

Mathematical Practices			Research-based Instructional Practices		
<div><div><input type="checkbox"/> Make sense of problems and persevere in solving them.</div><div><input type="checkbox"/> Reason abstractly and quantitatively.</div><div><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</div><div><input type="checkbox"/> Model with mathematics.</div><div><input type="checkbox"/> Use appropriate tools strategically.</div><div><input type="checkbox"/> Attend to precision.</div><div><input type="checkbox"/> Look for and make use of structure.</div><div><input type="checkbox"/> Look for and express regularity in repeated reasoning.</div></div>			<div><div><input type="checkbox"/> Give students access to a variety of activity settings such as individual, teacher-led small group, whole group, student group work, and choice.</div><div><input type="checkbox"/> Encourage meaningful peer interactions and promote peer conversations. Avoid dominating classroom conversations by maintaining a balance of teacher and student talk.</div><div><input type="checkbox"/> Provide opportunities for students to make predictions and brainstorm consequences. Encourage them to discover and evaluate their own answers.</div><div><input type="checkbox"/> Help students monitor their own thinking by showing them how you approach a problem and the questions you ask yourself to monitor your own thinking process. Think out loud.</div><div><input type="checkbox"/> Help students explain, justify, or demonstrate their own learning by offering opportunities to reflect on, plan, and share their thinking.</div><div><input type="checkbox"/> Use scaffolded instruction to asking open-ended questions, engage in feedback loops, and probe deeply into students thinking and understanding. Balance with didactic instruction.</div><div><input type="checkbox"/> Provide needed practice and repetition, models, demonstrations, information and guidance using didactic instruction.</div></div>		
Prerequisites					
Last year, teachers spent a large majority of the instructional time on these focus skills. This year, students should have a strong foundation in the following areas:					
Major Focus		Supporting Work		Additional Work (Minor)	
<div>Represent and solve problems involving addition and subtraction.</div> <div>Understand and apply properties of operations and the relationship between addition and subtraction.</div> <div>Add and subtract within 20.</div> <div>Work with addition and subtraction equations.</div> <div>Extending the counting sequence.</div> <div>Understand place value.</div> <div>Use place value understanding and properties of operations to add and subtract.</div> <div>Measure lengths indirectly and by iterating length units.</div>		<div>Represent and interpret data.</div>		<div>Tell and write time.</div> <div>Reason with shapes and their attributes.</div>	



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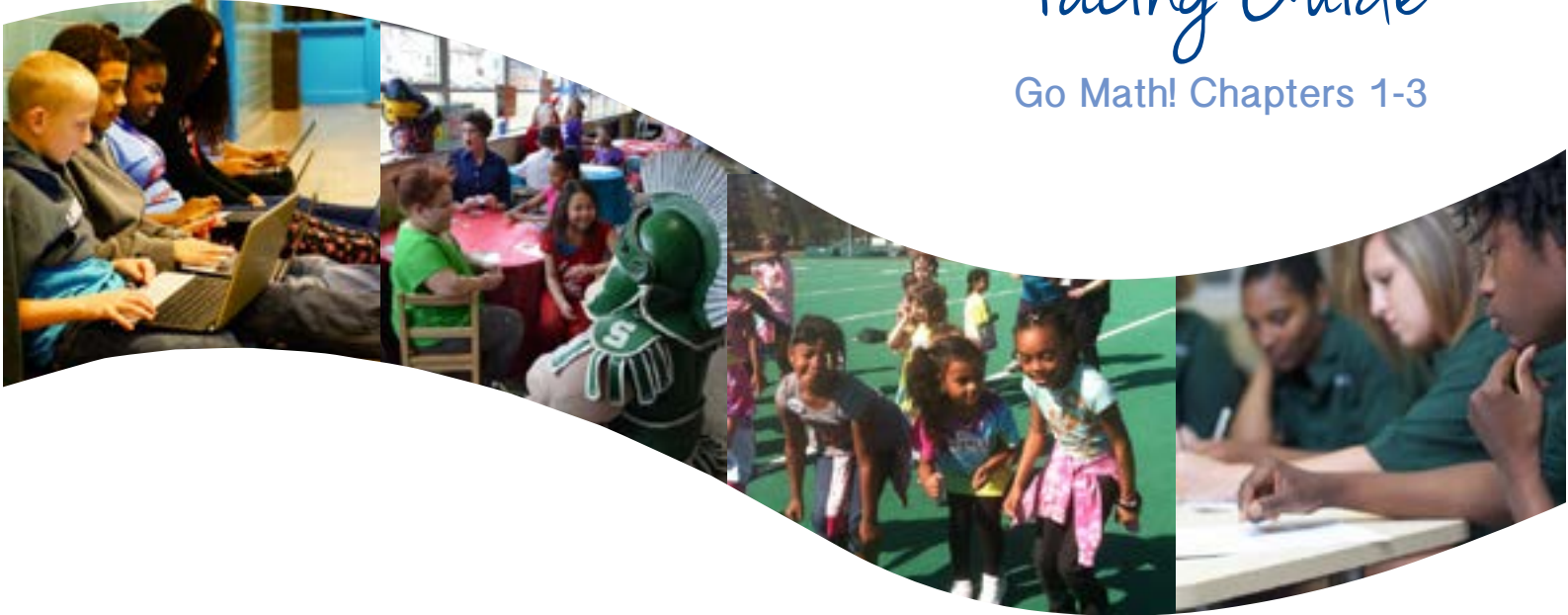
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Second Grade • First Quarter

Pacing Guide

Go Math! Chapters 1-3



Mathematics

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Grade 2		Mathematics		First Quarter	
Operations & Algebraic Thinking		Number & Operations in Base Ten		Measurement & Data	Geometry
<p>OA.2.2</p> <p><input type="checkbox"/> I CAN add and subtract up to 20 by memory.</p> <p>OA.2.3</p> <p><input type="checkbox"/> I CAN tell if there is an odd or even number of objects in a group.</p> <p><input type="checkbox"/> I CAN write an equation, which shows adding the same number twice results in an even number.</p> <p>OA.2.4</p> <p><input type="checkbox"/> I CAN use repeated addition to find the total number of objects in an array up to five rows and five columns.</p>		<p>NBT.2.1</p> <p><input type="checkbox"/> I CAN understand and use hundreds, tens, and ones.</p> <p><input type="checkbox"/> I CAN understand that 100 is a bundles of ten tens.</p> <p><input type="checkbox"/> I CAN identify three-digit numbers that have 0 tens and 0 ones in number form and word form.</p> <p>NBT.2.2</p> <p><input type="checkbox"/> I CAN skip-count within 1000 by 5s, 10s, and 100s.</p> <p>NBT.2.3</p> <p><input type="checkbox"/> I CAN read and write numbers to 1000 using different forms.</p> <p>NBT.2.4</p> <p><input type="checkbox"/> I CAN compare three digit numbers using >, <, and =.</p> <p>NBT.2.8</p> <p><input type="checkbox"/> I CAN mentally subtract 10 or 100 to a given number 100-900.</p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary					
Addend Addition Decrease Difference Digit Equal Skip count by 5s, 10s, 100s to 1000	Equation Fact Family Number Bond Number Line Subtraction Sum Word problem	Column Digit Doubles Even Expanded Form Greater Than Hundred Less Than	Numeral Odd One Place Value Row Ten Thousand		

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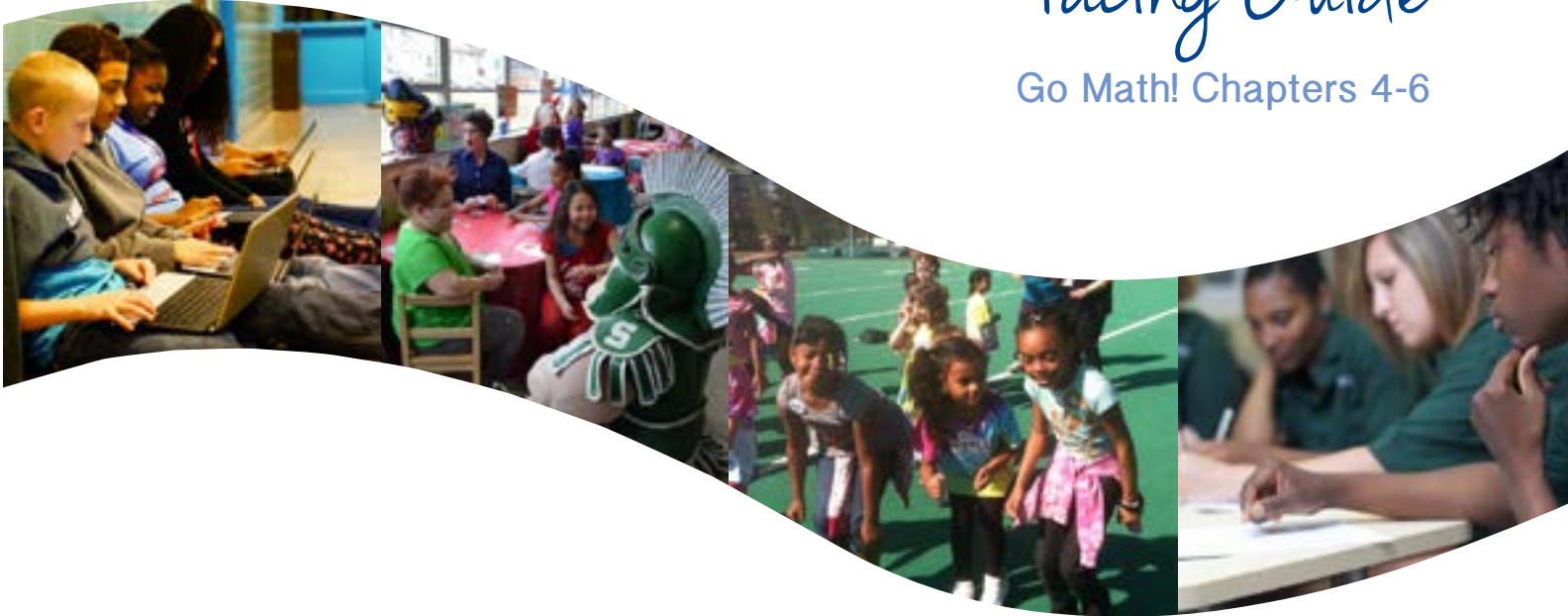
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Second Grade • Second Quarter

Pacing Guide

Go Math! Chapters 4-6



Mathematics

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Grade 2MathematicsSecond Quarter			
Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p>OA.2.1</p> <p><input type="checkbox"/> I CAN use addition and subtraction up to 100 to solve one- and two-step word problem.</p>	<p>NBT.2.5</p> <p><input type="checkbox"/> I CAN fluently add and subtract within 100.</p> <p>NBT.2.6</p> <p><input type="checkbox"/> I CAN add up to four two-digit numbers.</p> <p>NBT.2.7</p> <p><input type="checkbox"/> I CAN compose and decompose numbers using manipulatives and drawings up to 1000.</p> <p>NBT.2.9</p> <p><input type="checkbox"/> I CAN explain what strategy I used to solve my problem.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>
Vocabulary			
<p>Altogether How Many Less How Many More In All Regroup Skip Count (by 5's, 10's, 100's to 1000) Word Problem</p>			

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Second Grade • Third Quarter

Pacing Guide

Go Math! Chapters 7-9



Mathematics

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Grade 2		Mathematics			Third Quarter		
Operations & Algebraic Thinking		Number & Operations in Base Ten		Measurement & Data		Geometry	
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>		<p>MD.2.1</p> <p><input type="checkbox"/> I CAN use different tools to measure the length of objects.</p> <p><input type="checkbox"/> I CAN choose the appropriate tools to measure an object.</p> <p>MD.2.2</p> <p><input type="checkbox"/> I CAN measure the length of an object twice, using two different units of measurement.</p> <p>MD.2.3</p> <p><input type="checkbox"/> I CAN estimate the lengths of objects using different units.</p> <p>MD.2.4</p> <p><input type="checkbox"/> I CAN measure and compare the length of two different objects.</p> <p>MD.2.5</p> <p><input type="checkbox"/> I CAN use addition and subtraction within 100 to solve word problems involving length of the same unit.</p> <p>MD.2.6</p> <p><input type="checkbox"/> I CAN make and use a number line.</p> <p>MD.2.7</p> <p><input type="checkbox"/> I CAN tell and write time using analog clocks to the nearest 5 minutes, using a.m. and p.m.</p> <p><input type="checkbox"/> I CAN tell and write time using digital clocks to the nearest 5 minutes, using a.m. and p.m.</p> <p>MD.2.8</p> <p><input type="checkbox"/> I CAN identify coins and their value.</p> <p><input type="checkbox"/> I CAN count values of money to \$5.</p> <p><input type="checkbox"/> I CAN solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols</p> <p>MD.2.9</p> <p><input type="checkbox"/> I CAN represent measurement data on a line plot.</p>		<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	
Vocabulary							
				<div>Centimeter</div> <div>Compare</div> <div>Distance</div> <div>Estimate</div> <div>Inch</div> <div>Length</div> <div>Measurement</div> <div>Meter</div> <div>Ruler</div> <div>1/2 Inch (Half-inch)</div> <div>1/4 Inch (One-fourth)</div> <div>3/4 Inch Three-fourths)</div>	<div>AM</div> <div>PM</div> <div>Afternoon</div> <div>Analog Clock</div> <div>Digital Clock</div> <div>Half Past</div> <div>Hour</div>	<div>Line</div> <div>Minutes</div> <div>Morning</div> <div>O'clock</div> <div>Quarter After</div> <div>Quarter To</div> <div>Time</div>	

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Second Grade • Fourth Quarter

Pacing Guide

Go Math! Chapters 10-11



Mathematics

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Grade 2MathematicsFourth Quarter			
Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<p>OA.2.4</p> <p><input type="checkbox"/> I CAN use repeated addition to find the total number of objects in an array up to five rows and five columns.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>MD.2.10</p> <p><input type="checkbox"/> I CAN make picture graphs and bar graphs with up to four categories.</p> <p><input type="checkbox"/> I CAN solve problems using information from graphs.</p>	<p>G.2.1</p> <p><input type="checkbox"/> I CAN draw and identify triangles, quadrilaterals, pentagons, hexagons, and cubes using their attributes.</p> <p>G.2.2</p> <p><input type="checkbox"/> I CAN divide a rectangle into columns and rows of equal-sized squares and determine the area of the rectangle.</p> <p>G.2.3</p> <p><input type="checkbox"/> I CAN divide circles and rectangles into two, three, or four equal shares.</p> <p><input type="checkbox"/> I CAN describe the equal shares using the words halves, thirds, half of, a third of, etc.</p> <p><input type="checkbox"/> I CAN describe the as two halves, three thirds, four fourths, etc.</p> <p><input type="checkbox"/> I CAN recognize that equal shares do not have to be from the same shape.</p>
Vocabulary			
		<p>Graph Line Line Plot Picture Graph</p>	<div><div><p>Angle Circle Column Cubes Divide Face Fourth Fourths Half Halves</p></div><div><p>Hexagon Pentagon Quadrilateral Rows Scale Shapes Third Thirds Triangles Whole</p></div></div>