2nd Grade Curriculum Map: Math

Lessons	GLCEs
1,4,14,38,76,77,78,81,93,106	N.ME.02.01 Count to 1000 by 1's, 10's and 100's starting from any number in the sequence.
1,4,76,77	N.ME.02.02 Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent.
8,81	N.ME.02.03 Compare and order numbers to 1000; use the symbols > and <.
4,14,38,78,81,93,106	N.ME.02.04 Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10's starting from any whole number.*
38,76	N.ME.02.05 Express numbers through 999 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials.*
10 part 1	N.FL.02.06 Decompose 100 into addition pairs, e.g., 99 + 1, 98 + 2…
56	N.MR.02.07 Find the distance between numbers on the number line, e.g., how far is 79 from 26?
24 - 135	N.MR.02.08 Find missing values in open sentences, e.g., 42 + ■ = 57; use relationship between addition and subtraction.
All	N.MR.02.09 Given a contextual situation that involves addition and subtraction using numbers through 99: model using objects or pictures; explain in words; record using numbers and symbols; solve.*
53,54,61-64,68,73,79	N.FL.02.10 Add fluently two numbers through 99, using strategies including formal algorithms; subtract fluently two numbers through 99.*
109	N.FL.02.11 Estimate the sum of two numbers with three digits.*
109,119	N.FL.02.12 Calculate mentally sums and differences involving: three-digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.
103,110p1,115p1,120p1,125,p1,130p1	N.MR.02.13 Understand multiplication as the result of counting the total number of objects in a set of equal groups, e.g., 3 x 5 gives the number of objects in 3 groups of 5 objects, or 3 x 5 = 5 + 5 + 5 = 15.
116,117	N.MR.02.14 Represent multiplication using area and array models.
128,133	N.MR.02.15 Understand division (÷) as another way of expressing multiplication, using fact families within the 5 x 5 multiplication table; emphasize that division "undoes" multiplication, e.g., 2 x 3 = 6 can be rewritten as 6 ÷ 2 = 3 or 6 ÷ 3 = 2.
19,23,24,34,39,41,59	N.MR.02.16 Given a situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.*
103,110p1,115p1,120p1,125,1,130,1,132,116,117	N.MR.02.17 Develop strategies for fluently multiplying numbers up to 5 x 5.*
59	N.ME.02.18 Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model 12, 13, and 14 by folding strips.
19,23,24,34,39,41,59	N.ME.02.19 Recognize, name, and write commonly used fractions: 12, 13, 23, , 24, 34.
56,72	N.ME.02.20 Place 0 and halves, e.g., 12, 112, 212, on the number line; relate to a ruler.

59	N.ME.02.21 For unit fractions from 112 to 12 understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from 112 to 12.
outside resources and worksheet	N.ME.02.22 Recognize that fractions such as 22, 33, and 44are equal to the whole (one). *revised expectations in italics
43,55p2,72,99,102	M.UN.02.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit and using abbreviations: cm, m, in, ft, yd.
56,72	M.PS.02.02 Compare lengths; add and subtract lengths (no conversion of units).
100p2	M.UN.02.03 Measure area using non-standard units to the nearest whole unit.
115p2,129	M.TE.02.04 Find the area of a rectangle with whole number side lengths by covering with unit squares and counting, or by using a grid of unit squares; write the area as a product.
3,26,67,78,106,123	M.UN.02.05 Using both A.M. and P.M., tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; include reading time: 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8:50 as eight-fifty and ten to nine. Show times by drawing hands on clock face.
12,78	M.UN.02.06 Use the concept of duration of time, e.g., determine what time it will be half an hour from 10:15.
86	M.UN.02.07 Read and write amounts of money using decimal notations, e.g., $1.15.
Guided Class Practice side A / Individualized	M.PS.02.08 Add and subtract money in mixed units, e.g., $2.50 + 60 cents and $5.75 - $3, but not $2.50 + $3.10.
27,69	M.UN.02.09 Read temperature using the scale on a thermometer in degrees Fahrenheit.
Guided Class Practice side A / Individualized	M.PS.02.10 Solve simple word problems involving length and money.
115,129	M.TE.02.11 Determine perimeters of rectangles and triangles by adding lengths of sides, recognizing the meaning of perimeter.*
101	G.GS.02.01 Identify, describe, and compare familiar two-dimensional and three-dimensional shapes, such as triangles, rectangles, squares, circles, semi-circles, spheres, and rectangular prisms.
101	G.GS.02.02 Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes.
21,25p2,30p2,65p2	G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces.
6,18,21,25p2,30p2,57,70p2	G.SR.02.05 Classify familiar plane and solid objects, e.g., square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color, roundness, or number of corners and explain which attributes are being used for classification.
124	G.TR.02.06 Recognize that shapes that have been slid, turned, or flipped are the same shape, e.g., a square rotated 45° is still a square.
	*revised expectations in italics

outside resources and worksheet	G.LO.02.07 Find and name locations using simple coordinate systems such as maps and first quandrant grids.
17,31,39,48,82,134	D.RE.02.01 Make pictographs using a scale representation, using scales where symbols equal more than one.
17,82	D.RE.02.02 Read and interpret pictographs with scales, using scale factors of 2 and 3.
113,125p2	D.RE.02.03 Solve problems using information in pictographs; include scales such as each ■ represents 2 apples; avoid ■ cases.