



# WEST BOLIVAR

## CONSOLIDATED SCHOOL DISTRICT

# Mathematics Pacing Guide

**SECOND GRADE**

Term 1



## Second Grade

### FIRST NINE WEEKS

Unit 1: Counting (Within 500)

*Suggested* Number of Days for Unit: 5 days

Standards

*Suggested* Number of Instructional Days

2.NBT.1

5 Days

Count within 4000; skip-count by 5s starting at any number ending in 5 or 0. Skip-count by 10s and 100s starting at any number. (*Count within 500.*)

Unit 2: Place Value

*Suggested* Number of Days for Unit: 15 days

Standards

*Suggested* Number of Instructional Days

2.NBT.1

5 Days

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:

- 100 can be thought of as a bundle of ten tens — called a “hundred.”
- 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.3

8 Days

Read and write numbers to 4000 using base-ten numerals, number names, and expanded form. (*Read and write to 500.*)

Units Review (Units 1 & 2)

1 Day

Units Assessment (Units 1 & 2)

1 Day



Unit 3: Comparing Numbers (3-Digits)		Suggested Number of Days for Unit: 5 days
Standards		Suggested Number of Instructional Days
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. (Compare from 100 - 500.)		5 Days
Unit 4: Addition (Within 100) and Building Fluency (Within 20)		Suggested Number of Days for Unit: 15 days
Standards		Suggested Number of Instructional Days
2.OA.2 <u>Fluently</u> add <del>and subtract</del> within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		3 Days
2.NBT.5 <u>Fluently</u> add <del>and subtract</del> within 100 using strategies based on place value, properties of operations, <del>and/or the relationship between addition and subtraction.</del>		6 Days
2.OA.1 Use addition <del>and subtraction</del> within 100 to solve one <del>and two-step</del> word problems involving situations of adding to, <del>taking from</del> , putting together, <del>taking apart</del> , 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.		4 Days
Units Review (Units 3 & 4)		1 Day
Units Assessment (Units 3 & 4)		1 Day



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# Mathematics Pacing Guide

**SECOND GRADE**

Term 2



### Second Grade

#### SECOND NINE WEEKS

Unit 5: Subtraction Within 100; Building Fluency Within 20

*Suggested* Number of Days for Unit: 10 days

#### Standards

#### *Suggested* Number of Instructional Days

2.OA.A.1

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.

3 Days

2.O.A.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

3 Days

2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2 Days

Unit Review

1 Day

Unit Assessments

1 Day

Unit 6: Addition & Subtraction Strategies		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.		3 Days
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.		2 Days
Unit Review		1 Day
Unit Assessments		1 Day
Unit 7: One and Two Step Problem Solving		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
2.OA.A.1 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.		8 Days
Unit Review		1 Day
Unit Assessments		1 Day



Unit 8: Counting Within 1000		<i>Suggested Number of Days for Unit: 10 days</i>
Standards	<i>Suggested Number of Instructional Days</i>	
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.	3 Days	
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	3 Days	
2.NBT.A.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.	2 Days	
Unit Review	1 Day	
Unit Assessments	1 Day	





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# Mathematics Pacing Guide

**SECOND GRADE**

Term 3





**Second Grade**

**THIRD NINE WEEKS**

Unit 9: Addition and Subtraction Within 1000

*Suggested* Number of Days for Unit: 10 days

Standards

*Suggested* Number of Instructional Days

2.NBT.B.7

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.

4 Days

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

4 Days

Unit Review

1 Day

Unit Assessments

1 Day

Unit 10: Money		<i>Suggested</i> Number of Days for Unit: 10 days
Standards		<i>Suggested</i> Number of Instructional Days
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.		4 Days
2.MD.C.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?		4 Days
Unit Review		1 Day
Unit Assessments		1 Day
Unit 11: Time and Calendar		<i>Suggested</i> Number of Days for Unit: 10 days
Standards		<i>Suggested</i> Number of Instructional Days
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		3 Days
2.MD.C.8b Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?		3 Days
Unit Review		1 Day
Unit Assessments		1 Day



Unit 12: Measure and Estimate		<i>Suggested</i> Number of Days for Unit: 10 days
Standards	<i>Suggested</i> Number of Instructional Days	
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2 Days	
2.MD.A.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 Days	
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	2 Days	
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2 Days	
Unit Review	1 Day	
Unit Assessments	1 Day	



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**SECOND GRADE**

Term 4



**Second Grade**

**FOURTH NINE WEEKS**

Unit 13: Addition and Subtraction on a Number Line

*Suggested* Number of Days for Unit: 10 days

Standards

*Suggested* Number of Instructional Days

2.MD.B.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.

4 Days

2.MD.B.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.

4 Days

Unit Review

1 Day

Unit Assessments

1 Day



Unit 14: Represent and Interpret Data		Suggested Number of Days for Unit: 10 days
Standards		Suggested Number of Instructional Days
2.MD.D.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.		4 Days
2.MD.D.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 <sup>4</sup> using information presented in a bar graph.		4 Days
Unit Review		1 Day
Unit Assessments		1 Day

Unit 15: 2-D and 3-D Shapes		Suggested Number of Days for Unit: 5 days
Standards		Suggested Number of Instructional Days
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. <sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		3 Days
Unit Review		1 Day
Unit Assessments		1 Day

**Unit 16: Equal Groups**
*Suggested Number of Days for Unit: 15 days*

Standards	<i>Suggested Number of Instructional Days</i>
<b>2.OA. C.3</b> 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.	4 Days
<b>2.OA.C.4</b> 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.	4 Days
<b>2.G.A.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2 Days
<b>2.G.A.3</b> 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.	3 Days
<b>Unit Review</b>	1 Day
<b>Unit Assessments</b>	1 Day