

Grade 2 Mathematics

Unit: Measurement **Strand:** Time


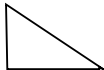

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											


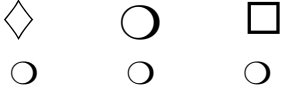
District Objective Tell time on digital and analog clocks to the hour, half-hour, and quarter-hour.	Bloom's Application	Quarter 1
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT		No. Days 2

PASS Objective The student will... V. Measurement E. Tell time on digital and analog clocks to the hour, half-hour, and quarter-hour.	NCTM Standard Pg. 104
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Tet Correlation Lesson 3 (Saxon) Additional Saxon Lessons 25, 80	Rating 2	Additional Resources *Measure It - pgs. 122-139 *Book: <u>6 O'Clock Rooster</u> by Helvern Barker Digital Clocks Activity (*Available for check-out at ASC)
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Assessment 1. What time is it? 2. What time is it? 3. What time is it?		
A. 12:12 B. 0:12 C. 12:00 D. 6:30	A. 2:06 B. 2:30 C. 2:60 D. 6:02	A. 10:15 B. 10:03 C. 3:10 D. 11:03

Grade 2 Mathematics															
Unit: Geometry										Strand: Two-dimensional shapes					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Identify a square.											Bloom's Knowledge		Quarter 1		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 1		
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).													NCTM Standard Pgs. 97-98		
Tet Correlation Saxon, Lesson 6					Rating 1		Additional Resources * Math by All Means - Geometry Grades 1-2, pgs. 124-130 *Explorations in Math 2, pg. 213 Geometry 4 Activity (*Available for check-out at ASC)								
Assessment Which of the following shapes is a rectangle? a)  b)  c)  d)															

Grade 2 Mathematics															
Unit: Numeration								Strand: Concrete/Symbolic Patterns							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													
District Objective Extend simple concrete patterns found in the environment.												Bloom's Application		Quarter 1 No. Days $\frac{1}{2}$	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... I. Patterns B. Identify, extend, and record both repeating and growing patterns made up of sets of concrete objects, pictures, and symbols (e.g., 3, 6, 9, ...).												NCTM Standard Pg. 91			
Text Correlation Saxon Lesson 7 Additional Saxon Lesson 11						Rating 2		Additional Resources * A week with AIMS P43-P64 * M.T.W.. pgs. 254-257, 273 * M.T.W. Newsletter, pgs. 9.1-9.16 Book - <u>Dots, Spots, Speckles and Stripes</u> by Tana Hoban Number Skills 7 Activities (*Available for check-out at ASC)							
Assessment What figure comes next in the pattern? <div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div>															

Grade 2 Mathematics

Unit: Numeration

Strand: Ordinal Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													

District Objective

Identify the ordinal number (first, second, third, etc.) of a specific object in a row of objects.

Bloom's

Comprehension

**Quarter
1**

**No. Days
1**

- ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

**NCTM
Standard
Pgs. 78-80**

Text Correlation

Saxon Lesson 7
Additional Saxon
Lesson 14

Rating

1

Additional Resources

- * M.T.W., pg. 205
- * M.T.W. Newsletter, 5.6
- * Explorations 2, pgs. 135-136
- Number Skills 9 Activities
(*Available for check-out at ASC)

Assessment

Choose the book that is in each position.

Grade 2 Mathematics															
Unit: Numeration								Strand: Comparison							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Compare numbers identifying which is least or greatest.												Bloom's Comprehension		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 3	
PASS Objective The student will... II. Number Sense F. Write a number sentence to compare numbers (e.g., 5 is more than 2, 3 is less than 7, page 51 comes after 50, and 51 is between 50 and 60).														NCTM Standard Pgs. 91, 92	
Test Correlation Saxon Lesson 8 Additional Saxon Lesson 102							Rating 3		Additional Resources DARES * Developing Number Concepts Using Unifix Cubes by Kathy Richardson pp. 52-75 * Activity Math pp. 49-52 Developing and Extending the Concepts of More or Less Activity Guesstimate Activity (*Available for check-out at ASC)						
Assessment Compare. Write >, <, or =. 4. 415 ○ 451 645 ○ 645 317 ○ 307															

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Addition Story Problem					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Solve story problems involving adding whole numbers with 1-2 digits.												Bloom's Application		Quarter 1 No. Days 4	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation C. Write addition and subtraction number sentences; complete addition number sentences with a missing addend and use to solve everyday problems.														NCTM Standard Pgs. 78-88	
Test Correlation Lesson Saxon 8 Additional Saxon Lessons 11, 23						Rating 1		Additional Resources *Math Literature K-3 by M. Burns, pgs. 5-10 *Word Problems (Basic Skills Series) by Sally Fisk, pgs. 33-34 <u>Rooster's Off to See the World Problem Activity</u> (*Available for check-out at ASC)							
Assessment Miss McQueen's fourth grade class has 34 students. Mr. Taylor's third grade class has 28 students. Miss Moran's fourth grade class has 31 students. How many students are in the fourth grade? A. 93 students B. 59 students C. 65 students D. 62 students															

Grade 2 Mathematics															
Unit: Data Interpretation								Strand: Tables/Charts							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Choose pertinent information, interpret, and calculate data from a table to solve a real-world problem.												Bloom's Application		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 4			
PASS Objective The student will... VI. Data Analysis B. Summarize and interpret data in charts, bar graphs, and tables.												NCTM Standard Pgs. 92, 108-114			
Test Correlation Saxon Lesson 16				Rating 1		Additional Resources Silver Burdett Mathematics, pg. 213 Graph Club Software *M.T.W., pgs. 142-163 Cooperative Activities: What's the Score? Activity (*Available for check-out at ASC)									
Assessment															

Grade 2 Mathematics															
Unit: Numeration								Strand: Patterns							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Describe and record patterns.												Bloom's Application		Quarter 1	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...												NCTM Standard Pgs. 91-95			
I. Patterns A. Describe and record patterns (e.g., build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents, etc.).															
Test Correlation None				Rating 3		Additional Resources *A week with AIMS P13-P16 *Activity Math, pgs. 63-64 Book - <u>Dots, Spots, Speckles, and Stripes</u> by Tana Hoban Patterns and Functions: Introducing Patterns That Lead..... Activity (*Available for check-out at ASC)									
Assessment Use a table similar to the one below. The students could be asked to construct the whole table, or could be asked to fill in various parts of the table. Different examples could include: number of ears, feet, hands, etc. of family members.															

Grade 2 Mathematics															
Unit: Measurement								Strand: Time							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Solve a story problem involving elapsed time.												Bloom's Knowledge		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement E. Tell time on digital and analog clocks to the hour, half-hour, and quarter-hour.												NCTM Standard Pg. 104			
Test Correlation Saxon Lesson 12 Additional Saxon Lesson 25						Rating 1		Additional Resources *Measure It, pgs. 122-139 Time in a Line Activity (*Available for check-out at ASC)							
Assessment Marie goes to a movie. It starts at _____ . It ends 3 hours later. Write the time the movie is over. _____ : _____															

Grade 2 Mathematics																							
Unit: Number Theory										Strand: Odd/Even													
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal								
	I	E	M																				
District Objective Classify numbers as odd and even.												Bloom's Analysis		Quarter 1									
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2											
PASS Objective The student will... II. Number Sense D. Determine whether a number is odd or even.												NCTM Standard Pgs. 91-95											
Test Correlation Saxon Lesson 17						Rating		Additional Resources *M.T.W. Summary Newsletter, 4.12 *About Teaching Mathematics K-8, pg.111 *Math and Literature K-3 Book Two, pgs. 92-93 Number Skills 16 Activity (*Available for check-out at ASC)															
Assessment																							
1) Fill in the circle of the odd number.								2) Fill in the circle of the even number.															
① 14				② 15				③ 18				① 75				② 77				③ 78			

Grade 2 Mathematics															
Unit: Geometry										Strand: Two-dimensional shapes					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	M													
District Objective Identify a rectangle.												Bloom's Knowledge		Quarter 1	
														No. Days 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).												NCTM Standard Pgs. 97-98			
Test Correlation Saxon Lesson 18						Rating 1		Additional Resources *Math by All Means - Geometry - Grades 1-2, pgs. 80-87,161 Sides and Corners Activity (*Available for check-out at ASC)							
Assessment Which of the following pairs are both rectangles?															

Grade 2 Mathematics															
Unit: Numeration										Strand: Concrete/Symbolic Patterns					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Extend symbolic patterns in the environment, in mathematics, and in geometric shapes.												Bloom's Application		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1.5			
PASS Objective The student will...												NCTM Standard Pg. 91			
I. Patterns B. Identify, extend, and record both repeating and growing patterns made up of sets of concrete objects, pictures, and symbols (e.g., 3, 6, 9.....).															
Test Correlation Saxon Lesson 20				Rating 2		Additional Resources *Activity Math, pgs. 43-44, 63-64 *A Week with AIMS, P1-P64 *M.T.W., pgs. 328-359 *About Teaching Mathematics, pgs. 112-124 Number Skills 17 Activity Buttons, Buttons, Buttons Activity (*Available for check-out at ASC)									
Assessment Which shape comes next in the pattern?															

Grade 2 Mathematics															
Unit: Numeration								Strand: Patterns							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Identify a certain pattern and then use that pattern to determine the missing element in the pattern.												Bloom's Application		Quarter 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will...												NCTM Standard Pgs. 91-95			
I. Patterns B. Identify, extend, and record both repeating and growing patterns made up of sets of concrete objects, pictures, and symbols (e.g., 3, 6, 9.....).															
Test Correlation None				Rating 3		Additional Resources *M.T.W., pgs. 254-273, 328-359 *M.T.W. Newsletter, 9.1 - 9.15 *Activity Math, pgs. 43-44 *A Week with AIMS, P1-P64 Exploring Patterns Activity Who's Not Home? Where's My Home? Activity (*Available for check-out at ASC)									
Assessment Shade the circle below the figure that replaces the ? in the pattern.															

Grade 2 Mathematics															
Unit: Problem Solving									Strand: Analyzing Problems						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	E	M						
District Objective Analyze a word problem and make judgments about possible solution strategies.												Bloom's Evaluation		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 4			
PASS Objective The student will... I. Patterns C. Create patterns by combining different shapes and taking them apart.												NCTM Standard Pgs. 82-88, 116-121			
Test Correlation Saxon Lesson 23						Rating 1		Additional Resources funbrain.com *Math & Literature K-3, M. Burns, Vol. 1 & 2 *Writing in Math Class, M. Burns, Gr. 2-8 Problem Solving Strategies Activity Finding Multiple Ways to Solve a Problem: How Many Ways Can Our Class Line Up? Activity (*Available for check-out at ASC)							
Assessment Cynthia went on vacation to France for two weeks. She decided to remain in the country for 6 more days. Later that year, Joan went on a two week vacation to France. How many total days did Cynthia and Joan spend in France? A. 6 days B. 14 days C. 28 days D. 34 days															

Grade 2 Mathematics															
Unit: Measurement										Strand: Money					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Count monetary amounts with manipulatives.												Bloom's Knowledge		Quarter 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 80, 92			
Test Correlation Saxon Lesson 28 Additional Saxon Lessons 43, 48, 72, 98, 117						Rating 1		Additional Resources *M.T.W. Beyond the Book (Choose a Wallet Activity) *Math By All Means, Gr. 1-2, Money *Explorations 2, pgs. 258-261, 281-283 Book - <u>Arthur's Funny Money</u> by Lillian Hoban Spare Change Activity Money Bags Activity (*Available for check-out at ASC)							
Assessment Use manipulatives to count how much. Write your answer below the picture.															

Grade 2 Mathematics															
Unit: Measurement										Strand: Money					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Find the total of a group of coins when given a picture.												Bloom's Comprehension		Quarter 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 80, 92			
Test Correlation Saxon Lesson 28 Additional Saxon Lessons 48, 72, 98, 117					Rating 1		Additional Resources *Math by All Means, Gr. 1-2, Money *Exploration 2, pgs. 258-261 How Many Ways? Activity (*Available for check-out at ASC)								
Assessment Count the coins and fill in the circle beside the correct amount.															

Grade 2 Mathematics

Unit: Algebraic Concepts

Strand: Missing Information

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							

District Objective

Identify the missing numeral of an equation.

Bloom's Knowledge

Quarter 1

ITBS
 SAT9
 PASS
 CRT

No. Days
1

PASS Objective

The student will...

III. Number Operations and Computation

D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).

NCTM Standard
Pgs. 83-84

Test Correlation

Saxon Lesson 29

Rating

1

Additional Resources

DARES
Math Blaster
What's Hidden? Activity
Missing Parts Activity

Assessment

Mark the circle below the number that belongs in the empty box.

$15 - \square = 8$

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 7 | 8 | 9 | 6 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 2 Mathematics

Unit: Whole Numbers

Strand: Problem Solving

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													

District Objective

Identify the amount needed to make a set equal to a given number.

**Bloom's
Application**

**Quarter
2**

ITBS
 SAT9
 PASS
 CRT

**No. Days
2**

PASS Objective

The student will...

III. Number Operations and Computation

C. Write addition and subtraction number sentences; complete addition number sentences with a missing addend and use to solve everyday problems.

**NCTM
Standard
Pgs. 83-84**

Test Correlation
Saxon Lesson 29

Rating
1

Additional Resources

*A Week with AIMS, pgs. 91-93
"Add On" Addends Activity

(*Available for check-out at ASC)

Assessment

Mark the circle below the correct answer.

$6 + \square = 13$

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 5 | 6 | 8 | 7 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 2 Mathematics															
Unit: Data Interpretation									Strand: Data Collection and Classification						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Collect, sort, organize, and display data in charts, bar graphs, and tables.												Bloom's Application		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... VI. Data Analysis A. Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).													NCTM Standard Pg. 108		
Test Correlation Saxon Lesson 29 Additional Saxon Lessons 39, 61, 88, 120, 130						Rating 1		Additional Resources *M.T.W., pgs.142-163 *M.T.W. Newsletter pgs. 8.8-8.12 Graph Club Software *Explorations Grade 2, pgs. 90-95 Color Cube Graph Activity Student Survey Activity Graphing Bags Activity (*Available for check-out at ASC)							
Assessment Students will poll favorite Thanksgiving foods. Then each student will enter data in Graph Club Software in format of choice and print out for evaluation.															

Grade 2 Mathematics															
Unit: Data Interpretation										Strand: Data Collection and Classification					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Describe a set of given data using estimation.												Bloom's Comprehension		Quarter 2	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... VI. Data Analysis C. Make predictions and estimates to describe data (e.g., predict what data on teeth lost might look like for younger children and/or older children).												NCTM Standard Pgs. 108-114			
Test Correlation None						Rating 3		Additional Resources *A Week with AIMS pp. N35-N37 *M.T.W. pp. 308-309, 318-319 Estimation (Sample Lesson 12) Activity How many pennies? Activity (*Available for check-out at ASC)							
Assessment JARS OF BEANS ◆ Put different numbers of beans in 5 clear jars. Be sure the numbers show a wide range from 0 to 999. For example, you might show 2, 20, 200, 500, and 700. On an index card, write the number of items in each jar. ◆ Give children the 5 jars and the 5 shuffled cards. Children guess which card matches which jar. When children think they have the cards correctly matched with jars, have them count the beans in each jar to check their estimates.															

Grade 2 Mathematics															
Unit: Algebraic Concepts										Strand: Identify Sentence					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Identify a number sentence for an orally read world problem.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... III. Number Operations and Computation C. Write addition and subtraction number sentences; complete addition number sentences with a missing addend and use to solve everyday problems.														NCTM Standard Pg. 118	
Test Correlation None				Rating 3		Additional Resources *A Week with AIMS, N41-N49 1st and 2nd Activities (*Available for check-out at ASC)									
Assessment Read the following problem orally (students have only the number sentences in front of them): Jack can jump rope 10 times in 1 minute. How many times could he jump rope in 3 minutes if he doesn't get tired first? Choose the number sentence that would solve the problem. a. $10 + 3 = 13$ b. $10 - 3 = 7$ c. $10 \times 3 = 30$ d. $10 + 1 + 10 + 3 = 24$															

Grade 2 Mathematics															
Unit: Algebraic Concepts										Strand: Multiple-Step Problems					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Solve a story problem which is read aloud by the teacher and requires multiple calculations.												Bloom's Application		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... I. Patterns A. Describe and record patterns (e.g., build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents, etc.).												NCTM Standard Pgs. 116-121			
Test Correlation None					Rating 3		Additional Resources *A Week with AIMS, N39-N49 Problem Solving - Cows and Chickens Problem Activity Act It Out Activity (*Available for check-out at ASC)								
Assessment Jason won 10 goldfish and 11 guppies at the state fair. Kevin won 5 goldfish and 3 guppies. How many more goldfish and guppies did Jason win than Kevin? A. 2 goldfish and guppies B. 13 goldfish and guppies C. 5 goldfish and guppies D. 29 goldfish and guppies															

Grade 2 Mathematics															
Unit: Algebraic Concepts										Strand: Number Sentence					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Determine which operational symbol is missing from an equation.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... III. Number Operations and Computation A. Develop operation sense by applying the following property of addition $(3 + 2) + 1 = 3 + (2 + 1)$.														NCTM Standard Pgs. 83-84	
Test Correlation None				Rating 3		Additional Resources DARES *M.T.W., pgs. 215 - 216 Magic Box and Equation Dice Toss Activities (*Available for check-out at ASC)									
Assessment Complete the number sentences. Write + or -.															
4. $6 \bigcirc 5 = 11$				5. $13 \bigcirc 9 = 4$											
11 $\bigcirc 5 = 6$				9 $\bigcirc 4 = 13$											

Grade 2 Mathematics															
Unit: Numeration										Strand: Geometric Patterns					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Combine different shapes and take them apart in order to create patterns.												Bloom's Synthesis		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... I. Patterns C. Create patterns by combining different shapes and taking them apart.												NCTM Standard Pgs. 91-92			
Test Correlation None				Rating 3		Additional Resources *A Week with AIMS, P1-P64 *Developing Number Concepts Using Unifix Cubes, pgs. 29-51 *Explorations 2, pgs. 210-211 Pattern Blocks and Unifix Cubes Activity Surrounding Patterns Activity (*Available for check-out at ASC)									
Assessment The student will be assessed by teacher observation and recording of patterns.															

Grade 2 Mathematics															
Unit: Geometry								Strand: Figures							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													
District Objective Identify an object based on an oral description.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1.5			
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).												NCTM Standard Pgs. 96-98			
Test Correlation Saxon Lesson 32				Rating 2		Additional Resources *Math by All Means - Geometry 1-2, pgs. 110-115 *Hands-On Geometry, pgs. 25-26 Describing Shapes Activity (*Available for check-out at ASC)									
Assessment Look at the first shape in the picture. Then look at the shapes next to it. Fill in the answer space under the shape that looks the same as the inside of the first shape but is larger.															

Grade 2 Mathematics															
Unit: Geometry										Strand: Figures					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Identify a geometric figure by reading a description of the figure.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 0.5			
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).												NCTM Standard Pgs. 97-98			
Test Correlation None				Rating 3		Additional Resources *Math by All Means - Geometry - Grades 1-2, pgs. 110-115 Which One Is Which? Activity (*Available for check-out at ASC)									
Assessment Read the following description orally (students have only the shapes in front of them): Which of the following shapes has one oblique side, one horizontal side, and one vertical side?															

Grade 2 Mathematics

Unit: Numeration

Strand: Number Patterns

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									

District Objective

Determine the missing elements of a series of numbers which create a pattern.

Bloom's

Comprehension

Quarter
2

No. Days
1

ITBS

SAT9

PASS

CRT

PASS Objective

The student will...

I. Patterns

B. Identify, extend, and record both repeating and growing patterns made up of sets of concrete objects, pictures, and symbols (e.g., 3, 6, 9.....).

**NCTM
Standard**
Pgs. 91-92

Test Correlation

Saxon Lesson 35

Rating

2

Additional Resources

*Explorations 2, pg. 235
 *Box Cars and One-Eyed Jacks Ready to Use
 *Manipulative Math Games for K-4, pgs. 2.1-2.3
 *M.T.W., pgs. 328-359
 Number Skills 8 Activity
 Number Soup Activity
 (*Available for check-out at ASC)

Assessment

Shade the circle below the missing number in the pattern.

130, 140, 150, ____, 170, 180

100	155	160	165
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 2 Mathematics															
Unit: Measurement								Strand: Units							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													
District Objective Use nonstandard units to measure objects.												Bloom's Application		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... V. Measurement A. Measure objects with nonstandard and standard units (e.g., use a human foot [nonstandard] then a ruler [standard] to measure length).														NCTM Standard Pgs. 103-105	
Test Correlation Saxon Lesson 37 Additional Saxon Lesson 44							Rating 1		Additional Resources *A Week with AIMS, pgs. 15-25 *Explorations Grade 2, pgs. 156, 158-162 *M.T.W. Newsletter, 7.1, 7.16 How Big Is It? Activity What's in a Foot? Activity (*Available for check-out at ASC)						
Assessment About how many paper clips long is the ribbon? about _____ paper clips															

Grade 2 Mathematics															
Unit: Number Theory										Strand: Number Forms					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	M								
District Objective Illustrate numbers in various forms.												Bloom's Application		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... II. Number Sense E. Represent a number in a variety of ways (e.g., write the calendar day in different ways, write 15 as 8 + 7, write 25 as 2 tens + 5 ones).												NCTM Standard Pg. 80			
Test Correlation Saxon Lesson 38				Rating 1		Additional Resources *M.T.W. Summary Newsletter, 4.1-4.12 *Activity Math K-3, pg. 69 Listen to the Number Activity (*Available for check-out at ASC)									
Assessment Shade the circle on the left of the correct number.															
1. 9 hundreds 3 tens 4 ones															
<input type="radio"/> 349 <input type="radio"/> 439 <input type="radio"/> 934 <input type="radio"/> 943															
2. 8 hundreds 5 tens 6 ones															
<input type="radio"/> 568 <input type="radio"/> 658 <input type="radio"/> 685 <input type="radio"/> 856															

Grade 2 Mathematics															
Unit: Number Theory										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
District Objective Explain the connection of place value to the reading and writing of numbers.												Bloom's Analysis		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 4.5	
PASS Objective The student will... II. Number Sense B. Link place value concepts to the reading and writing of numbers (e.g., bean sticks, base-10 blocks).														NCTM Standard Pgs. 80-82	
Test Correlation Saxon Lessons 38, 81, 91						Rating 1		Additional Resources Harcourt Brace Math Advantage, pgs. 367, 369 Math Keys Software Generating Numbers Activity Stretch the Numbers Activity							
Assessment Write the number of hundreds, tens, and ones.															

Grade 2 Mathematics															
Unit: Number Theory										Strand: Word Names					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	M											
District Objective Match word names with numbers.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... II. Number Sense B. Link place value concepts to the reading and writing of numbers (e.g., bean sticks, base-10 blocks).														NCTM Standard Pg. 79	
Test Correlation None					Rating 3		Additional Resources *Explorations 2 in Math, pg. 262 Place Value 4 Activity (*Available for check-out at ASC)								
Assessment Which number below matches this word name? SIXTEEN A. 60 B. 616 C. 6 D. 16															

Grade 2 Mathematics															
Unit: Measurement										Strand: Money					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Explain the association of place value with coins and bills.												Bloom's Analysis		Quarter 2	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 80-81, 92			
Test Correlation None Related lessons, Saxon 93, 98, 117					Rating 3		Additional Resources *Math by All Means, Grades 1-2, Money *Activity Math, pgs. 213-214 *Explorations 2, pgs. 258-261, 281-283 Using Money Activity Part III Teaching Arithmetic Activities (*Available for check-out at ASC)								
Assessment Use this amount to answer the questions below. \$2.63 1) How many tens? _____ How many dimes would this equal? _____ 2) How many ones? _____ How many pennies would this equal? _____ 3) How many hundreds? _____ How many dollars would this equal? _____															

Grade 2 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	M													
District Objective Identify money and its value.												Bloom's Knowledge		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 80, 92			
Test Correlation Saxon Lesson 43 Additional Lessons, Saxon 28, 48, 72, 98, 117							Rating 1		Additional Resources *Math by All Means, Grades 1-2, Money *Explorations 2, pgs. 258-261 Book: <u>Arthur's Funny Money</u> by Lillian Hoban Money Bags & Coin Collecting Activities "Smart" Activity (*Available for check-out at ASC)						
Assessment Look at the coins in row one. Fill in the circle under the picture of the quarter. Look at the coins in row two. Fill in the circle under the coin that is worth 5 cents.															

Grade 2 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Calculate the starting amount, before spending, when given the resulting change from a certain amount.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 92, 116-121			
Test Correlation None				Rating 3		Additional Resources *Math by All Means, Grades 1-2, Money Book: <u>Alexander, Who Used to Be Rich Last Sunday</u> Book: <u>Arthur's Funny Money</u> by Lillian Hoban Time in a Line Activity (*Available for check-out at ASC)									
Assessment 1. Jim has 30 cents. He plans to buy a yo-yo at a garage sale for 29 cents and a toy car for 5 cents. How much more money does Jim need to buy both toys? 1 cent 4 cents 6 cents 5 cents <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 2. Lucy bought a ring that cost 10 cents and a lollipop that costs 15 cents. Lucy has 42 cents left. How much money did Lucy have before she bought the ring and lollipop? 67 cents 34 cents 53 cents 75 cents <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>															

Grade 2 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Estimate the solution to a story problem involving money.												Bloom's Application		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... II. Number Sense C. Develop and use strategies of estimation (e.g., compose, decompose and regroup number, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20], use body parts to estimate measurements).														NCTM Standard Pgs. 84, 92, 116-121	
Test Correlation None				Rating 3		Additional Resources *Math by All Means, Grades 1-2, Money Book: <u>Alexander, Who Used to be Rich Last Sunday</u> Book: <u>Arthur's Funny Money</u> by Lillian Hoban Decimals 4 Activities (*Available for check-out at ASC)									
Assessment Don wants to buy a book that costs \$1.00. He has 62 cents. What is the closest estimate of how much more money Don needs to buy the book? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">20 cents <input type="radio"/></div> <div style="text-align: center;">40 cents <input type="radio"/></div> <div style="text-align: center;">10 cents <input type="radio"/></div> <div style="text-align: center;">50 cents <input type="radio"/></div> </div>															

Grade 2 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Add coins to solve a story problem read aloud by the teacher.												Bloom's Application		Quarter 2 No. Days 1	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... V. Measurement D. Identify and count money; connect coins and bills with place value.												NCTM Standard Pgs. 92, 116-121			
Test Correlation None				Rating 3		Additional Resources *Math by All Means, Grades 1-2, Money *Explorations 2, pgs. 258-261, 281-283 Book: <u>Arthur's Funny Money</u> by Lillian Hoban How Much Money is Left? Activity (*Available for check-out at ASC)									
Assessment 1. Tony had no money, but he needed some money to buy a toy car. His dad gave him 11 cents to spend and his sister gave him 4 cents to spend. He then had enough money to buy the car. How much did the toy car cost? 10 cents 11 cents 12 cents 15 cents <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>															
2. Tony had no money to spend at the fair. His dad gave him \$7 to spend and his sister gave him \$4 to spend. How much money did Tony have to spend at the fair? \$10 \$11 \$14 \$15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>															

Grade 2 Mathematics

Unit: Whole Numbers

Strand: Subtract Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												

District Objective

Use a variety of strategies to develop the ability to recall basic subtraction facts.

Bloom's Knowledge

Quarter 2

ITBS
 SAT9
 PASS
 CRT

No. Days
9

PASS Objective

The student will...

III. Number Operations and Computation

E. Use a variety of strategies to develop understanding leading to the ability to recall and apply basic addition and subtraction facts to 18 (e.g., counting on, doubles, ten frames).

NCTM Standard
Pg. 84

Test Correlation
Saxon Lesson 45
Additional Saxon
Lessons 49, 68,
73, 83, 87, 92, 101

Rating
1

Additional Resources
*Activity Math K-3, pgs. 119-132
Subfax 1 game & game sheet
Subtraction Rhyme Activity
(*Available for check-out at ASC)

Assessment

Mark the circle below the correct answer.

$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$
--

- 4 3 2 5

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Subtract Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Subtract a single-digit whole number from a two-digit whole number with or without regrouping.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... III. Number Operations and Computation B. Use mental strategies (or decomposition strategies) for addition and subtraction (e.g., make a group of 10 objects and 2 objects from a group of 7 objects and 5 objects). D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).												NCTM Standard Pgs. 78-88			
Test Correlation None				Rating 3		Additional Resources *M.T.W. Summary Newsletter 11.11, 11.20 *Math Games for Kids Using Cards and Dice, pgs. 4-24 Snap To It - Subtraction Activity (*Available for check-out at ASC)									
Assessment Which of the following best answers the equation? <div style="text-align: center; border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> $\begin{array}{r} 16 \\ - 5 \\ \hline \end{array}$ </div> A. 19 B. 11 C. 91 D. 12															

Grade 2 Mathematics															
Unit: Measurement										Strand: Units					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
District Objective Use standard units to measure objects.												Bloom's Application		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement A. Measure objects with nonstandard and standard units (e.g., use a human foot [nonstandard] then a ruler [standard] to measure length).												NCTM Standard Pgs. 103-106			
Test Correlation Saxon Lesson 46 Additional Saxon Lesson 105					Rating 1		Additional Resources funbrain.com Silver Burdett Ginn Teacher Guide, pgs. 225,227,229 *Explorations 2, pgs. 164-167, 172 *Measure It, Grades K-3 Measurement 2 Activity Using Measurement Tools - Customary Measurement Activity (*Available for check-out at ASC)								
Assessment Measure with your inch ruler. Choose how many inches long.															
												<input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> NG			

Grade 2 Mathematics															
Unit: Measurement										Strand: Area					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Compare areas of real objects using nonstandard units.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement A. Measure objects with nonstandard and standard units (e.g., use a human foot [nonstandard] then a ruler [standard] to measure length).														NCTM Standard Pg. 104	
Test Correlation Saxon Lesson 50 Additional Saxon Lesson 100					Rating 1			Additional Resources *Measure It K-3, pgs. 33-61 Pattern blocks Geoboards and elastics Color tiles *Explorations 2, pg. 322 Area 12 "Estimate the cover" Activity (*Available for check-out at ASC)							
Assessment Find the area of this figure in square units.															
A. 20 square units B. 23 square units C. 24 square units D. 25 square units															

Grade 2 Mathematics															
Unit: Geometry										Strand: Symmetry					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify lines of symmetry in figures.												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...														NCTM Standard Pgs. 99-100	
IV. Geometry and Spatial Sense A. Sort and classify symmetric and congruent figures.															
Test Correlation Saxon Lesson 52						Rating 1		Additional Resources *About Teaching Mathematics by Marilyn Burns, pg. 84 *Explorations in Math Grade 2, pgs. 223-226 Symmetrical Designs Activity That's Just Half the Story Activity (*Available for check-out at ASC)							
Assessment Which of the following figures shows a line of symmetry?															
A. A B. B C. C D. D															

Grade 2 Mathematics

Unit: Whole Numbers

Strand: Subtract Whole Numbers

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												

District Objective

Subtract two whole numbers with up to 2-digits both horizontally and vertically; numbers may be represented as cents; no regrouping required.

Bloom's Knowledge

Quarter 3

No. Days 7

- ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

III. Number Operations and Computation

D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).

NCTM Standard
Pgs. 78-88

Test Correlation
Saxon Lesson 53

Rating
1

Additional Resources

*Math Games for Kids Using Cards and Dice, pgs. 4-23
Subtraction 8 Activity

(*Available for check-out at ASC)

Assessment

$\begin{array}{r} 18 \\ - 6 \\ \hline \end{array}$
--

$68 - 24 =$

- A. 24
- B. 10
- C. 12
- D. 11

- 34 54 64 N

Grade 2 Mathematics															
Unit: Whole Numbers								Strand: Problem Solving							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	M										
District Objective Complete a subtraction story problem by separating one amount from another.												Bloom's Application		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 3			
PASS Objective The student will... III. Number Operations and Computation B. Use mental strategies (or decomposition strategies) for addition and subtraction (e.g., make a group of 10 objects and 2 objects from a group of 7 objects and 5 objects).														NCTM Standard Pgs. 83-84	
Test Correlation None					Rating 3		Additional Resources *Explorations in Math, pg. 296 Math Advantage, pg. 402A Billy Goes Shopping (*Available for check-out at ASC)								
Assessment In the morning, there were 35 boxes of cereal on a store shelf. At the end of the day, there were only 7 boxes left. How many boxes of cereal were sold that day? <input type="radio"/> $35 - \square = 7$ <input type="radio"/> $\square - 7 = 35$ <input type="radio"/> $7 + 35 = \square$ <input type="radio"/> $\square - 35 = 7$															

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Problem Solving					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Complete a subtraction story problem that involves comparison.												Bloom's Application		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 3			
PASS Objective The student will... III. Number Operations and Computation D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).												NCTM Standard Pg. 117			
Test Correlation None				Rating 3		Additional Resources *A Week with AIMS, N-46, N-47, N-42, N-44 Modeling Subtraction of Three-Digit Numbers Activities The Enormous Turnip (*Available for check-out at ASC)									
Assessment There are 33 people on a plane. When it lands, 17 of the people get off. The rest stay on the plane and fly to the next city. How many people stayed on the plane? <input type="radio"/> 50 <input type="radio"/> 12 <input type="radio"/> 17 <input type="radio"/> N															

Grade 2 Mathematics															
Unit: Numeration										Strand: Ordering Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	M												
District Objective Identify the number that comes between two given numbers.												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Objective The student will... II. Number Sense F. Write a number sentence to compare numbers (e.g., 5 is more than 3, 3 is less than 7, page 51 comes after 50, and 51 is between 50 and 60).														NCTM Standard Pgs. 91-95	
Test Correlation Saxon Lesson 54				Rating 1		Additional Resources Game "Rack-O" *Activity Math pgs. 45-46 Hundreds Chart 0-99 Chart Hideout/Memory/Mystery Numbers/Before, After, and Between Activities (*Available for check-out at ASC)									
Assessment 14. Which number comes between 83 and 85? 83, _____, 85 A. 82 B. 84 C. 86 D. 87															

Grade 2 Mathematics															
Unit: Measurement								Strand: Units							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Choose and apply appropriate units of measurement to obtain solutions in problem-solving and everyday situations.												Bloom's Application		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 3			
PASS Objective The student will... V. Measurement B. Select and use appropriate units of measurement in problem solving and everyday situations.														NCTM Standard Pgs. 103-106	
Test Correlation Saxon Lesson 56 Additional Saxon Lessons 59, 62, 94							Rating 1		Additional Resources *A Week with AIMS, C4-C7 funbrain.com *Explorations 2, pgs. 166-167, 314-315 My Shell's Measurements Activity (*Available for check-out at ASC)						
Assessment															
1. Which tool should you use to find out how much milk is in a bottle?								2. Which tool should Sue use to find out how cold it is outside?							
cup								cup							
ruler								ruler							
thermometer								thermometer							

Grade 2 Mathematics															
Unit: Geometry								Strand: Figures							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Identify open and closed figures.												Bloom's		Quarter 3	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).														NCTM Standard Pg. 98	
Test Correlation None				Rating 3		Additional Resources *Hands-on Geometry, pgs. 27, 43 Shape It: Open/Closed Activity What's Your Angle? Activity Interior Regions Activity (*Available for check-out at ASC)									
Assessment Which of the following shapes is an open curve?															

Grade 2 Mathematics															
Unit: Geometry										Strand: Transformation					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Identify what transformation a given shape has undergone.												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... IV. Geometry and Spatial Sense B. Identify geometric shapes and use to represent and describe everyday situations (e.g., shapes in the classroom).												NCTM Standard Pgs. 99-100			
Test Correlation None					Rating 3		Additional Resources *About Teaching Mathematics by Marilyn Burns, pgs. 80-83 www.pbs.org/mathline Geometry, Spatial Sense, & Tessellations Whole Class Lesson - Hold and Fold Activity (*Available for check-out at ASC)								
Assessment Complete the following pattern:															

Grade 2 Mathematics																
Unit: Fractions										Strand: Fraction parts						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
		I	E	E	M											
District Objective Identify the fractional portion of a given set.												Bloom's Knowledge		Quarter 3		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1		
PASS Objective The student will... II. Number Sense G. Demonstrate (using concrete objects, pictures, and numerical symbols) fractional parts including halves, thirds, and fourths.														NCTM Standard Pg. 82		
Test Correlation Saxon Lesson 63 Additional Saxon Lessons 96, 97						Rating 2		Additional Resources *Explorations Grade 2, pgs. 226-229 *About Teaching Mathematics, pgs. 212-226 *Activity Math Grades K-3, pgs. 191-204 Follow-Up Strategies and Activities Halves and Fourths Activity Options (*Available for check-out at ASC)								
Assessment On index cards, write problems such as the following: Draw 9 apples. Color 3 green and 6 red. What fraction is green? What fraction is red? Which fraction shows more apples? Have pairs of children solve the problems by drawing pictures. One child names the fraction of one group, and the partner names the fraction of the other group. They compare the numbers in each fractional group and show the comparisons in writing, such a "1/3 of the apples are green; 2/3 of the apples are red; 2/3 is the greater fraction".																

Grade 2 Mathematics																								
Unit: Algebraic Concepts										Strand: Operations														
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal									
	I	E	E	M																				
District Objective Demonstrate operation sense by using the associative property of addition.												Bloom's Synthesis		Quarter 3										
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1												
PASS Objective The student will... III. Number Operations and Computation A. Develop operation sense by applying the following property of addition $(3 + 2) + 1 = 3 + (2 + 1)$.												NCTM Standard Pgs. 83-84, 93												
Test Correlation Saxon Lesson 64				Rating 1		Additional Resources *Developing Number Concepts Using Unifix Cubes, pg. 120 Ideas Activity (*Available for check-out at ASC)																		
Assessment In each problem below, explain which two numbers could be added first to make the adding easier.																								
<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;"><u>+7</u></td> <td style="text-align: center;"><u>+3</u></td> <td style="text-align: center;"><u>+8</u></td> </tr> </table>																3	6	2	4	4	1	<u>+7</u>	<u>+3</u>	<u>+8</u>
3	6	2																						
4	4	1																						
<u>+7</u>	<u>+3</u>	<u>+8</u>																						

Grade 2 Mathematics															
Unit: Algebraic Concepts										Strand: Identify Sentence					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Identify the number sentence which could be used to solve a problem requiring single or multiple calculations shown in a picture.												Bloom's Knowledge		Quarter 3	
														No. Days 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... I. Patterns A. Describe and record patterns (e.g., build a table showing the cost of one pencil at 10 cents, 2 pencils at 30 cents, etc.).														NCTM Standard Pgs. 116-121	
Test Correlation None					Rating 3			Additional Resources funbrain.com *Math and Literature K-3, Book Two, pages 74-78 Six Dinner Sid Story/Activity (*Available for check-out at ASC)							
Assessment Choose the number sentence that correctly describes the picture.															

Grade 2 Mathematics															
Unit: Algebraic Concepts										Strand: Properties					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	M								
District Objective Identify and describe properties of operations.												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...														NCTM Standard Pgs. 83-84, 93	
III. Number Operations and Computation A. Develop operation sense by applying the following property of addition $(3 + 2) + 1 = 3 + (2 + 1)$.															
Test Correlation Saxon Lesson 64				Rating 1		Additional Resources *A Week with AIMS, N104-N106 Counting on Combinations Activity (*Available for check-out at ASC)									
Assessment															
<p>What is the missing number?</p> $8 + 1 = \square + 8$ <p>A. 1 B. 8 C. 9 D. 2</p>															

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Add Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Add three whole numbers with 1 to 3 digits presented horizontally (regrouping when required).												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... III. Number Operations and Computations B. Use mental strategies (or decomposition strategies) for addition and subtraction (e.g., make a group of 10 objects and 2 objects from a group of 7 objects and 5 objects).														NCTM Standard Pgs. 84-85	
Test Correlation Saxon Lesson 64				Rating 1		Additional Resources *Activity Math K-3, pg. 87 *A Week with AIMS, N69-N70 Addition 2 Activity (*Available for check-out at ASC)									
Assessment $984 + 327 + 63 =$ <p style="text-align: center;"> A. 374 B. 1,264 C. 1,931 D. 1,374 </p>															

Grade 2 Mathematics															
Unit: Whole Numbers								Strand: Add Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Add two numbers with 1-2 digits (regrouping when required).												Bloom's Knowledge		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 4			
PASS Objective The student will... III. Number Operations and Computation D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).														NCTM Standard Pgs. 78-88	
Test Correlation Saxon Lesson 66 Additional Saxon Lessons 71, 72, 75, 76, 85, 95						Rating 1		Additional Resources *Activity Math K-3, pgs. 135-137 Pull Them Together Activity (*Available for check-out at ASC)							
Assessment Mark the circle below the correct answer. <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> $\begin{array}{r} 55 \\ +87 \\ \hline \end{array}$ </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">122 <input type="radio"/></div> <div style="text-align: center;">141 <input type="radio"/></div> <div style="text-align: center;">132 <input type="radio"/></div> <div style="text-align: center;">142 <input type="radio"/></div> </div>															

Grade 2 Mathematics																											
Unit: Whole Numbers								Strand: Add Whole Numbers																			
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal												
		I	M																								
District Objective Add two numbers with various combinations of 1-3 digits without regrouping.												Bloom's Knowledge		Quarter 3													
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 3															
PASS Objective The student will... III. Number Operations and Computation D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).												NCTM Standard Pg. 86															
Test Correlation Saxon Lesson 67								Rating 1		Additional Resources *A Week with AIMS, N61-N68 Addition Using A Place Value Model Sample Lessons 1 & 2 (*Available for check-out at ASC)																	
Assessment																											
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; text-align: right;">3) 42</td> <td style="width: 30%; text-align: left;">22 ○</td> <td style="width: 40%;"></td> </tr> <tr> <td style="text-align: right;"><u>+22</u></td> <td style="text-align: left;">60 ○</td> <td></td> </tr> <tr> <td></td> <td style="text-align: left;">64 ○</td> <td></td> </tr> <tr> <td></td> <td style="text-align: left;">20 ○</td> <td></td> </tr> </table>																3) 42	22 ○		<u>+22</u>	60 ○			64 ○			20 ○	
3) 42	22 ○																										
<u>+22</u>	60 ○																										
	64 ○																										
	20 ○																										

Grade 2 Mathematics																			
Unit: Problem Solving										Strand: Irrelevant/Necessary Information									
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal				
		I	E	E	M														
District Objective Distinguish between necessary and irrelevant elements of real world scenarios to solve a problem.												Bloom's Application		Quarter 3					
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 4							
PASS Process Objective The student will...														NCTM Standard Pgs. 116-121					
I. Problem Solving E. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).																			
Test Correlation None				Rating 3		Additional Resources funbrain.com Math Advantage, Grade 2, pgs. 187-188 Relevant/Irrelevant Information Activity													
Assessment																			
1. Stacey ate 3 pieces of pizza and drank 1 soda. John ate 7 pieces of pizza and drank 3 sodas. How many more pieces of pizza did John eat?																			
<table border="0"> <tr> <td>A. 4 pieces of pizza</td> <td>C. 3 pieces of pizza</td> </tr> <tr> <td>B. 7 pieces of pizza</td> <td>D. 2 pieces of pizza</td> </tr> </table>																A. 4 pieces of pizza	C. 3 pieces of pizza	B. 7 pieces of pizza	D. 2 pieces of pizza
A. 4 pieces of pizza	C. 3 pieces of pizza																		
B. 7 pieces of pizza	D. 2 pieces of pizza																		
2. Christine cooked 17 hot dogs, 13 hamburgers, and 27 cupcakes. Frank ate 9 hamburgers. How many hamburgers were left?																			
<table border="0"> <tr> <td>A. 4 hamburgers</td> <td>C. 48 hamburgers</td> </tr> <tr> <td>B. 57 hamburgers</td> <td>D. 8 hamburgers</td> </tr> </table>																A. 4 hamburgers	C. 48 hamburgers	B. 57 hamburgers	D. 8 hamburgers
A. 4 hamburgers	C. 48 hamburgers																		
B. 57 hamburgers	D. 8 hamburgers																		

Grade 2 Mathematics															
Unit: Algebraic Concepts								Strand: Order of Operations							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	E	M						
District Objective Demonstrate the correct order of calculations when more than one operation is to be performed.												Bloom's Application		Quarter 3	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...														NCTM Standard Pgs. 116-121	
Test Correlation None						Rating 3		Additional Resources *Mental Math in the Primary Grades, pgs. 63-64 *About Teaching Mathematics K-8 Resource, pgs. 35-36 Order of Operations Activity Chaining Operations with One-Digit Numbers Number Chains (*Available for check-out at ASC)							
Assessment $11 - (7 + 2) = \square$															

Grade 2 Mathematics															
Unit: Number Theory										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objective Apply physical models of hundreds, tens, and ones to develop the ideas of place value.												Bloom's Synthesis		Quarter 4	
														No. Days 1.5	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... II. Number Sense A. Use concrete models of hundreds, tens, and ones to develop the concepts of place value.														NCTM Standard Pgs. 80-86	
Test Correlation Saxon Lesson 79				Rating 1		Additional Resources *About Teaching Mathematics K-8, pg. 178 *M.T.W. Summary Newsletter, pgs. 11.2-11.14 Counting Popsicle Sticks Activity (*Available for check-out at ASC)									
Assessment Circle the hundreds, tens, and ones indicated by each number.															

Grade 2 Mathematics																								
Unit: Algebraic Concepts										Strand: Fact families														
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal									
		I	M																					
District Objective Construct addition and subtraction number fact families for whole numbers from 1 to 20.												Bloom's Knowledge		Quarter 4										
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 7												
PASS Objective The student will... III. Number Operations and Computation E. Use a variety of strategies to develop understanding leading to the ability to recall and apply basic addition and subtraction facts to 18 (e.g., counting on, doubles, ten frames).														NCTM Standard Pgs. 83-84										
Test Correlation Saxon Lesson 82				Rating 2		Additional Resources funbrain.com *Activity Math Grades K-3, pgs. 87-88 Lesson 15 - Thinking Addition Activity Ideas for Teachers Activity Addition 7 Activity (*Available for check-out at ASC)																		
Assessment Choose the number to complete the fact family. <table border="1" style="margin-left: 20px;"> <tr> <td>$10 - \square = 4$</td> <td>A) 1</td> <td>C) 6</td> </tr> <tr> <td>$4 + \square = 10$</td> <td>B) 7</td> <td>D) 8</td> </tr> <tr> <td>$\square + 4 = 10$</td> <td></td> <td></td> </tr> </table>																$10 - \square = 4$	A) 1	C) 6	$4 + \square = 10$	B) 7	D) 8	$\square + 4 = 10$		
$10 - \square = 4$	A) 1	C) 6																						
$4 + \square = 10$	B) 7	D) 8																						
$\square + 4 = 10$																								

Grade 2 Mathematics																											
Unit: Numeration								Strand: Estimation Strategies																			
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal												
	I	E	E	E	M																						
District Objective Apply and use estimation strategies that are suitable to a given situation.												Bloom's Application		Quarter 4													
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 4															
PASS Objective The student will... II. Number Sense C. Develop and use strategies of estimation (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 can not add up to more than 20], use body parts to estimate measurements).												NCTM Standard Pg. 84															
Test Correlation Saxon Lesson 86					Rating 2		Additional Resources *A Week with AIMS, pg. N-19, N-35, N-37 *Math By All Means - Money Gr. 1-2, pgs. 158-159 Estimating Prices Activity Ideas for Teachers Activity Coupon Craze Activity (*Available for check-out at ASC)																				
Assessment Match the problem on the left with the appropriate estimation strategy on the right.																											
<table border="0"> <tr> <td>a. Do I have enough money to buy 3 items?</td> <td>1. Round to nearest tens</td> </tr> <tr> <td>b. How much ribbon do I need?</td> <td>2. Choose a number between one counted for smaller & larger items</td> </tr> <tr> <td>c. How many candies are in the jar?</td> <td>3. Round to the nearest dollar</td> </tr> <tr> <td>d. How many pennies are on the desk?</td> <td>4. Wrap around object</td> </tr> <tr> <td>e. Do I have the correct sum of 2 digit numbers?</td> <td>5. Spread out, group in approx. 10s</td> </tr> <tr> <td>f. How many feet across is the teacher's desk?</td> <td>6. Pace off</td> </tr> </table>																a. Do I have enough money to buy 3 items?	1. Round to nearest tens	b. How much ribbon do I need?	2. Choose a number between one counted for smaller & larger items	c. How many candies are in the jar?	3. Round to the nearest dollar	d. How many pennies are on the desk?	4. Wrap around object	e. Do I have the correct sum of 2 digit numbers?	5. Spread out, group in approx. 10s	f. How many feet across is the teacher's desk?	6. Pace off
a. Do I have enough money to buy 3 items?	1. Round to nearest tens																										
b. How much ribbon do I need?	2. Choose a number between one counted for smaller & larger items																										
c. How many candies are in the jar?	3. Round to the nearest dollar																										
d. How many pennies are on the desk?	4. Wrap around object																										
e. Do I have the correct sum of 2 digit numbers?	5. Spread out, group in approx. 10s																										
f. How many feet across is the teacher's desk?	6. Pace off																										

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Multiplication/Division Problems					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Use the operations of multiplication and division with manipulatives, pictures, and symbols.												Bloom's Application		Quarter 4	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Days 1.5			
PASS Objective The student will...												NCTM Standard Pgs. 78-88			
Test Correlation Saxon Lesson 89 Additional Saxon Lessons 99, 106, 116, 119, 121, 123, 124, 126, 129, 131, 132							Rating 1		Additional Resources *Activity Math K-3, pgs. 145-182 *Math & Literature K-3 by Marilyn Burns, pgs. 59-60, 63-64, 67-68, 70 *About Teaching Mathematics by Burns, pgs. 194-211 Teaching Arithmetic Activities - Division/Multiplication (*Available for check-out at ASC)						
Assessment How many apples are on these trees?															
A. 2 sets of 2 B. 2 sets of 4 C. 4 sets of 2 D. 3 sets of 2															

Grade 2 Mathematics

Unit: Algebraic Concepts

Strand: Number Sentence

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											

District Objective

Write a number sentence to include the comparison of numbers.

Bloom's

Comprehension

**Quarter
4**

ITBS

SAT9

PASS

CRT

**No. Days
1**

PASS Objective

The student will...

II. Number Sense

F. Write a number sentence to compare numbers (e.g., 5 is more than 2, 3 is less than 7, page 51 comes after 50, and 51 is between 50 and 60).

NCTM

Standard

Pgs. 78-88,
91-94

Test Correlation

Lesson 102

Rating

1

Additional Resources

DARES

*Math Explorations Grade 2, pgs. 254-255

A Fish Story, More or Less Activity

(*Available for check-out at ASC)

Assessment

Write the number one before, one after or between.

_____, 240

659, _____

819, _____, 821

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Add					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Add three to four numbers with 1 to 4 digits (regrouping when required).											Bloom's Knowledge		Quarter 4 No. Days 2		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation B. Use mental strategies (or decomposition strategies) for addition and subtraction (e.g., make a group of 10 objects and 2 objects from a group of 7 objects and 5 objects).													NCTM Standard Pgs. 78-88		
Test Correlation Saxon Lesson 104				Rating 1		Additional Resources *Activity Math 1-3, pgs. 105-114 Addition 12 Activity (*Available for check-out at ASC)									
Assessment $ \begin{array}{r} 146 \\ 27 \\ + 99 \\ \hline \end{array} $ <p>A. 1,163 B. 515 C. 272 D. 152</p>															

Grade 2 Mathematics															
Unit: Whole Numbers										Strand: Subtract					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Subtract one to three-digit numbers, regrouping when required.												Bloom's Knowledge		Quarter 4	
														No. Days 4	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation D. Use a variety of techniques (mental, paper and pencil, concrete manipulation) to solve two-digit addition and subtraction problems with and without regrouping (e.g., floor number line, base-10 blocks).												NCTM Standard Pgs. 78-88			
Test Correlation Saxon Lesson 107 Additional Saxon Lessons 108, 109, 111					Rating 1			Additional Resources *Activity Math K-3, pgs. 141-144 Subtraction 11 Activity (*Available for check-out at ASC)							
Assessment 984 - 37 = <input type="text"/> A. 614 B. 957 C. 947 D. 1,021															

Grade 2 Mathematics															
Unit: Measurement										Strand : Weight					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify an appropriate unit for determining weight.												Bloom's Comprehension		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will... V. Measurement B. Select and use appropriate units of measurement in problem solving and everyday situations.												NCTM Standard Pg. 104			
Test Correlation Saxon Lesson 112				Rating 1		Additional Resources *Activity Math K-3, pgs. 253-254 Balance, English standard (ounces, pounds) or metric (grams) units of measurement. funbrain.com Using Customary Units of Measurement "What's The Custom?" Activity (*Available for check-out at ASC)									
Assessment Circle the correct answer. The telephone is 5 inches pounds															

Grade 2 Mathematics															
Unit: Measurement										Strand: Weight					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Estimate weight in standard units.												Bloom's Knowledge		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... V. Measurement C. Develop and use strategies to estimate measurements (e.g., use the width of a little finger to measure approximate centimeters).												NCTM Standard Pg. 106			
Test Correlation Saxon Lesson 112				Rating 1		Additional Resources *Activity Math K-3, pgs. 253-254 *Explorations 2, pg. 320 Activity Options 1-3 (*Available for check-out at ASC)									
Assessment About how much does this carrot weigh? Circle the answer.															
less than 1 pound more than 1 pound															

Grade 2 Mathematics															
Unit: Numeration										Strand: Rounding					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	M												
District Objection Round numbers to the nearest ten.												Bloom's Knowledge		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... II. Number Sense C. Develop and use strategies of estimation (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20], use body parts to estimate measurements).												NCTM Standard Pg. 84			
Test Correlation Saxon Lesson 118				Rating 1		Additional Resources Number lines, place value materials, place value mats Place Value 8 Activity Rounding Numbers Activity									
Assessment															
<p>Which number is closest in value to 27?</p> <p>17 20 30 37</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>															

Grade 2 Mathematics															
Unit: Numeration										Strand: Rounding					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Round numbers to the nearest hundred.												Bloom's Knowledge		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT												No. Days 2			
PASS Objective The student will... II. Number Sense C. Develop and use strategies of estimation (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20], use body parts to estimate measurements).												NCTM Standard Pg. 84			
Test Correlation None				Rating 3		Additional Resources Place value mats, place value materials, number lines Place Value 9 Activity "Rounding at the Grocery Store"									
Assessment															
Which number is closest in value to 540? 400 500 600 700 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>															

Grade 2 Mathematics															
Unit: Numeration								Strand: Estimation							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
		I	M												
District Objective Estimate sums of whole numbers to the nearest tens.											Bloom's Comprehension		Quarter 4		
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 1.5		
PASS Objective The student will... II. Number Sense C. Develop and use strategies of estimation (e.g., compose, decompose and regroup numbers, use knowledge of 10 to estimate quantities and sums [two numbers less than 10 cannot add up to more than 20], use body parts to estimate measurements).													NCTM Standard Pg. 84		
Test Correlation None Related to Saxon Lesson 118				Rating 3		Additional Resources *Activity Math, pgs. 81-82 *Explorations, pgs. 100, 144 Silver Burdett Ginn Mathematics Teacher Guide, pg. 369 Ideas: Experience in Estimating the Sum Activity (*Available for check-out at ASC)									
Assessment <div style="text-align: center;"> <p>What would be the best estimate of $42 + 52$?</p> <p>70 80 90 100</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> </div>															

Grade 2 Mathematics															
Unit: Probability/Statistics									Strand: Predictions						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Formulate predictions to describe data in chance and probability activities.												Bloom's Application		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Objective The student will... VI. Data Analysis C. Make predictions and estimates to describe data (e.g., predict what data on teeth lost might look like for younger children and/or older children).													NCTM Standard Pg. 114		
Test Correlation None				Rating 3		Additional Resources *About Teaching Mathematics, pgs. 59-74 *Math by All Means, Probability Grades 1-2 by Bonnie Tank Who Wins?/What Number? Activities Whole Class: Tiles in the Bag Activity Keep Your Independence Activity (*Available for check-out at ASC)									
Assessment The teacher will pose questions related to the probability activity such as: “Which color do you think there is more of in the bag?”															

