LEADERSHIP ACADEMY NETWORK | FWISD

GRADE 2_ MATH | INSTRUCTIONAL PLANNING CALENDAR

6 WEEKS OVERVIEW

Three Dimensional Solids

2.8B Classify and sort three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on attributes using formal geometric language.

2.8D Compose two-dimensional shapes and three-dimensional solids with given properties or attributes.

Data Analysis

2.10A Explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category.

2.10B Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more.

2.10C Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.

2.10D Draw conclusions and make predictions from information in a graph.

Multiply & Divide

2.6A Model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined.

2.6B Model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.

Important Dates	Resources
Fifth SIx Weeks: 2/17 - 4/2 2/16: Student Success Sessions 3/16 - 3/20: Spring Break 3/23: LAN Teachers Off (No School)	YAG Editable Copy of IPC Block Breakdown MTSS GUIDE MRS Strategies Fluency Goals by Six Weeks / Examples of Fluency Trackers

Updated May 13, 2025

4/3: Good Friday (No School) 4/7: STAAR Reading 4/14: STAAR Science 4/21: STAAR Math	
Direct Link to Weekly IPC	
Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Blueprint	

WEEK 1					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	2/16/26	*2/17/26*	*2/18/26*	*2/19/26*	*2/20/26*
Student Expectations **TEK**	**Spring Parent Conferences**	Three Dimensional Solids 2.8B, 2.8D	Three Dimensional Solids 2.8B, 2.8D	Three Dimensional Solids 2.8B, 2.8D	**EG** Assess, Re-Teach, Intervention
Learning Objective		TLW label three dimensional solids to label by counting the number of edges, faces, and vertices on each shape.	TLW sort three dimensional solids by identifying their attributes.	TLW sort three-dimensional solids by identifying their attributes.	
Daily Numeracy 10 minutes		Teacher Choice	Teacher Choice	Teacher Choice	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**		Foundation Builder TTW introduce vocabulary and model how to label the attributes for three dimensional shapes by their edges, face and vertices.	Explore 1 TTW introduce vocabulary and model how to sort three dimensional shapes by their attributes.	Explore 1 TTW introduce vocabulary and model how to sort three dimensional shapes by their attributes.	

WE DO/ YOU DO **EXPLORE/ EXPLAIN** **20 minutes**		Skill Basics	Explore 1	Explore 1	
Multiple Response Strategies		3-2-1	Four Corners	Frayer Model	
SGGM/Math Menu/Stations **30 minutes**		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	
Demonstration of Learning **10 minutes**		**Week 1**	**Week 1**	**Week 1**	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**		**Intervene:** Small Group Intervention **Accelerate:** Math Today: Amazing Architecture	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Amazing Architecture	**Intervene:** Supplemental Aids 3D Objects **Accelerate:** Connection Station	
Success Criteria *A student has achieved mastery when…*		***Students will:*** • I can classify and sort three-dimensional solids,	***Students will:*** • I can classify and sort three-dimensional solids,	***Students will:*** • I can classify and sort three-dimensional solids,	

		including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on their attributes. • I can compose three-dimensional solids with given properties or attributes.	including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on their attributes. • I can compose three-dimensional solids with given properties or attributes.	including spheres, cones, cylinders, rectangular prisms (including cubes as special rectangular prisms), and triangular prisms, based on their attributes. • I can compose three-dimensional solids with given properties or attributes.	
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** Show What You Know Skills Quiz STAAR Based Questions Spiral Activity Math Story Decide & Defend STAAR Based Assessment Skills Quiz Technology Enhanced Questions				

WEEK 2					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	2/23/26	*2/24/26*	*2/25/26*	*2/26/26*	*2/27/26*
Student Expectations **TEK**	Data Analysis 2.10A, 2.10B	Data Analysis 2.10A, 2.10B	Data Analysis 2.10A, 2.10B	Data Analysis 2.10A, 2.10B	**EG** Intervention/ Enrichment Activities
Learning Objective	TLW create graphs and answer questions about the data by taking a class survey.	TLW organize a collection of data with up to four categories by creating and analyzing a pictograph with intervals of one.	TLW organize a collection of data with up to four categories by creating and analyzing a pictograph with intervals of one.	TLW organize a collection of data with up to four categories by creating and analyzing a bar graph with intervals of one.	
Daily Numeracy 10 minutes	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	Accessing Prior Knowledge APK: Handout TTW introduce vocabulary model how to create graphs and answer question by collecting data and	TALK cards(Intro to analyzing Graphs Types of Graphs Introduce Explore 1 TTW introduce vocabulary and model how to organize a set of data into up to four categories and	Continue Explore 1 TTW introduce vocabulary and model how to organize a set of data into up to four categories and	Explore 2 TTW introduce vocabulary and model how to organize a set of data into up to four categories and	

	labeling graphs correctly.	represent it using a pictograph with intervals of one, as well as interpret and analyze the information shown.	represent it using a pictograph with intervals of one, as well as interpret and analyze the information shown.	represent it using a pictograph with intervals of one, as well as interpret and analyze the information shown.	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Foundation Builder	Explore 1 Student Journal	Explore 1 Student Journal	Explore 2 Student Journal	
Multiple Response Strategies	**Create a Graph Prompt:** "Use the data from your survey to create one graph: Bar graph or Pictograph Be sure to include: A title Labels Correct scale or key"	**"Show What You Know"** Card Sort Students receive small cards showing: A category name A picture symbol A number of votes Task: Students sort the cards into four categories, then build a quick pictograph using the picture symbols	**"Pick Two Questions"** Pictograph Check Students are shown a simple pictograph with four categories. Task: Students choose any two of the following questions to answer: Which category has the greatest number of symbols? Which category has the least? How many symbols are shown in all?	**"Build & Explain"** Mini-Whiteboard Response Students use a mini-whiteboard to: Draw a quick pictograph using teacher-provided data (interval of 1). Write one sentence explaining something they notice about the data. Circle one of the following to show their thinking:	

		(interval of 1). After building it, they answer two questions from a teacher-provided list (e.g., “Which category has the most?” “How many more than…?”).	How many more symbols are in Category A than Category B? Which two categories together have ___ symbols?	I compared categories I counted all symbols	
SGGM/Math Menu/Stations **30 minutes**	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	
Demonstration of Learning **10 minutes**	Week 2	Week 2	Week 2	Week 2	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Paid to play Video Games	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Paid to play Video Games	**Intervene:** Small Group Intervention **Accelerate:** Connection Station	**Intervene:** Small Group Intervention **Accelerate:** Connection Station	
Success Criteria *A student has achieved*	***Students will***: • I can explain that the length of a bar in a bar	***Students will***: • I can explain that the length of a bar in a bar	***Students will***: • I can explain that the length of a bar in a bar	***Students will***: • I can explain that the length of a bar in a bar	

mastery when…	graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	

Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** 1 Show What You Know 2 Show What You Know 3 Show What You Know Spiral Activity Math Story 4 Show What You Know Skills Quiz STAAR Based Question Nearpod Flocabulary Khan Academy				

WEEK 3					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/2/26	*3/3/26*	*3/4/26*	*3/5/26*	*3/6/26*
Student Expectations **TEK**	Data Analysis 2.10A, 2.10B, **2.10C**, 2.10D	Data Analysis 2.10A, 2.10B, **2.10C**, 2.10D	Data Analysis 2.10A, 2.10B, **2.10C**, 2.10D	Data Analysis 2.10A, 2.10B, **2.10C**, 2.10D	**EG** Assess, Re-Teach, Intervention Spiral: 2.4B
Learning Objective	TLW organize a collection of given data by creating pictographs and bar graphs with intervals of 2, 5, or 10.	TLW organize a collection of given data by creating pictographs and bar graphs with intervals of 2, 5, or 10.	TLW write and solve word problems with pictographs and bar graphs by using addition or subtraction.	TLW write and solve word problems with pictographs and bar graphs by using addition or subtraction.	
Daily Numeracy 10 minutes	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	

Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	Introduce Explore 3 Contest Data TTW introduce vocabulary and model how to organize and collect data by labeling and graphing using pictographs and bar graphs. **Suggestion: Create and ask questions about graph data that spiral in 2.4B adding and subtracting**	Continue Explore 3 Contest Data TTW introduce vocabulary and model how to organize and collect data by labeling and graphing using pictographs and bar graphs. **Suggestion: Create and ask questions about graph data that spiral in 2.4B adding and subtracting**	Introduce Explore 4 Graph Station Cards TTW model how to read and solve picto/bar graph word problems by using key words to +/-.	Introduce Explore 4 Graph Station Cards TTW model how to read and solve picto/bar graph word problems by using key words to +/-.	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Explore 3 Student Journal	Explore 3 Student Journal	Explore 4 Student Journal	Explore 4 Student Journal	
Multiple Response Strategies	Rock, Paper, Scissors	Think-Pair-Share	Turn and Talk	Whiteboarding	
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	

	-Progress Learning -Imagine Math	-Progress Learning -Imagine Math	-Progress Learning -Imagine Math	-Progress Learning -Imagine Math	
Demonstration of Learning 10 minutes	Week 3	Week 3	Week 3	Week 3	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Nearpod: Data Analysis **Accelerate:** Khan Academy: Data Analysis	**Intervene:** Nearpod: Data Analysis **Accelerate:** Khan Academy: Data Analysis	**Intervene:** BrainPop **Accelerate:** Khan Academy: Data Analysis	**Intervene:** BrainPop **Accelerate:** Khan Academy: Data Analysis	
Success Criteria *A student has achieved mastery when…*	***Students will*:** • I can explain that the length of a bar in a bar graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using	***Students will*:** • I can explain that the length of a bar in a bar graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using	***Students will*:** • I can explain that the length of a bar in a bar graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using	***Students will*:** • I can explain that the length of a bar in a bar graph represents the number of data points for a given category. • I can explain that the number of pictures in a pictograph represents the number of data points for a given category. • I can organize a collection of data with up to four categories by using	

	pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	pictographs and bar graphs with intervals of one or more. • I can write and solve one-step word problems involving addition and subtraction by using data represented within pictographs and bar graphs with intervals of one. • I can draw conclusions and make predictions from information in a graph.	
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** 1 Show What You Know 2 Show What You Know 3 Show What You Know 4 Show What You Know Skills Quiz STAAR Based Question Math Today Connections Station Life Connections Problem-Based Task Spiral Activity				

	Math Story Nearpod Flocabulary Khan Academy

WEEK 4					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/9/26	*3/10/26*	*3/11/26*	*3/12/26*	*3/13/26*
Student Expectations **TEK**	Multiply & Divide (multiplication only) 2.6A	Multiply & Divide (multiplication only) 2.6A	Multiply & Divide (multiplication only) 2.6A	Multiply & Divide (multiplication only) 2.6A	**Last EG** **Spiral Review** **2.4B**
Learning Objective	TLW model, create, and describe contextual multiplication by using concrete and pictorial models to represent situations in which sets of objects are joined	TLW model, create, and describe contextual multiplication by using concrete and pictorial models to represent situations in which sets of objects are joined	TLW model, create, and describe contextual multiplication by using concrete and pictorial models to represent situations in which sets of objects are joined	TLW model, create, and describe contextual multiplication by using concrete and pictorial models to represent situations in which sets of objects are joined	
Daily Numeracy 10 minutes	Teacher Choice	Teacher Choice	Teacher Choice	Teacher Choice	

Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	TTW introduce vocabulary and model how to multiply by using concrete and pictorial models. Skill Basics (multiplication only) Skill Basic Word Problems (#1,3 only) Introduce Explore 1 Task Cards	TTW introduce vocabulary and model how to multiply by using concrete and pictorial models. Continue Explore 1 Task Cards	TTW introduce vocabulary and model how to multiply by using concrete and pictorial models. Skill Basics (repeated addition) Introduce Explore 3 Cookie Manipulatives (Multiplication only - Order 1A, 2A, 3B, 4B)	TTW introduce vocabulary and model how to multiply by using concrete and pictorial models Continue Explore 3 Cookie Manipulatives (Multiplication only - Order 1A, 2A, 3B, 4B) **Suggestion: Create additional multiplication scenarios using the cookie manipulatives.** .	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Explore 1 Student Journal	Explore 1 Student Journal	Explore 3 Student Journal	Explore 3 Student Journal	
Multiple Response Strategies	**Concrete Model (Hands-On)** Provide students with counters, cubes, or small objects.	**Pictorial Model Prompt:** "Draw a picture to show 2 groups of 5. Label your drawing and write the multiplication expression."	**Describe the Situation** Prompt: "Maria has 4 bags. Each bag has 3 apples. Describe the situation using multiplication and explain what the	**Quick Check (Exit Slip Style)** Circle one: I can... Model multiplication with objects Draw multiplication situations	

	Prompt: “Show 3 groups of 4 using your counters. Write a sentence describing what you made.” Expected student response example: “I made 3 groups with 4 counters in each group. That is 12 counters.”	Expected student response example: (Students draw 2 circles with 5 objects in each) “2 × 5 = 10”	numbers represent.” Expected student response example: “4 × 3 = 12. There are 4 groups of 3 apples.”	Describe what the numbers mean in a multiplication problem	
SGGM/Math Menu/Stations 30 minutes	Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	
Demonstration of Learning 10 minutes	Week 4	Week 4	Week 4	Week 4	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Beetle Interference	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Beetle Interference	**Intervene:** Small Group Intervention **Accelerate:** Connection Station	**Intervene:** Small Group Intervention **Accelerate:** Connection Station	

Success Criteria *A student has achieved mastery when…*	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** 1 Show What You Know 2 Show What You Know 3 Show What You Know 4 Show What You Know				

	Check Up Skills Quiz STAAR Based Questions Math Today Connections Station Life Connections Problem-Based Task Spiral Activity Math Story Nearpod Flocabulary Khan Academy

3/16-3/20 Spring Break

WEEK 5					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/23/26	*3/24/26*	*3/25/26*	*3/26/26*	*3/26/26*
Student Expectations **TEK**	**LAN Teacher Day OFF**	Multiply & Divide (division only) 2.6B	Multiply & Divide (division only) 2.6B	Multiply & Divide (division only) 2.6B	**Spiral Review** **2.4B**
Learning Objective		TLW solve division problems in contextual situations by separating a set of objects into equal shares using concrete objects and pictorial models.	TLW solve division problems in contextual situations by separating a set of objects into equal shares using concrete objects and pictorial models.	TLW solve division problems in contextual situations by separating a set of objects into equal shares using concrete objects and pictorial models.	
Daily Numeracy 10 minutes		Teacher Choice	Teacher Choice	Teacher Choice	

Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**		TTW introduce vocabulary and model how to solve division problems by separating objects into equal groups. Skill Basics (division only) Skill Basic Word Problems (#2,4 only) Introduce Explore 2 Task Cards	TTW introduce vocabulary and model how to solve division problems by separating objects into equal groups. Continue Explore 2 Task Cards	TTW introduce vocabulary and model how to solve division problems by separating objects into equal groups. Skill Basics (repeated subtraction) Revisit Explore 3 Cookie Manipulatives (Division only - Order 1B, 2B, 3A, 4A) Suggestion: Create additional division scenarios using the cookie manipulatives.	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**		Explore 2 Student Journal	Explore 2 Student Journal	Explore 3 Student Journal	
SGGM/Math Menu/Stations 30 minutes		Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	Teacher Led Activity -STEMscopes -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	
Multiple Response Strategies		**Concrete Model – Equal Sharing** Materials: counters,	**Pictorial Model – Draw the Shares**	**Context Problem – Explain the Division**	

		cubes, or small objects Prompt: "Use your counters to show how to share 12 objects equally among 3 people. Draw or write to show what you did." Expected understanding: Students make 3 groups with 4 objects in each.	Prompt: "Draw a picture to show how to divide 15 cookies into 5 equal groups. Label each group and write how many cookies are in each." Expected understanding: Students draw 5 groups with 3 cookies in each.	Prompt: "Jamal has 18 stickers. He wants to give the same number of stickers to 6 friends. Draw a model and explain how many stickers each friend gets." Expected understanding: Students show 6 groups with 3 stickers each and explain the process.	
Demonstration of Learning 10 minutes		Week 5	Week 5	Week 5	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**		**Intervention:** Supplemental Aids: Sharing Mats **Acceleration:** Problem Task: The Game Planners	**Intervention:** Supplemental Aids: Sharing Mats **Acceleration:** Problem Task: The Game Planners	**Intervene:** Supplemental Aids: Sharing Mats **Accelerate:** Problem Task: The Game Planners	

Success Criteria *A student has achieved mastery when…*		***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	***Students will:*** • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined. • I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** 1 Show What You Know 2 Show What You Know 3 Show What You Know 4 Show What You Know Check Up Skills Quiz STAAR Based Question Math Today Connections Station Life Connections Problem-Based Task				

WEEK 6					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/30/26	*3/31/26*	*4/1/26*	*4/2/26*	*4/3/26*
Student Expectations **TEK**	Multiply & Divide (both) 2.6AB	Multiply & Divide (both) 2.6AB	**LAN Assessment Review**	**Assessment**	**Good Friday**
Learning Objective	TLW solve and create contextual multiplication and division situations by using sets of concrete objects to join or separate.	TLW solve and create contextual multiplication and division situations by using sets of concrete objects to join or separate.			
Daily Numeracy 10 minutes	Teacher Choice	Teacher Choice			

Whole Group I DO **ENGAGE/ EXPLORE** **20 minutes**	TTW introduce vocabulary and model how to solve multiplication/ division problems by using objects to join or separate. Skill Basics Word Problem Stems Introduce Explore 4	TTW introduce vocabulary and model how to solve multiplication/division problems by using join or separate. Continue Explore 4			
WE DO/ YOU DO **EXPLORE/ EXPLAIN** **20 minutes**	Explore 4 Student Journal	Explore 4 Student Journal			
Multiple Response Strategies	**Solve a Context Problem** (Concrete Objects) Materials: counters, cubes, or small objects Prompt: "Use your counters to show this situation: There are 3 bags with 4 marbles in each bag. Join the sets to find how many marbles there are in all.	**Create a Context Problem** (Student-Generated) Materials: counters or cubes Prompt: "Create your own multiplication OR division story using your counters. • If you choose multiplication: show sets being joined.			

	Draw or write to show what you did." Expected understanding: Students model 3 groups of 4, join them, and show 12 total.	• If you choose division: show a set being separated into equal groups. Draw or write your story and show your model." Expected understanding: Students invent a simple story (e.g., "I have 10 cubes and I share them with 2 friends") and model it correctly with objects.			
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math			
Demonstration of Learning 10 minutes	Week 6	Week 6			
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Have students use geoboards to rectangles composed of 4 or 6 small squares. Discuss the number of rows and columns of small squares in each rectangle. Ask students to record a	**Intervene:** Have students use geoboards to rectangles composed of 4 or 6 small squares. Discuss the number of rows and columns of small squares in each rectangle. Ask students to record a			

	repeated addition equation and a multiplication equation for each model. Facilitate a discussion in which the students brainstorm ideas for a corresponding word problem, and assist students in creating the problem. **Accelerate:** Have a small group of students prepare and perform a skit that illustrates a division situation. Following the performance, require each class member to record a sentence to describe the situation presented in the skit.	repeated addition equation and a multiplication equation for each model. Facilitate a discussion in which the students brainstorm ideas for a corresponding word problem, and assist students in creating the problem. **Accelerate:** Have a small group of students prepare and perform a skit that illustrates a division situation. Following the performance, require each class member to record a sentence to describe the situation presented in the skit.			
Success Criteria *A student has achieved mastery when…*	***Students will***: • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined.	***Students will***: • I can model, create, and describe real-world multiplication situations in which equal sets of concrete objects are joined.			

	• I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.	• I can model, create, and describe real-world division situations in which a set of concrete objects is separated into equal sets.			
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** 1 Show What You Know 2 Show What You Know 3 Show What You Know 4 Show What You Know Check Up Skills Quiz STAAR Based Questions Math Today Connections Station Life Connections Problem-Based Task Spiral Activity Math Story				

2nd Grade LAN Math Blueprint 5th 6wks

LAN_CA_6W5_GR02_Math

Assessment Summary: LAN_CA_6W5_GR02_Math

Year:	2025-2026	Subject:	Math	Total Items: 12 **Includes 0 Pilot Items**	Total Possible Points: 13.000

Item Type	HS	MC	XCR
Item Count	1	10	1