2nd Grade Math
Curriculum Mapping
2026-2027
Mandy Lewis

<table>
<tr><td colspan="2">Unit: Place Value to 3 Digits</td><td>Time: August-September</td></tr>
<tr><td colspan="3">Standards Taught</td></tr>
<tr><td colspan="3">• 2.N.5 Given a two-digit or three-digit number, find the distance to the next ten or hundred, and prior ten or hundred.
• 2.N.6 Compose and decompose three-digit numbers into hundreds, tens and ones.
• 2.N.7 Read, write, and identify numbers up to 1000 in standard form, word form, and expanded form.
• 2.N.8 Compare two three-digit numbers using the symbols <, >, = based on the value of the hundreds, tens, ones in the given numbers.</td></tr>
<tr><td>Differentiation/Assessment:</td><td>Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.</td><td>Each student has their own individual desk but table are available for group work.</td><td>To practice the various math skills students completed:
• Practice Sheets
• Assessments
• Math Centers</td></tr>
<tr><td>Relevance</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students need these skills to build a foundation for multi-digit numbers.</td><td>Hundred
Thousand
More
Fewer
Digits
Tens
Ones</td><td>- Daily workbook sheets
-Teacher observation
- Chapter Tests
- DIBELS
- Class Discussion</td></tr>
<tr><td colspan="3">Essential Questions:
• How can tens & hundreds be grouped?
• How can a 3-digit number for a group of tens be written?
• How can a 3-digit number be represented using blocks?
• How is a 3-digit number written?
• How are values of digits in numbers identified?
• Using words, how is a 3-digit number written?
• What are the 3 ways to write a 3-digit number?
• How are blocks or quick pictures used to show the value of a number?</td></tr>
</table>

Unit: Use Place Value to Count & Compare	**Time:** September

Standards Taught

- 2.NBT. A.1a Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a.100 can be thought of as a bundle of ten tens —called a "hundred."
- 2.NBT.A.1b Understand place value. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases. B The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.
- 2.NBT.A.3 Understand place value. Read and write numbers to 1000 using base-ten numerals (standard form), number names (word form), and expanded form.
- 2.NBT.A.4 Understand place value Compare, two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and <, symbols to record the results of comparisons
- 2.NBT.B.8 Use value understanding and properties of operations to add and subtract place Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will use understanding of place value to add and subtract within 1,000 and compare numbers.	Compare Is greater than Is Less Than Is Equal To Count On Count Back Ones Tens	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How to count by 1s, 5s, & 10s with numbers less than 100?
- How to count by 1s, 5s, 10s, & 100s with numbers less than 100?
- How to count by 1s, 5s, 10s, & 100s with numbers less than 1,000?
- How to use place value to find 10 more, 10 less, 100 more, & 100 less than a 3-digit number?
- How to compare numbers?
- How can a number line be used to compare numbers?
- How can symbols be used to compare 3-digit numbers?
- How can 3-digit numbers be put in order?

Unit: Basic Facts	**Time:** September-October

Standards Taught

- 2.OA.A.1 Represent and solve problems involving addition and subtraction Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem
- 2.OA.B.2 Add and subtract within 20 a.Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) b.By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.OA.C.4 Work with equal groups of objects to gain foundations for multiplication. 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

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Relevance	**Vocabulary**	**Assessments**
Students will learn patterns in repeated addition and subtraction and they can be used to explain the operations of multiplication and division.	Sums Addends Differences	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How can you use doubles facts to find sums for near doubles facts?
- What are some ways to remember sums?
- How is the make a ten strategy used to find sums?
- How do you add three numbers?
- How are addition and subtraction related?
- What are some ways to remember differences?
- How does getting to 10 in subtraction help when finding differences?
- How are bar models used to show addition and subtraction problems?
- How are numbers sentences used to show addition and subtraction situations?
- How can acting it out help with solving a problem about equal groups?
- How can you write an addition sentence for problems with equal groups?

Unit: Equal Groups	**Time:** October

Standards Taught

- 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- 2.NBT.B.6 Use place value understanding and properties of operations to add and subtract. Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.OA.A.1 Represent and solve problems involving addition and subtraction.Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills when writing equations using a symbol for an unknown addend or sum and finding sums for two, three, and four addends.	Regroup Column	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How does breaking apart a number make it easier to add?
- How can you make an addend a ten to help solve an addition problem?
- How do you break apart addends to add tens and then add one?
- When do you regroup in addition?
- How do you record 2-digit addition?
- How do you record the steps when adding 2-digit numbers?
- What are two different ways to write addition problems?
- How can using a model help when solving addition problems?
- How do you write a number sentence to represent a problem?
- What are some ways to add 3 numbers?
- What are some ways to add 4 numbers?

Unit: 2-Digit Addition	**Time:** October	
Standards Taught		
• 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction • 2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to draw diagrams and write equations to solve multistep subtraction word problems.	Sum Regroup Tens Ones Digits	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion
Essential Questions: • How does breaking apart a number make addition easier? • When do you regroup in addition? • How do you record 2-digit addition? • How do you record the steps when addition 2-digit numbers? • What are two different ways to write addition problems? • How can you use addition to solve subtraction problems? • How can drawing a diagram help when solving addition problems? • How do you write a number sentence to represent a problem? • How do you decide what steps to do to solve a problem?		

Unit: More 2-Digit Addition	**Time:** October-November

Standards Taught

- 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- 2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to draw diagrams and write equations to solve multistep word problems.	Column Sum Addend Digit Tens Ones	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How can the steps be shown and recorded when adding 2-digit numbers?
- How can you record the steps when adding 2-digit numbers?
- How can addition problems be written in 2 different ways?
- How can bar models be used to determine the unknown whole number in an addition equation?
- How can an equation represent an addition problem?
- How are 3 numbers added?
- How to add the sum of 2 whole numbers to the sum of 2 other numbers?

Unit: 2-Digit Subtraction	**Time:** November	
Standards Taught		
• 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction • 2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to draw diagrams and write equations to solve multistep subtraction word problems.	Difference Regroup Tens Ones Digits	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion
Essential Questions: • How does breaking apart a number make subtracting easier? • When do you regroup in subtraction? • How do you record 2-digit subtraction? • How do you record the steps when subtracting 2-digit numbers? • What are two different ways to write subtraction problems? • How can you use addition to solve subtraction problems? • How can drawing a diagram help when solving subtraction problems? • How do you write a number sentence to represent a problem? • How do you decide what steps to do to solve a problem?		

Unit: More *2-Digit Subtraction*	**Time:** November-December

Standards Taught

- 2.NBT.B.5 Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- 2.OA.A.1 Represent and solve problems involving addition and subtraction. Use addition and 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to draw diagrams and write equations to solve multistep subtraction word problems.	Difference Regroup Tens Ones Digits	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How to subtract 2-digit numbers?
- How to practice subtracting 2-digit numbers?
- How to write subtraction problems 2 ways?
- How can addition be used to solve subtraction problems?
- How can bar models be used to determine the unknown whole subtraction equation?
- How can an equation represent a problem?

Unit: 2-Digit Addition and Subtraction	**Time:** December

Standards Taught

- 2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and 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 adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to solve problems involving multi-digit arithmetic.	Addends Difference Regroup Sum Not Equal	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How can multi-step problems be modeled?
- How can a real-world problem be shown with an equation?
- How can unknown numbers be found in equations?
- How to tell if both sides of an equation are equal or not?

Unit: 3-Digit Addition and Subtraction	**Time:** January

Standards Taught

- 2.NBT.B.7 Use place value understanding and properties of operations to add and subtract. Add and 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 adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.B.9 Use place value understanding and properties of operations to add and subtract. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by words, drawings or objects.)

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to solve problems involving multi-digit arithmetic.	Addends Difference Regroup Sum	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How to use a model to add 3-digit numbers?
- How can addends be broken apart to add hundreds, tens, and ones?
- How can 3-digit addition problems be recorded using regrouping strategies?
- How to record a 3-digit addition problem by regrouping 10s?
- How to record problems when regrouping in 10s and 1s?
- How to solve problems using a model?
- How to solve a problem when regrouping hundreds?
- How to solve a problem when regrouping ones, tens, and hundreds?
- How to subtract when there are 0s in equations?

Unit: Money	**Time:** January

Standards Taught

- 2.MD.C.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.8 Work with time and money. Identify and count coins and bills and apply that understanding to solve word problems. Recognize and know the value of coins up to one dollar. b.Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
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Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to as they add and subtract money amounts and solve problems.	Quarter Dime Nickel Penny Dollar Dollar Sign One-Dollar Bill Five-Dollar Bill Ten-Dollar Bill $ Bill Coin	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How do you find the total value of a group of dimes, nickels, and pennies?
- How do you find the total value of a group of coins?
- How do you order coins to help find the total value of a group of coins?
- How do you choose coins to show a money amount in different ways?
- How can you show the value of one dollar with coins?
- How do you show money amounts greater than one dollar?
- How does acting it out help when solving problems about money?
- How do you solve problems involving problems?

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<tr><td colspan="3">• 2.MD.C.7 Work with time and money. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
• 2.MD.C.8 Work with time and money. Identify and count coins and bills and apply that understanding to solve word problems. Recognize and know the value of coins up to one dollar. b.Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.</td></tr>
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<tr><td>Relevance</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students will apply these strategies and they will have to tell time and how much time has passed.</td><td>Minutes
Hour
Quarter After
Quarter To
Noon
Midnight
A.M.
P.M.</td><td>- Daily workbook sheets
-Teacher observation
- Chapter Tests
- DIBELS
- Class Discussion</td></tr>
<tr><td colspan="3">Essential Questions:
• How do you tell time to 15 minutes on a clock?
• How do you tell and show time to five minutes?
• What are the different ways you read the time on a clock?
• How do you use a.m. and p.m. to describe times?</td></tr>
</table>

Unit: Length in Customary Units	**Time:** February

Standards Taught

- 2.MD.A Measure and estimate lengths in standard units.
  1.Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
  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.
  3.Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.B Relate addition and subtraction to length.
  5.Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem
  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 and differences within 100 on a number line diagram
- 2.MD.D Represent and interpret data.
  9.Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

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Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to solve problems involving measuring length to the nearest half and quarter inch.	Foot Inch Line plot Measuring tape yardstick	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How can you use inch models to measure length?
- Why is using a ruler similar to using a row of color tiles to measure length?
- How do you estimate the lengths of objects in inches?
- How do you use inch rulers to measure length?
- How can drawing a diagram help when solving problems about length?
- Why is measuring in feet different from measuring in inches?
- How do you estimate the lengths of objects in feet?
- How do you choose a tool to use when measuring lengths?
- How can a line plot be used to show measurement data?

Unit: Length in Metric Units	**Time:** March

Standards Taught

- 2.MD.A Measure and estimate lengths in standard units.
  1.Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
  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.
  3.Estimate lengths using units of inches, feet, centimeters, and meters.
  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.B Relate addition and subtraction to length.
  5.Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem
  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 and differences within 100 on a number line diagram

Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to solve problems involving measuring lengths in meters and centimeters.	Centimeter Meter	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion

Essential Questions:

- How do you use a centimeter model to measure lengths of objects?
- How do you use known lengths to estimate unknown lengths?
- How do you use a centimeter ruler to measure lengths?
- How can drawing a diagram help when solving problems about lengths?
- How is measuring in meters different from measuring in centimeters?
- How do you estimate the lengths of objects in meters?
- How do you find the difference between the lengths of two objects?

Unit: Geometry	**Time:** March	
Standards Taught		
• 2.G.A. Reason with shapes and their attributes. 1. Recognize, identify, and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces; to include triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.) 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 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.		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to identify shapes and their properties.	Angle Cube Rectangular Prism Sphere Cylinder Cone Edge Face Vertex Vertices Closed Figure Open Figure Sides Equilateral Pentagon Hexagon Polygon Octagon	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion
Essential Questions: • How to identify objects as 3-dimensional shapes? • How to use attributes to identify a 3-dimensional shape? • How to identify figures by the number of sides and angles?		

- How to identify the number of sides & number of angles of a polygon?
- How to draw 2-dimensional figures?
- How can two-dimensional figures be sorted?
- How to use squares to cover a rectangle?

Unit: Fraction Concepts	**Time:** April	
Standards Taught		
2.F.1 Partition circles and rectangles into two, three or four equal parts then count and describe the parts using the words halves, thirds, and fourths. ("one-fourth, two-fourths, three-fourths").		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to expand their understanding of wholes.	Fourths Halves Thirds Fourth of Half of Quarter of Third of	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion
Essential Questions: • How can halves, thirds, & fourths be identified? • How can halves, thirds, & fourths be shown? • How can a half of, third of, and fourth of a whole be found? • How can diagrams be used when solving problems about equal shares?		

Unit: *Data*	**Time:** April-May	
Standards Taught		
• 2.MD.D Represent and interpret data. 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.		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and test in an alternate setting.	Each student has their own individual desk but table are available for group work.	To practice the various math skills students completed: • Practice Sheets • Assessments • Math Centers
Relevance	**Vocabulary**	**Assessments**
Students will apply these strategies and skills to expand their understanding of bar graphs by solving one- and two-steps problems.	Bar graph Data Key Picture graph Survey	- Daily workbook sheets -Teacher observation - Chapter Tests - DIBELS - Class Discussion
Essential Questions: • How do you use a tally chart to record date from a survey? • How do you use a picture graph to show data? • How do you make a picture graph to show data in a tally chart? • How is a bar graph used to show data? • How does making a bar graph help when solving problems about data?		