2nd Grade Curriculum Guide

Curriculum At A Glance

ELA

Reading

- Realistic Fiction
- Describe & Understand Setting
- Using Text Evidence
- Informational Text
- Poetry
- Plot Elements
- Predictions
- Primary vs. Secondary Sources
- Setting and Plot
- Making Inferences

Writing

- Compound Sentences
- Sentences and Punctuation
- Drafts and Revisions
- Persuasive Writing
- Contractions
- Singular vs. Plural Nouns
- Common & Proper Nouns
- Introduction & Conclusion

Spelling

- Long and Short Vowel Sounds
- Consonant Blends/Digraphs
- Inflected Endings
- r-Controlled Vowels

Math

- Fluently Add and Subtract Within 20
- Work with Equal Groups
- Add Within 100 Using Strategies
- Fluently Add Within 100
- Subtract Within 100 Using Strategies
- Fluently Subtract Within 100
- Solving Problems Involving Addition and Subtraction
- Work with Time and Money
- Numbers to 1,000
- Add Within 1,000 Using Models and Strategies
- Subtract Within 1,000 Using Models and Strategies
- Measuring Length
- Shapes and Their Attributes
- Addition, Subtraction, and Length
- Graphs and Data

Science

- Structure and Properties of Matter
- Interdependent Relationships in Ecosystems
- Earth's Systems: Processes that Shape the Earth
- Engineering Design

Social Studies

- Communities and Cultures
- Government and History
- U.S. History
- Communities and Cultures
- Map Skills
- Geography
- Economics
- Famous Americans
- National and International Holidays

Religion

* Attached to packet

Math Curriculum Map by Month

September/October Review Understand Addition & Subtraction	October/November Two-Digit Addition	November/ December
2.OA.1: Use addition with in 20 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.2: Fluently add within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. 2.NBT.2: Count within 1000; skip-count by 2s, 5s, 10s, and 100s 2.NBT.8: Mentally add and subtract 10 or 100 to a given number 100–900 2.NBT.9: Explain why addition strategies work, using place value and the properties.	2.NBT.5: Fluently add within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. 2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. 2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums within 100 on a number line diagram. 2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.4: Compare two three-digit numbers based on meanings 2.NBT.7: Add within 1000 using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding three-digit numbers, one adds the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. 2.MD.4: Measure to determine how much longer one object is than another,

		expressing the length difference in terms of a standard length unit. 2.MD.5: Use addition within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem.

January Two-Digit Subtraction	February Three-Digit Addition & Subtraction	March Partitions/Fractions
2.OA.1: Use subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions 2.OA.2: Fluently subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one digit numbers 2.NBT.9: Explain why subtraction strategies work, using place value and the properties of operations. 2.NBT.5: Fluently subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. 2.MD.5: Use subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem. 2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number differences within 100 on a number line diagram.	2.NBT.7: Subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in subtracting three-digit numbers, one subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.7.1 Use estimation strategies in computation and problem solving with numbers up to 1000. 2.NBT.7.2 Make reasonable estimates when adding or subtracting	2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

April Time & Money	May Multiplication	June More Info to Come!
2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). 2. MD.8: Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately	2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. 2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	

Specials Groups

Blue Group	Green Group
Eric	Mellakhi
Jai	Isaac
Amenet	Jayah
Bentley	Maeson
Preston	Londyn
Jamaal	Kajji
Isaiah	

Day of Week	Blue Group Morning Special	Green Group Morning Special	Blue Group Afternoon Special	Green Group Afternoon Special
Monday	Dance	Technology	Art	Music
Tuesday	No Morning Specials		Both Groups Are Together for P.E.	
Wednesday	No Morning Specials		Technology	Dance
Thursday	Both Groups Are Together for Library		No Afternoon Specials	
Friday	Both Groups Are Together for P.E.		Music	Art