

SPS Grade 2 Mathematics Curriculum Overview: Year at a Glance

The Southington Public Schools K-5 mathematics curriculum is based on the [Connecticut Common Core Standards for Mathematics](#) (CCSS-M). The CT math standards emphasize two key components: the content expectations at each grade level (content standards), and the [Standards for Mathematical Practice](#) (SMP). The standards for mathematical practice (SMP) are practices that students are expected to engage in each year, and are consistent throughout grades K-12. Within the curricular units below, you will find the specific CCSS-M addressed in each unit within this grade level.

Unit 1: Numbers Within 20: Addition, Subtraction, and Data *September ~ October*

Unit Summary and Lesson Overviews

Family Resources

This unit extends students' understanding of adding and subtracting within 20.

Unit Skills:

- Count on to add and subtract.
- Use fact families to add and subtract.
- Make a ten to add and subtract.
- Solve a one-step word problem.
- Draw and find information from pictures and bar graphs.
- Use addition and subtraction to solve a problem with more than one-step

Common Core State Standards Addressed:

- 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* using information presented in a bar graph.
- 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.
- 2.OA.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.

[Greg Tang - Num Tanga](#)

[Greg Tang - Math Limbo](#)

[Greg Tang - Kakooma](#)

[Greg Tang - Numskill](#)

[Fruit Splat Addition](#)
(Levels 1 & 2)

[Fruit Splat Subtraction](#)
(Levels 1 & 2)

Unit 2: Numbers Within 100: Addition, Subtraction, Time, and Money

October ~ December

Unit Summary and Lesson Overviews

Family Resources

This unit extends students' understanding of adding and subtracting within 100.

Unit Skills:

- Add two-digit numbers
- Add tens and add ones.
- Regroup ones as a ten and decompose a ten.
- Subtract two-digit numbers.
- Solve one-step and two-step word problems by adding or subtracting two-digit numbers.
- Solve word problems involving money.
- Tell and write time to the nearest 5 minutes.

Common Core State Standards Addressed:

- 2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- 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.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.
- 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.

[Greg Tang - Coin Bubble](#)

[Greg Tang - Num Tanga](#)

[Greg Tang - Math Limbo](#)

[Greg Tang - Kakooma](#)

[Greg Tang - Numskill](#)

[On Time](#)

[Money Games](#)

[Place Value Games](#)
(stay within the Double Digit numbers)

[Fruit Splat Addition](#)
(Levels 3 - 7)

[Fruit Splat Subtraction](#)
(Levels 3 - 7)

Unit 3: Numbers Within 1,000: Place Value, Addition, and Subtraction

December ~ February

Unit Summary and Lesson Overviews

Family Resources

This unit introduces students to place value and operations with numbers within 1,000.

Unit Skills:

- Build three-digit numbers in different ways.
- Read and write three-digit numbers.
- Compare three-digit numbers.
- Add 10 or 100 to a number
- Add three-digit numbers.
- Subtract three-digit numbers
- Use different strategies to add and subtract three-digit numbers.
- Add more than 2 two-digit numbers.

Common Core State Standards Addressed:

- 2.NBT.A.1.a: 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.”
- 2.NBT.A.2: 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: 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.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 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.NBT.B.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 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.
- 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.

[Place Value Games](#)

(stay within the three-digit numbers)

[Fruit Splat Compare Numbers](#) (choose Level 2)

- 2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

**Unit 4: Length:
Measurement, Addition and Subtraction, and Line Plots**
February ~ April

Unit Summary and Lesson Overviews

Family Resources

This unit extends students' understanding of measuring lengths.

Unit Skills:

- Use a ruler to measure the length of an object.
- Choose the correct tool for measuring an object.
- Measure the same object using different units.
- Estimate the length of an object.
- Compare lengths to tell which of two objects is longer and how much longer that object is.
- Add and subtract lengths to solve problems.
- Add and subtract lengths on a number line.
- Measure lengths and show data on a line plot.

Common Core State Standards Addressed:

- 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.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.MD.A.3: Estimate lengths using units of inches, feet, centimeters, and meters.
- 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.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.
- 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

[Measuring- Strolling with my Gnomies](#)

[Measuring- Stick Math Pup](#)

[Khan Academy- Measurement](#)

differences within 100 on a number line diagram. 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.	
Unit 5: Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds <i>April ~ May</i>	
Unit Summary and Lesson Overviews	Family Resources
This unit extends students' understanding of shapes and arrays. Unit Skills: - Recognize and draw different shapes. - Break up a rectangle into squares. - Divide shapes into equal parts. - Find the total number of squares used to tile a rectangle by counting them. - Use addition to find the total number of objects in an array. - Find even and odd numbers. Common Core State Standards Addressed: 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.* Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.A.3: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.OA.C.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. 2.OA.C.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.	Recognizing Shapes Odd and Even Numbers Khan Academy-Geometry

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