

*This document outlines the academic goals, the activities and materials used in the Second Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.*

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week 1 to 33	(1) Number, operation, and quantitative reasoning: whole numbers		
	(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;	Envision Common Core Lessons 1-16	
	(B) use place value to read, write, and describe the value of whole numbers to 999; and	Envision Common Core Topics 1,3,5,6,7,10,11	
	(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	Envision Common Core Topics 5,6,10	
Week 24to 28	(2) Number, operation, and quantitative reasoning: fractions		
	(A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);	Envision Common Core Topic 12	
	(B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and	Envision Common Core Topic 12	
	(C) use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$ , or 1.	Envision Common Core Topic 12	
Week 1 to 33	(3) Number, operation, and quantitative reasoning: addition and subtraction		
	(A) recall and apply basic addition and subtraction facts ( to 18);	Envision Common Core Topics 1-3	
	(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;	Envision Common Core Topics 3,9	
	(C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;	Envision Common Core Topic 9	
	(D) determine the value of a collection of coins up to one dollar;	Envision Common Core Topics 13,14	

	and		
	(E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.	Envision Common Core Topics 13,14	
Week 12 to 33	(4) Number, operation, and quantitative reasoning: models multiplication and division		
	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and	Envision Common Core Topics 4, Step Up	
	(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	Envision Common Core Topics 4, Step Up	
Week 5 to 33	(5) Patterns, relationships, and algebraic thinking: patterns in numbers and operations		
	(A) find patterns in numbers such as in a 100s chart;	Envision Common Core Topics 5,6,7,10	
	(B) use patterns in place value to compare and order whole numbers through 999; and	Envision Common Core Topics 5,6,7,10	
	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$ , $9 + 8 = 17$ , $17 - 8 = 9$ , and $17 - 9 = 8$ .	Envision Common Core Topics 1,3,4,9,15	
Week 1 to 33	(6) Patterns, relationships, and algebraic thinking: relationships		
	(A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;	Envision Common Core Topics 5,6,7,10	
	(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and	Envision Common Core Topics 1-16	
	(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.	Envision Common Core Topics 5,6,7,10	
Week 24 to 30	(7) Geometry and spatial reasoning: two- and three-		

	dimensional geometric figures		
	(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;	Envision Common Core Topic 12	
	(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and	Envision Common Core Topic 12	
	(C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.	Envision Common Core Topic 12	
Week 16 to 24	(8) Geometry and spatial reasoning: number line		
	A) use whole numbers to locate and name points on a number line.	Envision Common Core Topics 5, 8,9,10	
Week 20 to 33	(9) Measurement: attributes of length, area, weight/mass, and capacity		
	(A) identify concrete models that approximate standard units of length and use them to measure length;	Envision Common Core Topics 12,13,15,16	
	(B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;	Envision Common Core Topic 15	
	(C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and	Envision Common Core Topic 15	
	(D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.	Envision Common Core Topic 15	
Week 1 to 33	(10) Measurement: time and temperature		
	(A) read a thermometer to gather data;	Daily Calendar Activities	
	(B) read and write times shown on analog and digital clocks using five-minute increments; and	Envision common core Topic 16	
	(C) describe activities that take approximately one second, one minute, and one hour.	Daily Calendar Activities	
Week 1 to 33	(11) Probability and statistics: interpreting information		

	(A) construct picture graphs and bar-type graphs;	Envision Common Core Topic 16 Daily calendar Activities	
	(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and	Envision Common Core Topic 16 Daily Calendar Activities	
	(C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.	Envision Common Core Topic 16 Daily Calendar Activities	
Week 1 to 33	(12) Underlying processes and mathematical tools		
	(A) identify the mathematics in everyday situations;	Daily Calendar and Morning Work	
	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	Envision Common Core Topics 1-16	
	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	Envision Common Core Topics 1-16	
	(D) use tools such as real objects, manipulatives, and technology to solve problems.	Envision Common Core Topics 1-16	
Week 1 to 33	(13) Underlying processes and mathematical tools: communication		
	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	Daily calendar Activities Envision common Core Topic 16	
	(B) relate informal language to mathematical language and symbols.	Daily Calendar Activities Envision Common Core Topics 1-16	
Week 1 to 33	(14) Underlying processes and mathematical tools: logical reasoning		
	A) justify his or her thinking using objects, words, pictures, numbers, and technology.	Daily Calendar Activities Envision Common Core Topics 1-16	