

Instructional Guide

Grade Level Second Grade Subject Math School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1st six weeks		2.1.a Demonstrate number sense by comparing whole numbers up to a 1000. 2.1.B.1 Identifying a number that is 100 more or 100 less than a given number. 2.1.B.4 Using estimation to compare sets of objects when the quantity of one set is known.	Reinforce vocabulary: greater than, greater, greatest, less than, least, and may use symbols $<$, $>$, $=$. SAXON MATH 2 – Lesson #s – 1, 4, 8, 14, 38, 67, 76, 77, 78, 81, 95-2 Appropriate level but needs more practice materials for mastery. Use publisher materials and teacher developed materials. Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s 43, 44, 77-78, 79-86, 429, 433-434, 44, 449-450 Appropriate level but needs more practice materials for mastery. Use publisher materials and teacher developed materials. Mountain Math Board and Skills Tutor		

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1 st six weeks		2.1.b Demonstrate number sense by ordering whole numbers up to 1000. 2.1.B.2 Counting forward in multiples from a given number.	Reinforce vocabulary: ordinal number words, skip-counting, odd, even, least, greatest SAXON MATH 2 – Lesson #s – 4, 7, 13, 14, 38, 49, 74, 78, 81, 93, 106 Appropriate level but needs more practice materials for mastery MacMillian/McGraw- Hill pg #s 19-20, 33-34, 40, 97-100, 105-106, 421-424, Other resources is needed for skill mastery Mountain Math Board and Skills Tutor Use teacher developed materials		

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1 st six weeks		2.1.c Demonstrate number sense by expanding whole numbers up to 1000. Example: expanding—recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Identifying zero as a placeholder in two-digit numbers. 2.1.B.3.b Identifying zero as a placeholder in three-digit numbers.	Reinforce vocabulary: expanded notation, digit Prerequisite: place value of ones, tens, hundreds and written number words SAXON MATH 2 – LESSON #s –84 Very little practice is provided for mastery Additional practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s -p. 76-80, 110, 397-409, 464 Very little practice is provided for mastery Additional practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials		

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1 st six weeks		2.1.d Determining the place value of a digit in a number through 999. Example: expanding—recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Identifying zero as a placeholder in two-digit numbers. 2.1.B.3.b Identifying zero as a placeholder in three-digit numbers.	Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notation SAXON MATH 2 – LESSON #s –38, 76 Very little practice is provided for mastery- additional practice is needed Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s 76-82, 91, 396-402, 437-445, 453-456 Additional Practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials		

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1 st six weeks		2.1.e. Determining a number when given the value of ones, tens, and hundreds. Example: expanding—recognizing 251 as being represented by two hundred fifty-one, by 2 hundreds + 5 tens + 1 one, and by 200 + 50 + 1 2.1.B.3.a Identifying zero as a placeholder in two-digit numbers. 2.1.B.3.b. Identifying zero as a placeholder in three-digit numbers.	Prerequisite: position of ones, tens, and hundreds and numerical representation of written number words Reinforce vocabulary: digit and expanding notation SAXON MATH 2 – LESSON #s –38, 76 Appropriate level but very little practice is provided for mastery- additional practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s 76-82, 91,396-402, 437-445, 453-456 Additional Practice is needed Mountain Math Board, Skills Tutor Use teacher developed materials		

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1 st six weeks		2.2.a Solve two-digit addition problems without regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities 2.2.B.1a. Solving multistep addition problems using authentic situations 2.2.B.2.b. Justifying the strategy used to solve addition problems 2.2.B.3.c Using estimation to determine if an answer is reasonable	Reinforce Vocabulary: addends, sum SAXON MATH 2 – LESSON#s – 8, 11, 12, 22 53, 54, 61-64, 68, 73, 79 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s 48, 87-88, 107-108, 217-218, 231-236, 248, 263-264, 141-142, 313, 459-460, 470,		

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1 st six weeks		2.2.b Solve two-digit addition problems with regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities 2.2.B.1a Solving multistep addition problems using authentic situations 2.2.B.2.b Justifying the strategy used to solve addition problems 2.2.B.3.c Using estimation to determine if an answer is reasonable	Reinforce Vocabulary: addends, sum, regrouping SAXON MATH 2 – LESSON #s – 2, 8, 11, 22, 58, 61, 62, 64, Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw- Hill pg #s - 237-249, 388, 470, 543-544, 248-249, 259-260, 267, 444, 457 Difficult skill to master- much additional practice is needed for mastery Material does not provide enough opportunities for generalization to apply to authentic situations for most students Additional Materials- Mountain Math Board, Skills Tutor Use teacher developed materials		

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1 st six weeks		2.3.a Demonstrating computational fluency, including recall, of addition facts with sum through 20	Reinforce vocabulary: addends, sum, SAXON MATH 2 – LESSON #s –5, 10,15, 20, 25, 30, 35, 40, 45, 50, 55 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 7-50, 53-73		
1 st six weeks		2.7. Describe a pattern in a number sequence.	SAXON MATH 2 – LESSON #s – 130-2, Very little practice is provided for mastery- additional practice is needed, use teacher developed materials Math Meeting Board, hands-on manipulatives, pre-teach vocabulary, and provide small group instruction for students that need accommodations. MacMillian/McGraw-Hill pg #s - 21, 22, 217, 218, 417, 418, 537,538 Appropriate level but need more practice materials - Mountain Math Board, Skills Tutor, Use teacher developed materials		

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1 st six weeks		2.8. Recognize the associative property of addition.	Reinforce vocabulary: addends, sum SAXON MATH 2 – LESSON #s – 10-1, 58 Skill is not very complex thus not much additional practice is needed Math Meeting Board, hands-on manipulatives, pre-teach vocabulary, and provide small group instruction for students that need accommodations. MacMillian/McGraw-Hill pg #s - 23, 24, 261, 262, 264		

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2 nd six weeks		2.2.c Solve two-digit subtraction problems without regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities	Reinforce vocabulary: minuends, differences SAXON MATH 2 – LESSON #s – 2, 8, 11, 22, 36, 71, 87-89, 91 Additional practice materials are needed Skills Tutor, Use teacher developed materials Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 271- 278 Additional Materials-Mountain Math Board, Skills Tutor, Use teacher developed materials		
		2.3.b Demonstrating computational fluency, including recall, of subtraction facts with differences with minuends through 20.	Reinforce vocabulary: subtrahend, minuend, difference SAXON MATH 2 – LESSON #s – 60-1, 65-1, 70-1, 75-1, 80-1, 85-1, 90-1, 95-1, 100-1, 105-1 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 7-13, 17-50, 53-73		

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2 nd six weeks		2.2.d Solve two-digit subtraction problems with regrouping using multiple strategies. Examples: strategies – using concrete objects, mental calculations, paper-and-pencils activities. 2.2.B.1a Solving multistep subtraction problems using authentic situations . 2.2.B.2.b Justifying the strategy used to solve subtraction problems. 2.2.B.3.c Using estimation to determine if an answer is reasonable.	Reinforce vocabulary: minuends, differences, regrouping SAXON MATH 2 – LESSON #s –11, 22, 87-89, 91 Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 279-298, 301-307, 459-460 Appropriate level Difficult skill to master- much additional practice is needed for mastery-Mountain Math Board, Skills Tutor, and teacher developed materials		

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2 nd six weeks		2.9 Describe change over time in observable (qualitative) and measurable (quantitative) terms. Examples: observable—recognizing that a plant grew taller measurable—determining that a plant grew three inches.	Reinforce vocabulary: observable(qualitative) and measurable (quantitative) SAXON MATH 2 – LESSON #s – 2, 17, 82, 105, 126 Graphs are taught frequently throughout the year via Meeting Board Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s -515, 516 Not enough practice materials provided, additional resources needed for supplementation -Mountain Math Board, Skills Tutor use teacher developed materials		

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3 rd six weeks		2.6 Determine the monetary value of like and unlike sets of coins and bills up to \$2.00. 2.6.B.1 Identifying sets of coins of equivalent value 2.6.B.2 Selecting coins to make equivalent sets 2.6.B.3 Applying monetary symbols, including dollar (\$), cent (¢), and decimal point (.) 2.6.B.4 Recognizing decimal numbers .10, .25, .50, and .75 as related to money	Reinforce vocabulary: value, dollar, cent, decimal, and symbols for each (\$),(¢), and (.) SAXON MATH 2 – LESSON #s –28, 46, 51, 86, 93, 107, 127 Much practice materials are needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary, and provide small group instruction for students that need accommodations. MacMillian/McGraw-Hill pg #s -115-130, 133-143, 176, 274, 457-458 Additional practice materials are needed Mountain Math Board, Skills Tutor, and use teacher developed materials		

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3 rd six weeks		2.11 Describe the route from one location to another by applying concepts of direction and distance . Example: direction: left, right, north, south, east, west; *nonstandard distance- twenty-five steps *standard - ten feet 2.11.B.1 Following multistep directions to locate objects 2.11.B.2 Using grids for determining movement between points	Reinforce vocabulary: left, right, north, south, east, west SAXON MATH 2 – LESSON #s – 126 Very little practice is provided, much additional practice is needed for mastery. Additional resources are also needed for supplementation. Use MacMillian/McGraw-Hill Social Studies text. Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 309, 310, 513, 514 Appropriate level but not enough practice material provided. Additional resources are needed - use teacher developed materials, Mountain Math Board, and Skills Tutor		

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3 rd six weeks		2.12 Measure length in standard units, including inches, feet, and yards. 2.12.B.1 Measuring length using metric units, including centimeter and meter 2.12.B.2 Measuring temperature in degrees Fahrenheit 2.12.B.3 Using measurement tools, including rulers, yardsticks, meter sticks, tape measures, or thermometers 2.12.B.4 Estimating length to the nearest unit	Reinforce vocabulary: centimeter, inches, feet, yards, meters, Fahrenheit SAXON MATH 2 – LESSON #s – 40-2, 43, 55-2, 56, 72, 99, 102 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 39, 323, 325-329, 339-344, 379, 380 Appropriate level but not enough practice material provided. Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

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3 rd six weeks		2.13 Measure weight and volume of familiar objects with nonstandard units. 2.13. B.1 Estimating weight and volume using nonstandard units Example: estimating how many buckets of sand it will take to fill a tub	Reinforce vocabulary: capacity SAXON MATH 2 – LESSON #s – 35, 110, 134 Nonstandard units ONLY - standard units may be introduced but not taught to mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 323-342, 345, 346, 349 Appropriate level but not enough practice material provided. Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

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3 rd six weeks		2.14 Determine time to the minute using digital and analog clocks. 2.14.B.1 Interpreting time to the minute as part of an hour	Reinforce vocabulary: digital, analog, hour hand, minute hand, a.m., p.m., quarter past, quarter of, half past, hour ago, hour from SAXON MATH 2 – LESSON #s 3, 12, 26, 47, 67, 78, 106, 123 Additional practice may be needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 155-168, 170-176, 179-180, 183, 185, 362 Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

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4 th six weeks		2.5 Illustrate fractions with multiple representations, including manipulatives, drawings, and verbal descriptions. 2.5.B.1 Recognizing that fractions such as $\frac{1}{1}, \frac{2}{2}, \frac{3}{3},$ and $\frac{4}{4}$ are equivalent to one whole 2.5.B.2 Using the terms <i>numerator</i> and <i>denominator</i> to label parts of a fraction 2.5.B.3 Recognizing that one-half of an object is not always the same as one-half of a different object.	Reinforce vocabulary: numerator, denominator, equal, whole, half, third, fourth, sixth, eighth, etc... SAXON MATH 2 – LESSON #s – 19, 23, 24, 34, 41, 59, 83, 96, 97 Additional practice materials are needed Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 473-490 Additional practice materials are needed Mountain Math Board, Skills Tutor, and use teacher developed materials		

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4 th six weeks		2.15a Interpret data using graphs, including bar, line, and circle graphs. 2.15.B.1 Using labels and a title to complete a graph	Reinforce vocabulary: label, title, horizontal, vertical SAXON MATH 2 – LESSON #s – 2, 17, 31, 39, 48, 66, 82, 105, 113, 125, 125-2, 134 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 189, 205, 228, 497, 498, 513, 522		
4 th six weeks		2.15.b Interpret data using Venn diagrams. 2.15.B.1 Using labels and a title to complete a graph	Prerequisite: must be able to understand how to solve story problems of how many and how many more Reinforce vocabulary: headings SAXON MATH 2 – LESSON #s - 120-2, 135 Additional resources needed – Scott Foreman Reading program, Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 189, 205, 228, 497, 498, 513, 522		

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5 th six weeks		2.10 Describe attributes of three-dimensional (solid) figures, including cubes, cylinders, cones, pyramids, spheres, and rectangular prisms according to faces, sides, vertices, surfaces, edges, and angles. 2.10.B.1 Identifying lines of symmetry in triangles, uadrilaterals, pentagons, hexagons, heptagons, and octagons 2.10.B.2. Recognizing results of changing the position (transformation) of objects or shapes by sliding (translating), turning (rotating), and flipping (reflecting)	Reinforce vocabulary: cubes, cylinders, cones, pyramids, spheres, and rectangular prisms, faces, sides, vertices, surfaces, edges, and angles, lines of symmetry, position (transformation), sliding (translating), turning (rotating), and flipping (reflecting) SAXON MATH 2 – LESSON #s – 52, 60-2, 101, 114, 124 Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 353, 354, 357, 358, 360, 365, 368, 369, 375- 378, 392, 452 Appropriate level but not enough practice material provided. Additional resources are needed -Mountain Math Board, Skills Tutor, use teacher developed materials.		

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5 th six weeks		2.16 Determine if one event related to everyday life is more likely or less likely to occur than another event.	Reinforce vocabulary: probability SAXON MATH 2 – LESSON #s – 20-2, 35 Additional practice may be needed for mastery More resources are needed to give more opportunities for generalizations Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s -492-498, 505 Appropriate level but not enough practice material provided. Additional resources are needed- Mountain Math Board, Skills Tutor, and use teacher developed materials		

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6 th six weeks		2.4.a. Demonstrate conceptual understanding of multiplication by solving authentic problems	Reinforce vocabulary: multiplicand, multiplier, product SAXON MATH 2 – LESSON #s – 92, 103, 110, 115, 116, 117, 120, 125, 130, 132 Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 525-531, 541, 546-548 Appropriate level but needs more practice materials for mastery. Additional Materials- Mountain Math Board, Skills Tutor and teacher developed materials		

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6 th six weeks		2.4.b Demonstrate conceptual understanding of division by solving authentic problems	Reinforce vocabulary: dividend, divisor, quotient, remainder SAXON MATH 2 – LESSON #s –128, 133 Begins at appropriate level- need more resources and practice materials, Use teacher developed materials Difficult skill to master- much additional practice is needed for mastery Math Meeting Board, hands-on manipulatives, pre-teach vocabulary for students that need accommodations. MacMillian/McGraw-Hill pg #s - 533-536, 541-542, 546-548 Begins at appropriate level- need more resources and practice materials, Use teacher developed materials Difficult skill to master- much additional practice is needed for mastery Mountain Math Board, Skills Tutor, and use teacher developed materials		