: 17-1, 5, and 6

2. NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	I can recognize that the digits in a 4-digit number represent ones, tens, hundreds, and thousands. I can read and write numbers to 1000. I can read and write number names to 1000. I can use my understanding of place value to read and write numbers in expanded form.	Read Tennessee 2.NBT.A.3 Internet4Classrooms 2.NBT.A.3 Make Six Numbers Number Word Concentration Representing Numbers in 4 Ways Number Writing Barrier Game Roll Three Digits Illuminations enVision MATH Lessons: Topic: Place Value: Numbers to 100; Number and Patterns to 1,000 Lessons: 4-2, 4-3, 17-2, 17-3
2. NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	I can explain a process for determining whether a three-digit number is greater than, less than, or equal to another three-digit number. I can determine when a three-digit number is greater than, less than, or equal to another three-digit number, and record the comparison using the symbols >, <, and =.	Read Tennessee 2.NBT.A.4 Inside Mathematics MARS Tasks by Standard Comparing 3-Digit Numbers Place Value Challenge (3 digits) Subtraction Strategy: Counting Up 2-Digit Addition Split Subtraction Split Four in a Row with Near Doubles Version 2 Four in a Row with Near Doubles Version 3 Keep Doubling Number Wheel Spin Near 100 2-Digit Addition on the Empty Number Line Internet4Classrooms 2.NBT.A.4 Illuminations enVision MATH Lessons: Topic: Number and Patterns to 1,000 Lessons: 17-6, 17-8

2. NBT.B. FOCUS CLUSTER: Use place value understanding and properties of operations to add and subtract. **2. NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)**	I can explain addition and subtraction strategies in relation to place value. I can explain addition and subtraction strategies in relation to properties of operations (commutative, associative, and identity). I can justify my answers by using drawings or objects.	Read Tennessee 2.NBT.B.9 Inside Mathematics MARS Tasks by Standard Internet4Classrooms 2.NBT.B.9 Finding Sums Illuminations enVision MATH Lessons : Topic: Addition/Subtraction Strategies; Mental Addition/ Subtraction; Addition/Subtraction of 2-digit Numbers; Using Addition/Subtraction; 3-digit Addition/Subtraction Lessons: 2-1 through 2-7, 3-1 through 3-5, 6-1 through 6-5, 7-1 through 7-4, 8-1 through 8-6, 9-1 through 9-6, 10-1, 10-3, 10-4, 10-6, 18-3 through 18-5, 18-7, 18-8
2. OA.A.FOCUS CLUSTER: Represent and solve problems involving addition and subtraction. **2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**	I can decide when to use addition and/or subtraction in a word problem. I can represent addition and subtraction word problems using objects, drawings, and equations with unknowns in all positions. I can solve addition and subtraction word problems that involve two steps (doing one computation, and using that answer to perform a second computation that leads to the solution of the problem. I can solve word problems with unknown numbers in different positions (e.g. 5 + _ = 13, _ + 8 = 13, 5 + 8 = _).	Read Tennessee 2.OA.A.1 Road Rally Website p. 106 -110 Robot Races Website page 126 Inside Mathematics MARS Tasks by Standard Internet4Classrooms 2.OA.A.1 Numbers of the Week Add to: Change Unknown Add to: Start Unknown Take From: Change Unknown Take From: Start Unknown One Step Word Problems Two Step Word Problems Illuminations enVision MATH: Topic: Understanding Addition/Subtraction; Addition/Subtraction Strategies; Mental

		Addition/Subtraction; Addition/Subtraction of 2-digit Numbers; Using Addition and Subtraction Lessons: 1-1 through 1-7, 2-1 through 2-5, 2-8, 3-1 through 3-4, 3-6, 6-1 through 6-4, 7-3 through 7-5, , 8-1, 8-7, 9-7, 10-7, 15-6
2. MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell time, to the nearest 5 minutes, using analog and digital clocks. I can write time, to the nearest 5 minutes, by reading analog and digital clocks. I can explain the difference between a.m. (midnight to 11:59 a.m.) and p.m. (noon to 11:59 a.m.).	Read Tennessee 2.MD.C.7 Internet4Classrooms Time Barrier Game Time Barrier Game Grid One Hour Earlier, One Hour Later Inside Mathematics MARS Tasks by Standard Illuminations enVision Lessons: Topic: Time and Temperature Lessons: 15-1 and 15-2 Literature: One World One Day * Mailing May * Clocks and More Clocks * What Time is it Mr. Crocodile? *

2. MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	I can assess the value of dollar bills, quarters, dimes, nickels and pennies. I can demonstrate that quarters, dimes, nickels, and pennies are part of a dollar bill. I can interpret the part to whole relationship between the specific coin and a dollar bill. I can identify the dollar ($) and cent (¢) symbol and use them appropriately. I can demonstrate that a decimal point is used to separate dollars from cents. I can count coins, dollars, and combinations of dollars and coins. I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.	Read Tennessee 2.MD.C.8 Race to a Dollar Website, page 76 Inside Mathematics MARS Tasks by Standard Internet4Classrooms 2.MD.C.8 Coin Counting Cup Coin Barrier Game Make One Dollar Money Word Problems Illuminations enVision MATH Lessons: Topic: Counting Money; Using Addition/Subtraction Lessons: 5-1 through 5-6 and 10-7 Literature: A Quarter From the Tooth Fairy * A Chair for My Mother * If You Made A Million * How the Second Grade Got $8,205.50 To Visit the Statue of Liberty * Start Saving Henry * The Penny Pot * All About Money * Parents Need Help? Need to send math information home? Math Family Toolkit