Mohawk Local Schools 2nd Grade Math

Quarter 2 Curriculum Guide

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look for and Make use of Structure
8. Look for and Express Regularity in Repeated Reasoning

Critical Areas of Focus Being Addressed:

- Geometry
- Operations and Algebraic Thinking (OA.3 only)
- Numbers and Base Ten

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (DOK2)	(DOK1) • I can tell time using analog clocks to the nearest 5 minutes. • I can tell time using digital clocks to the nearest 5 minutes. • I can write time using analog clocks and digital clocks.

	• I can identify the hour and minute hand on an analog clock. • I can identify and label when a.m. and p.m. occur. (DOK2) • I can determine what time is represented by the combination of the number on the clock face and the position of the hands.
2.MD.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 creating a line plot, where the horizontal scale is marked off in whole-number units. (DOK3)	(DOK1) • I can read tools of measurement to the nearest unit. (DOK2) • I can represent measurement data on a line plot. (DOK3) • I can measure lengths of several objects to the nearest whole unit. • I can measure lengths of objects by making repeated measurements of the same object. (DOK4) • I can create a line plot with a horizontal scale marked in whole numbers using measurements.
2.MD.10 Organize, represent, and interpret data with up to four categories; complete picture graphs when single unit scales are provided; complete bar graphs when single unit scales are provided; solve simple put together, take-apart, and compare problems in a graph. (DOK3)	(DOK1) • I can recognize and identify picture graphs and bar graphs. • I can identify and label the components of a picture graph and bar graph. (DOK2) • I can solve problems relating to data in graphs by using addition and subtraction. • I can make comparisons between categories in the graph using more than, less than, etc. (DOK4) • I can draw a single-unit scale picture graph to represent a given set of data with up to four categories. • I can draw a single-unit scale bar graph to represent a given set of data with up to four categories.

2.NBT.1 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." 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). (DOK2)	(DOK1) • I can explain the value of each digit in a 3-digit number. • I can identify a bundle of 10 tens as a "hundred." (DOK2) • I can represent a three digit number with hundreds, tens and ones. • I can represent 200, 300, 400, 500, 600, 700, 800 and 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.
2.NBT.2 Count forward and backward within 1000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5. (DOK2)	(DOK1) • I can count forward and backward within 1,000. • I can skip-count by 5s. • I can skip-count by 10s. • I can skip-count by 100s. (DOK2) • I can skip-count backward by 5s. • I can skip-count backward by 10s. • I can skip-count backward by 100s.
2.NBT.3 Read and write numbers to 1000 using base ten numerals, number names, expanded form, and equivalent representations, e.g., 716 is 700 + 10 + 6 or 6 + 700 + 10 or 6 ones and 71 tens, etc. (DOK1)	(DOK1) • I know what expanded form means. • I can recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones. • I can read numbers to 1,000 using base ten numerals. • I can read numbers to 1,000 using number names. • I can read numbers to 1,000 using expanded form. • I can write numbers to 1,000 using base ten numerals. • I can write numbers to 1,000 using number names. • I can write numbers to 1,000 using expanded form. (DOK2) • I can recognize equivalent representations of numbers written in expanded form.
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (DOK2)	(DOK1) • I know the value of each digit represented in a three-digit number.

	• I know what each symbol represents >,<, and =. (DOK2) • I can compare two three-digit numbers based on place value of each digit. • I can use >,<, and = symbols to record the results of comparisons.
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (DOK2)	(DOK1) • I know strategies for adding and subtracting based on place value. • I know strategies for adding and subtracting based on properties of operations. • I know strategies for adding and subtracting based on the relationship between addition and subtraction. (DOK2) • I can choose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.
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. (DOK2)	(DOK1) • I can count a group of objects up to 20 by 2s. • I can recognize in groups that have even numbers objects will pair up evenly. • I can recognize in groups of odd numbers objects will not pair up evenly. (DOK2) • I can determine whether a group of objects is odd or even, using a variety of strategies. • I can generalize the fact that all even numbers can be formed from the addition of 2 equal addends. • I can write an equation to express a given even number as a sum of two equal addends.
2.G.1 Recognize and/or draw triangles, quadrilaterals, pentagons and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones and cylinders. (DOK4)	(DOK1) • I can identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g. faces, angles, sides, vertices, etc).

	• I can identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes. (DOK2) • I can describe and analyze shapes by examining their sides and angles, not measuring. • I can compare shapes by their attributes (e.g. faces, angles). (DOK4) • I can draw shapes with specified attributes.
2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (DOK2)	(DOK1) • I can count to find the total number of same-size squares. • I can define "partition." • I can identify a row. • I can identify a column. (DOK2) • I can determine how to partition a rectangle into same-size squares.
2.G.3 Partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, fourths and quarters, and use the phrases half of, third of, fourth of and quarter of. Describe the whole as two halves, three thirds, four fourths in real-world contexts. Recognize that equal shares of identical wholes need not have the same shape. (DOK2)	(DOK1) • I can identify two, three, and four equal shares of a whole. • I can describe equal shares using vocabulary: halves, thirds, fourths, quarters, quarter of, half of, third of, etc. • I can describe the whole as two halves, three thirds, or four fourths. (DOK2) • Justify why equal shares of identical wholes need not have the same shape.