# Common Core Math Curriculum Map

**THE LEARNING INSTITUTE**

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**                    **2013 - 2014**

| Module 1 - Math | Test: 10/4/2013 |
|---|---|
| Common Core Standard | Materials / References |
| **Understand place value** | |
| 2.NBT.1 — Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. | |
| a.  Also understand the following as a special case:  100 can be thought of as a bundle of ten tens -- called a "hundred." | |
| b.  Also understand the following as a special case:  The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | |
| 2.NBT.2 * — Count within 1000; skip-count by 5s, 10s, and 100s. | |
| (A).  Counting | |
| (B).  Skip-counting | |
| 2.NBT.3 — Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | |
| 2.NBT.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. | |
| **Represent and interpret data** | |
| 2.MD.10 * — Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |
| (A).  Picture Graphs | |
| (B).  Bar Graphs | |
| 7 testable standards | * 12/20 available questions | End of Module 1 |

\* Indicates a Common Core standard has been broken into smaller areas of emphasis.  For this module, only the listed areas are to be covered and/or assessed.

# Common Core Math Curriculum Map

**ALIGNMENT NOTES**

| Skills embedded throughout the year. |
|---|
| 2.NBT.1 Morning routine, Calendar math |
| 2.NBT.2 - Morning routine, Calendar math |
| 2.NBT.3 - Morning routine, Calendar math |
| 2.NBT.4 - Morning routine, Calendar math |
| 2.NBT.5 - Morning routine, Calendar math |
| 2.OA.1 - Math Journals, Daily word problem |
| 2.OA.2 - Reflex, Moby Math, centers, games |
| 2.OA.3 - Morning routine, Calendar Math |

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# Common Core Math Curriculum Map

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**　　　　**2013 - 2014**

| Module 2 - Math | Test: 12/6/2013 |
|---|---|
| **Common Core Standard** | Materials / References |
| **Represent and solve problems involving addition and subtraction** | |
| 2.OA.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. | |
| (A). Add to:  Result Unknown<br>　　Ex. Two bunnies sat on the grass.  Three more bunnies hopped there.  How many bunnies are on the grass now?  2 + 3 = ? | |
| (B). Add to:  Change Unknown<br>　　Ex. Two bunnies were sitting on the grass.  Some more bunnies hopped there.  Then there were five bunnies.  How many bunnies hopped over to the first two?  2 + ? = 5 | |
| (C). Add to:  Start Unknown<br>　　Ex. Some bunnies were sitting on the grass.  Three more bunnies hopped there.  Then there were five bunnies.  How many bunnies were on the grass before?  ? + 3 = 5 | |
| (D). Take from:  Result Unknown<br>　　Ex. Five apples were on the table.  I ate two apples.  How many apples are on the table now?  5 - 2 = ? | |
| (E). Take from:  Change Unknown<br>　　Ex. Five apples were on the table.  I ate some apples.  Then there were three apples.  How many apples did I eat?  5 - ? = 3 | |
| (F). Take from:  Start Unknown<br>　　Ex. Some apples were on the table.  I ate two apples.  Then there were three apples.  How many apples were on the table before?  ? - 2 = 3 | |
| (G). Put Together/Take Apart:  Total Unknown<br>　　Ex. Three red apples and two green apples are on the table.  How many apples are on the table?  3 + 2 = ? | |
| (H). Put Together/Take Apart:  Addend Unknown<br>　　Ex. Five apples are on the table.  Three are red, and the rest are green.  How many apples are green?  3 + ? = 5,  5 - 3 = ? | |

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# Common Core Math Curriculum Map

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**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**                                                                  **2013 - 2014**

| Module 2 - Math | Test: 12/6/2013 |
|---|---|
| **Common Core Standard** | **Materials / References** |
| **Represent and solve problems involving addition and subtraction** | |
| (I). Put Together/Take Apart: Both Addends Unknown<br>　　Ex. Grandma has 5 flowers. How many can she put in her red vase and how many in her blue vase?<br>　　$5 = 0 + 5$,　$5 = 5 + 0$;　$5 = 1 + 4$,　$5 = 4 + 1$;　$5 = 3 + 2$,　$5 = 2 + 3$ | |
| (J). Compare: Difference Unknown<br>　　Ex. ("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?<br>　　Ex. ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie?　$2 + ? = 5$,　$5 - 2 = ?$ | |
| (K). Compare: Bigger Unknown<br>　　Ex. (Version with "more): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?<br>　　Ex. (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have?<br>　　$2 + 3 = ?$,　$3 + 2 = ?$ | |
| (L). Compare: Smaller Unknown<br>　　Ex. (Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many more apples does Lucy have?<br>　　Ex. (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have?<br>　　$5 - 3 = ?$,　$? + 3 = 5$ | |
| (M). Two-step problems | |
| **Add and subtract within 20** | |
| 2.OA.2 *　　　Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | |
| (A). Addition | |
| (B). Subtraction | |

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# Common Core Math Curriculum Map

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**                                    **2013 - 2014**

| Module 2 - Math | Test: 12/6/2013 |
|---|---|
| Common Core Standard | Materials / References |
| **Use place value understanding and properties of operations to add and subtract** | |
| 2.NBT.5 * Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | |
| (A). Addition | |
| (B). Subtraction | |
| **Represent and interpret data** | |
| 2.MD.10 * Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |
| (A). Picture Graphs | |
| (B). Bar Graphs | |
| 17 testable standards | End of Module 2 |

**ALIGNMENT NOTES**

| Skills embedded throughout the year. |
|---|
| 2.NBT.1 Morning routine, Calendar math 2.NBT.2 - Morning routine, Calendar math 2.NBT.3 - Morning routine, Calendar math 2.NBT.4 - Morning routine, Calendar math 2.NBT.5 - Morning routine, Calendar math 2.OA.1 - Math Journals, Daily word problem 2.OA.2 - Reflex, Moby Math, centers, games 2.OA.3 - Morning routine, Calendar Math |

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# Common Core Math Curriculum Map

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**                                                                    **2013 - 2014**

| Module 3 - Math | Test: 2/7/2014 | |
|---|---|---|
| **Common Core Standard** | | **Materials / References** |
| **Use place value understanding and properties of operations to add and subtract** | | |
| 2.NBT.6 | Add up to four two-digit numbers using strategies based on place value and properties of operations. | |
| 2.NBT.7 * | Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | |
| | (A).  Addition | |
| | (B).  Subtraction | |
| 2.NBT.8 | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | |
| 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations (explanations may be supported by drawings or objects). | |
| **Work with time and money** | | |
| 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | |
| **Represent and interpret data** | | |
| 2.MD.10 * | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |
| | (A).  Picture Graphs | |
| | (B).  Bar Graphs | |
| 7 testable standards | * 14/20 available questions | End of Module 3 |

## ALIGNMENT NOTES

| Skills embedded throughout the year |
|---|
| 2.NBT.1 Morning routine, Calendar math 2.NBT.2 - Morning routine, Calendar math 2.NBT.3 - Morning routine, Calendar math 2.NBT.4 - Morning routine, Calendar math 2.NBT.5 - Morning routine, Calendar math 2.OA.1 - Math Journals, Daily word problem 2.OA.2 - Reflex, Moby Math, centers, games 2.OA.3 - Morning routine, Calendar Math |

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# Common Core Math Curriculum Map

**THE LEARNING INSTITUTE**

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**                    **2013 - 2014**

| Module 4 - Math | Test: 3/20/2014 |
|---|---|
| Common Core Standard | Materials / References |
| **Measure and estimate lengths in standard units** | |
| 2.MD.1 — Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | |
| 2.MD.2 — Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | |
| 2.MD.3 — Estimate lengths using units of inches, feet, centimeters, and meters. | |
| 2.MD.4 — Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | |
| **Relate addition and subtraction to length** | |
| 2.MD.5 — Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | |
| 2.MD.6 — Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a line diagram. | |
| **Work with time and money** | |
| 2.MD.7 — Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | |
| **Represent and interpret data** | |
| 2.MD.9 — Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | |
| 2.MD.10 * — Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |
| (A). Picture Graphs | |
| (B). Bar Graphs | |
| 8 testable standards | * 16/20 available questions | End of Module 4 |

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**ALIGNMENT NOTES**

| Skills embedded throughout the year. |
|---|
| 2.NBT.1 Morning routine, Calendar math 2.NBT.2 - Morning routine, Calendar math 2.NBT.3 - Morning routine, Calendar math 2.NBT.4 - Morning routine, Calendar math 2.NBT.5 - Morning routine, Calendar math 2.OA.1 - Math Journals, Daily word problem 2.OA.2 - Reflex, Moby Math, centers, games 2.OA.3 - Morning routine, Calendar Math |

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# Common Core Math Curriculum Map

**JONESBORO SCHOOL DISTRICT - GRADE 2 MATH**

**2013 - 2014**

| Module 5 - Math | Test: 5/15/2014 | |
|---|---|---|
| Common Core Standard | | Materials / References |
| **Reason with shapes and their attributes** | | |
| 2.G.1 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | |
| 2.G.2 | Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | |
| 2.G.3 * | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | |
| | (A). Partitioning | |
| | (B). Equal shares not same shape | |
| **Represent and interpret data** | | |
| 2.MD.10 * | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | |
| | (A). Picture Graphs | |
| | (B). Bar Graphs | |
| **Work with equal groups of objects to gain foundations for multiplication** | | |
| 2.OA.3 * | Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | |
| | (A). Even and Odd | |
| | (B). Write an equation | |
| 2.OA.4 | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | |
| 9 testable standards | * 18/20 available questions | End of Module 5 |

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# Common Core Math Curriculum Map

**ALIGNMENT NOTES**

| Skills embedded throughout the year. |
|---|
| 2.NBT.1 Morning routine, Calendar math 2.NBT.2 - Morning routine, Calendar math 2.NBT.3 - Morning routine, Calendar math 2.NBT.4 - Morning routine, Calendar math 2.NBT.5 - Morning routine, Calendar math 2.OA.1 - Math Journals, Daily word problem 2.OA.2 - Reflex, Moby Math, centers, games 2.OA.3 - Morning routine, Calendar Math |

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