

SMMUSD GRADE TWO MATHEMATICS CURRICULUM GUIDE

Counting Collections and Sense Making Routines Throughout the Year! [Math Milestones](#)

TRIMESTER 1 Aug-Oct

TRIMESTER 2 Nov-Feb

TRIMESTER 3 March-May

Unit 1
Numbers to 100
Addition & Subtraction
w/in 20. Data
(4 weeks)

Unit 2
Number to 1,000
Addition & Subtraction w/in
100
(6 weeks)

Unit 3
Addition & Subtraction w/in
1,000
(7 weeks)

Unit 4
Geometry, Fractions, Arrays
Grouping & Sharing
(8 weeks)

Unit 5
Measurement
Addition & Subtraction w/in
1,000
(5 weeks)

Unit 6
Time, Money, Add &
Sub w/in 1,000
(6 weeks)

Problem Solving/Strategy Development using all problem types throughout the year (addition, subtraction, multiplication and division/fair sharing)

- You Cubed: Week of Inspirational Math <https://www.youcubed.org/week-inspirational-math/>
- [Administer CGI Assessment/Task](#)
- Counting Collections done once per week all year
- Understand Place Value within 100 (can go higher)
- Skip count by 5s, 10s
- Read and write numbers in multiple forms to 100
- Compare 2 two digit numbers using $>$, $=$ & $<$
- Add and subtract within 20 using multiple strategies
- Understand odd/even concepts
- Draw picture/bar graphs with up to 4 categories; solve, add, subtract and compare problems using information from the graph. [PADLET](#)

- Understand Place Value within 1,000
- Skip count by 5s, 10s, & 100s
- Read and write numbers in multiple forms to 1,000 (start)
- Compare 2 three digit numbers using $>$, $=$ & $<$
- Solve Addition and Subtraction word problems with numbers within 100 with unknowns in all positions using drawings and equations
- Add up to 4 two digit numbers using multiple strategies (start)
- Fluently add and subtract within 100 using properties of operations and number relationships (start)
- Explain why addition and subtraction strategies work using place value and properties of operations (start)

[OpenUp Resources](#)
Units 1 & 2

[Math Milestones](#)

- Read and write numbers in multiple forms to 1,000 (cont.)
- Fluently add and subtract within 100 using properties of operations and number relationships (cont.)
- Solve Addition and Subtraction word problems with numbers within 100 with unknowns in all positions using drawings and equations (cont.)
- Add and subtract within 1,000 using multiple strategies (start)
- Mentally find ten more/ten less and 100 more/100 less of a three-digit number
- Add up to 4 two digit numbers using multiple strategies (cont.)
- Explain why addition and subtraction strategies work using place value and properties of operations (cont.)

[OpenUp Resources](#)
Units 4 & 5

- Intro to grouping concepts and problems (multiplication/division)
- Understand arrays; find the total number of objects using repeated addition and write matching equations (up to 5 rows of 5)
- Recognize and draw 2D and 3D shapes with particular attributes
- Intro to Fair Sharing Concepts
- Partition a rectangle into equal shares and find total number of squares
- Partition circles and squares into 2, 3 or 4 equal shares & describe shares and the whole using halves, thirds and fourths.
- Recognize that equal shares of identical wholes need not have the same shape
- Add and subtract within 1,000 using multiple strategies (cont.)
- Explain why addition and subtraction strategies work using place value and properties of operations (cont.)

[OpenUp Resources](#)
Units 6 & 8



- Represent whole numbers as lengths on a number line; use the number line to solve addition and subtraction problems within 100
- Measure length using appropriate tools
- Measure an object with different units and compare
- Estimate lengths (in, ft, cm, m)
- Create a line plot based on measurement data
- Solve addition and subtraction word problems within 100 involving lengths
- Compare lengths of two different objects using standard units
- Add and subtract within 1,000 using multiple strategies (cont.)
- Explain why addition and subtraction strategies work using place value and properties of operations (cont.)

[OpenUp Resources](#)
Unit 3

- Solve problems using money (coins, bills, \$, ¢)
- Tell and write time to 5 minutes using digital and analog clocks and AM/PM.
- Add and subtract within 1,000 using multiple strategies (cont.)
- Explain why addition and subtraction strategies work using place value and properties of operations (cont.)
- Review & extend in critical areas.

[OpenUp Resources](#)
Units 6, 7, 9

*** Structures to Support CA Content Standards/CGI/Problem Solving:** Real World Math, Problem Analysis "Think Time", Partner Collaboration, Productive Struggle, Whole Group Student Share

*** Mathematical practices 1-8 are integrated into the content areas throughout the year.**

*** OA and NBT standards should be spiraled and reviewed periodically throughout the year after being introduced, especially 2OA.A.1**

*** Number sense routines and warmups should address/frontload the following concepts:** Measurement; Time; Money

*** Number sense routines and warmups should address/review the following concepts:** Place Value; Number Sense; Estimation; Addition, Subtraction; Data Collection; Geometry

2.NBT.1	2.OA.2	2.NBT.1	2.NBT.5	2.NBT.1	2.NBT.6	2.OA.1	2.NBT.7	2.G.1	2.MD.1	2.MD.5	2.MD.7
2.NBT.2	2.OA.3	2.NBT.2	2.NBT.6	2.NBT.2	2.NBT.7		2.NBT.9	2.G.2	2.MD.2	2.MD.6	2.MD.8
2.NBT.3	2.MD.9	2.NBT.3	2.NBT.9	2.NBT.3	2.NBT.8		2.OA.4	2.G.3	2.MD.3	2.NBT.7	2.NBT.7
2.NBT.4	2.MD.10	2.NBT.4	2.OA.1	2.NBT.4	2.NBT.9				2.MD.4	2.NBT.9	2.NBT.9

Domains: *OA: Operations & Algebraic Thinking; MD: Measurement & Data; NBT: Numbers & Operations in Base Ten; G: Geometry*

Standards for Mathematical Practices:

MP1: Make sense of problems and persevere in solving them

MP2: Reason abstractly and quantitatively

MP3: Construct viable arguments and critique the reasoning of others

MP4: Model with mathematics

MP5: Use appropriate tools

MP6: Attend to precision

MP7: Look for and make use of structure

MP8: Look for and express regularity in repeated reasoning

Mathematical Practices 1-3-6 = connections to EL/ELD and NGSS standards: See Overview Curriculum Guide for details of grade expectations

[Math Milestones](#)

For Grade Two Mathematics, instructional time should focus on five [critical areas](#):

(1) Extending understanding of base-ten notation.

(2) Building fluency with addition and subtraction.

(3) Using standard units of measure.

(4) Describing and analyzing shapes

(5) Problem solving and strategy development (all types of addition, subtraction, multiplication, and division/fair sharing problems)

[Detailed GVC Guide](#)

[Think Smart for Smarter Balance](#)—MyMath assessments [Spanish Versions](#)



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT