2nd Grade Math Curriculum Unit
Gasconade County R-2 School District

Grade Level: 2 **Subject:** Math

Month	Mathematics Missouri Learning Standards	Key Mathematics and Academic Vocabulary	MathLinks to New MLS	Essential Questions
August	2.RA.A.1 2.NBT.B.9 2.NBT.C.11	fact family addend sum difference add subtract equation equal sign commutative property of operations number sentence model	Item Specification Reports K-5 Missouri Learning Standards 6-12 Missouri Learning Standards K-6 Math Glossary 7-12 Math Glossary Missouri EOC Math Reference Sheet End of Course Blueprints MAP Grade Level Blueprints	I can add and subtract within 20 fluently. I can use the relationship between addition and subtraction to solve problems. I can write and solve problems involving addition and subtraction within 100.
September	2.RA.A.1 2.NBT.B.9 2.NBT.C.11 2.NBT.A.3 2.RA.B.2a 2.RA.B.2b 2.RA.B.2c 2.RA.B.3	equation equal sign sum difference digit add addend fact family subtract		I can add and subtract within 20 fluently. I can use the relationship between addition and subtraction to solve problems. I can write and solve problems involving addition and subtraction within 100. I can count within 1000 by 1’s, 10’s, and 100’s starting with any number. I can determine if a set of objects has an odd or even number of members.

		odd even expression row column model		I can count by 2's to 100 starting with any even number. I can express even numbers as pairings/groupings of two, and write an expression to represent the number using addends of 2. I can express even numbers as being composed of equal groups and write an expression to represent the number with two equal addends. I can find the total number of objects arranged in a rectangular array with up to five rows and five columns, and write an equation to represent the total as a sum of equal addends.
October	2.NBT.B. 9 2.NBT.C.11 2.RA.A.1 2.NBT.A.3 2.NBT.B.6 2.NBT.B.10	sum difference digit fact family add addend subtract equation equal sign model regroup		I can use the relationship between addition and subtraction to solve problems. I can write and solve problems involving addition and subtraction within 100. I can add and subtract within 20 fluently. I can count within 1,000 by 1's, 10's, and 100's starting with any number. I can add and subtract within 100 fluently. I can add or subtract mentally 10 or 100 to or from a given number within 1,000.
November	2.NBT.A.3 2.NBT.B.6 2.NBT.B.10 2.NBT.C.11 2.NBT.A.1 2.NBT.A.2 2.NBT.A.4	sum difference regroup fact family addend add subtract equation equal sign digit model		I can count within 1,000 by 1's, 10's, and 100's starting with any number. I can add and subtract within 100 fluently. I can add or subtract mentally 10 or 100 to or from a given number within 1,000. I can write and solve problems involving addition and subtraction within 100. I can understand three-digit numbers are composed of 100's, 10's, and 1's. I can understand that 100 can be thought of as 10 tens - called a "hundred".

		ones tens hundreds thousand greater than less than place value base ten compose/ decompose numbers expanded form standard form number name/word form		I can read and write numbers to 1,000 using number names, base ten numerals, and expanded form.
December	2.NBT.A.1 2.NBT.A.5 2.NBT.B.8 2.NBT.B.9	greater than symbol (>) less than symbol (<) compare sum equal sign (=) value ones tens hundreds digit place value base ten compose numbers decompose numbers regroup equation		I can understand three-digit numbers are composed of 100's, 10's, and 1's. I can compare 2 three-digit numbers using the symbols >, =, or <. I can add or subtract within 1,000 and justify the solution. I can use the relationship between addition and subtraction to solve problems.

		difference sum model		
January	2.NBT.B.8 2.NBT.B.9 2.NBT.B.7 2.GM.B.4	difference regroup equation equal sign (=) sum model commutative and associative property of operations column regroup standard units yardstick measure inch centimeter length meter meter stick foot yard		I can add or subtract within 1,000 and justify the solution. I can use the relationship between addition and subtraction to solve problems. I can add up to 4 two-digit numbers. I can measure the length of an object by selecting and using appropriate tools.
February	2.GM.B.4 2.GM.B.5 2.GM.B.6 2.GM.B.7 2.GM.C.8 2.GM.C.9	standard units yardstick measure inch metric units of measurement customary units of measurement		I can measure the length of an object by selecting and using appropriate tools. I can analyze the results of measuring the same object with different units. I can estimate lengths using units of inches, feet, yards, centimeters, and meters. I can measure to determine how much longer one object is than another.

		centimeter length meter meter stick foot yard to estimate an estimate measuring tools/device qualitative change difference model number line sums differences model		I can use addition and subtraction within 100 to solve problems involving lengths that are given in the same units. I can represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line.
March	2.GM.C.8 2.GM.C.9 2.DS.A.1 2.DS.A.2 2.DS.A.4 2.DS.A.5 2.DS.A3 2.NBT.A.3 2.GM.D.10 2.GM.D.11 2.GM.D.12 2.GM.D.13	number line sums differences inches centimeters model data line plot picture graph bar graph number line x axis y axis scale axis labels		I can use addition and subtraction within 100 to solve problems involving lengths that are given in the same units. I can represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line. I can create a line plot to represent a set of numeric data given a horizontal scale marked in whole numbers. I can generate measurement data to the nearest whole unit and display the data in a line plot. I can solve problems using information presented in line plots, picture graphs and bar graphs. I can draw conclusions from line plots, picture graphs and bar graphs. I can draw a picture graph or a bar graph to represent a data set with up to four

		title AM PM hour minute hour hand minute hand analog clock digital clock colon cent penny nickel dime quarter dollar bills (1's, 5's, 10's) value symbol combination tens place value hundreds ones thousand greater than		categories. I can count within 1000 by 1s,10s, and 100s starting with any number. I can tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m. I can describe a time shown on a digital clock representing hours and minutes and relate a time shown on a digital clock to the same time on an analog clock. I can find the value of combination of dollar bills, quarters, dimes, nickels and pennies using $ and cent sign appropriately. I can find combinations of coins that equal a given amount.
April	2.GM.C.9 2.GM.D.12 2.GM.D.13 2.NBT.A.3 2.GM.A.1a 2.GM.A.1b 2.GM.A. 2	cent penny nickel dime quarter dollar bills (1's, 5's, 10's)		I can find the value of combination of dollar bills, quarters, dimes, nickels and pennies using $ and cent sign appropriately. I can find combinations of coins that equal a given amount. I can represent whole numbers as lengths on a number line and represent whole number sums and differences within 100 on a number line.

	2.GM.A.3a	value symbol combination number line tens place value hundreds ones thousand greater than sums differences model sides face pyramid 2 dimensional 3 dimensional vertices triangle quadrilateral pentagon hexagon attributes angle circle cube square rectangle rhombus row column partition divide one third thirds		I can count within 1000 by 1s,10s, and 100s starting with any number. I can recognize and draw shapes having specified attributes such as a given number of angles or sides. I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes. I can identify the faces of 3 dimensional objects. I can partition a rectangle into rows and columns of same size squares and count to find the total number of squares. I can partition circles and rectangles into two, three, or four equal shares and describe the shares and the whole. I can demonstrate that equal shares of identical wholes need not have the same shape.

		one half halves one fourth fourths equal shares whole vertical diagonal horizontal include “parts of geometric figures” when teaching lesson		
May				