

## Second Grade Saxon Math Curriculum Guide

	<b>Sections and Lessons</b>	<b>Key Standards Addressed in Section</b>	<b>Approximate Dates</b>
<b>MAP</b> September 15–26, 2014	<b>Section 1: Lessons 1-10</b>  Number Sentences, Show Data through Graphs, Repeating Patterns with Colors, Shapes and Letters	2.OA.1 Use addition and subtraction within 20 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.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.  2.MD.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.	<b>September</b>
	<b>Section 2: Lessons 11-20</b>  Fractions as Parts of a Whole, Choosing Arithmetic Operations, Using Mathematical Language, Patterns & Rules	2.OA.1 Use addition and subtraction within 20 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.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.  2.G.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.	<b>Late September</b>

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<b>Extended Response I</b> November 12–19, 2014	<b>Section 3: Lessons 21-30</b>  Addition & Subtraction Fact Families, Temperature, Attributes of Geometric Shapes, Number Sentences, Operations	<p>2.OA.1 Use addition and subtraction within 20 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.</p> <p>2.OA.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.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<b>Early October</b>
	<b>Section 4: Lessons 31-40</b>  Comparing Fractions, Fractions to Equal a Whole, Tally Charts, Bar Graphs to Display Data	<p>2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>2.G.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.</p> <p>2.MD.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.</p>	<b>Late October</b>

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<b>MAP</b> January 12–26, 2015	<b>Section 5: Lessons 41-50</b>  Benchmark Numbers, Fractions to Form a Whole, Addition Number Sentences, Tools to Measure Length, Real Life Mathematics	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). 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and 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.  2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  2.G.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.  2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>Nov</b>
	<b>Section 6: Lessons 51-60</b>  Coins, Associative Property of Addition, Polygons, Sides & Angles	2.MD.8 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?  2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.  2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	<b>Dec</b>
<b>Common Core Geometry Mini-Unit</b>		<b>Time Frame: 1 week (December)</b>	
<b>End of Trimester 1: December 3, 2014</b>			

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<b>Extended Response II</b> March 2–13, 2015	<b>Section 7: Lessons 61-70</b>  Addition with Regrouping, Coins, Venn Diagrams to Compare Sets of Data	<p>2.AO.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.</p> <p>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.</p> <p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.MD.8 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?</p>	<b>Jan</b>
	<b>Section 8: Lessons 71-80</b>  Pictures to Show Numbers, Addition Greater than 100, Time to Five Minutes, Counting by Fives, Median	<p>2.NBT.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.</p> <p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<b>Feb</b>

<b>Second Grade Saxon Math Curriculum Guide (Page 5)</b>		<b>Key Standards Addressed in Section</b>	<b>Approximate Dates</b>
<b>Extended Response II</b> March 2–13, 2015	<b>Section 9 Lessons 81-90</b>  Subtraction of 2-Digit Numbers, Pictographs, Scales	2.AO.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.  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.  2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.MD.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.	<b>Early March</b>
	<b>End of Trimester 2: March 17, 2015</b>		
	<b>Section 10: Lessons 91-100</b>  Estimation & Rounding, Multiplication as Repeated Addition, Division with Equal Groups, Measuring Length in Feet & Inches	2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  2.MD.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.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.  2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	<b>Late March</b>

<b>Second Grade Saxon Math Curriculum Guide (Page 6)</b>		<b>Key Standards Addressed in Section</b>	<b>Approximate Dates</b>
<b>MAP</b> May 20–June 8, 2015	<b>Section 11: Lessons 101-110</b>  Multiplication by 5, Measuring Length with Centimeters & Meters, Classifying Geometric Solids, Faces, Units of Time	<p>2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.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.</p> <p>2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>2.MD.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.</p> <p>2.MD.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.</p>	<b>April</b>
	<b>Section 12: Lessons 111-120</b>  Multiplication Related to Addition, Mathematical Expressions, Angles, Problem Solving Strategies, Logic	<p>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.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<b>Early May</b>

Second Grade Saxon Math Curriculum Guide (Page 7)		Key Standards Addressed in Section	Approximate Dates
<b>Getting Ready for Third Grade</b>	<p><b>Section 13: Lessons 121-130</b></p> <p>Multiplication as Arrays, Number Sentences, Rotations, Reflections &amp; Translations</p>	<p>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.</p> <p>2.OA.4 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.</p> <p>2.MD.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.</p> <p>2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<b>Late May</b>
	<p><b>Section 14: Lessons 131-135 Lessons A-C</b></p> <p>Division into Equal Groups, Organizing Data in Graphs using Objects, Pictures, &amp; Symbols, Mode &amp; Range, Attributes of Plane Figures, Methods to Solve Problems</p>	<p>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.</p> <p>2.OA.4 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.</p> <p>2.MD.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.</p> <p>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 making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<b>June</b>
<b>End of Trimester 3: June 18, 2015</b>			