

First Nine Weeks					
Grade: 2		Subject: Math CIP Pacing Guide		Year: 2017-2018	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p><b>Computation and Estimation</b></p> <ul style="list-style-type: none"> <li>Read, write, and identify the place value of each digit in a two digit numeral using numeration models.(2.1a) (Benchmark)</li> </ul> <p><b>Number and Number Sense</b></p> <ul style="list-style-type: none"> <li>Round two-digit numbers to the nearest ten (2.1b) (Benchmark)</li> </ul>	<p>Demonstrate the understanding of the ten-to-one relationships among ones, tens using beans and cups, Base 10 blocks, bundles of sticks.</p> <ul style="list-style-type: none"> <li>Determine the place value of each digit in a two digit numeral presented as a pictorial representation (base ten block)</li> <li>Write numerals, using a Base -10 model or picture.</li> <li>Read two-digit numbers when shown a numeral a representation of the number.</li> <li>Identify the place value (ones, tens, hundreds) of each digit in a two –digit numeral.</li> <li>Determine the value of each digit in a two digit numeral (e.g., in 52 the 5 represents 5 tens and its value is 50)</li> <li>Round two-digit numbers to the nearest ten. (See the curriculum framework for how this is to be taught)</li> </ul>	<p>National Library of Virtual Manipulative <a href="http://guest.portaportal.co/m/2sol">http://guest.portaportal.co/m/2sol</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <a href="http://guest.portaportal.co/m/pces">http://guest.portaportal.co/m/pces</a></p> <p>Base Ten Blocks</p> <p><i>On My Beach There are Many Pebbles</i> by Leo Lionni <i>17Kings and 42 Elephants</i> by Margaret Mahy</p> <p><a href="http://guest.portaportal.co/m/pces">http://guest.portaportal.co/m/pces</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> National Library of Virtual Manipulatives &lt;<a href="http://www.mathi.us.edu">http://www.mathi.us.edu</a>&gt;</p> <p><i>On My Beach There are Many Pebbles</i> by Leo Lionni <i>17 Kings and</i></p>	<p>Tens Ones Place Value Digit Numeral Base 10 Model Numerical Value</p> <p>Round Estimate About</p>	<p>Read-L1 Write-L3 Identify-L2 Using-L3 Demonstrate-L3 Determine-L3 Round-L3</p>

			<p style="text-align: center;">42</p> <p><i>Elephants</i> by Margaret Mahy</p> <p>Use the roller coaster number line as a visual aid. (see sheet titled <u>Roller Coaster</u>)</p> <p>Post a visual poster showing 5 kicking up or forward.</p>		
Ongoing	<p><b><u>Number and Number Sense</u></b></p> <ul style="list-style-type: none"> <li>The student will <b>compare</b> two whole numbers between 0 - 99, <b>using</b> symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math> and words (greater than, less than, and equal to) <b>(2.1c) (Benchmark)</b></li> </ul>	<p>Compare two number between 0 and 99 represented pictorially or with concrete objects ( e.g., Base 10 blocks) using the words <i>greater than, less than, or equal to</i></p>	<p>National Library of Virtual Manipulative Visual Aid of alligator Brain Pop Jr. Number Sense comparing Practice Sheets Base 10 models <a href="http://guest.portaportal.co m/2sol">http://guest.portaportal.co m/2sol</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <a href="http://guest.portaportal.co m/pces">http://guest.portaportal.co m/pces</a></p>	<p>Greater Than Less Than Equal to Compare</p>	<p>Compare-L4 Using-L3</p>
Ongoing	<p><b><u>Number and Number Sense</u></b></p> <ul style="list-style-type: none"> <li>The student will <b>count</b> forward by 2's, 5's, and 10's to 100, starting at various multiples of 2, 5, or 10 <b>(2.4a) (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>Determine patterns created by counting by twos, fives, and tens on a hundred charts.</li> <li>Skip count by twos, fives, and tens to 100, using manipulative, a hundred chart, mental mathematics, a calculator, and/ or paper and pencil.</li> </ul>	<p>Hundreds chart Manipulative <a href="http://guest.portaportal.co m/2sol">http://guest.portaportal.co m/2sol</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <a href="http://guest.portaportal.co m/pces">http://guest.portaportal.co m/pces</a> Songs/Chants</p>	<p>Patterns skip counting forward and multiples</p> <p>Patterns, skip counting, backwards and multiples</p>	<p>Count-L1 Determine-L3 Create-L6 Skip count-L1 Using-L3 Recognize-L1 Use-L3 Determine-L2</p>

	<p><b><u>Number and Number</u></b>  <b><u>Sense</u></b>  <ul style="list-style-type: none"> <li>The student will <b>count</b> backward by tens from 100. <b>(2.4b) (Benchmark)</b></li> </ul> <b><u>Number and Number</u></b>  <b><u>Sense</u></b>  The student will <b>recognize</b> even and odd numbers <b>(2.4c) (Benchmark)</b></p>	<ul style="list-style-type: none"> <li><b>Skip count</b> by twos, fives, and tens to 100. <ul style="list-style-type: none"> <li>Count backward by tens from 100.</li> <li><b>Use objects to determine whether a number is odd or even.</b></li> </ul> </li> </ul>	<p><i>What Comes in 2's, 3's and 4's?</i> by Suzanne Aker  <a href="http://guest.portaportal.com/2social">http://guest.portaportal.com/2social</a>  <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a>  <a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a>  hundreds chart  songs/chants  <i>One Tortoise, Ten Wallabies</i>  by Jakki Wood  <a href="http://guest.portaportal.com/2social">http://guest.portaportal.com/2social</a>  <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a>  <a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a>  Make partners, chants</p>	Even Odd Group Pairs	
Ongoing	<p><b><u>Computation and Estimation</u></b>  •Recall addition facts with sums to 20 or less and the corresponding subtraction facts <b>(2.5) (Benchmark)</b></p>	<ul style="list-style-type: none"> <li><b>Recall</b> and <b>write</b> the basic addition facts for sums to 20 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.</li> </ul>	Student made flash cards National Library of Virtual Manipulative Base tens blocks or counters Practice sheets Games	Add Addend adding Addition Combining joining Sum Difference Fact Horizontal Vertical Minuend Minus Separating Subtract Subtrahend	<b>Recall</b> -L1 <b>Write</b> -L3

			<a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a> <a href="http://guest.portaportal.com/2sol">http://guest.portaportal.com/2sol</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <i>Teddy Bears 1 to 10</i> by Susanna Gretz <i>12 Ways to Get to 11</i> by Eve Merriam <i>Moving from One to Ten</i> by Shari Halpern <i>Hippity Hop, Frog on Top</i> by Natasha Wing <i>How Many Feet in Bed?</i> by Diane Johnston	Subtracting Subtraction	
Ongoing	<u><b>Computation and Estimation:</b></u> <ul style="list-style-type: none"> <li>Recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction. (2.9).(Benchmark)</li> </ul>	<ul style="list-style-type: none"> <li>Determine the missing number in a number sentence. (<math>3 + \underline{\quad} = 5</math> or <math>2 + \underline{\quad} = 5</math>).</li> <li><b>Write</b> the related facts for a given addition or subtraction fact (e.g., given <math>3 + 4 = 7</math>, write <math>7 - 4 = 3</math> and <math>7 - 3 = 4</math>).</li> </ul>	Fact family sheets and fact family house <a href="http://guest.portaportal.com/2sol">http://guest.portaportal.com/2sol</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a> <i>The Star Maiden</i> by Barbara Juster <i>Very Last First Time</i>	Related Facts Number Sentence Fact Family Whole Inverse	Recognize-L1 Describe-L2 Represent-L2 Determine-L3 Write—L3

Ongoing	<p><b>Patterns, Functions, and Algebra</b></p> <ul style="list-style-type: none"> <li>Solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences. (2.21) (Benchmark)</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g., <math>3 + \underline{\quad} = 7</math>, or <math>9 - \underline{\quad} = 2</math>).</li> <li>Create a story problem for a given numerical sentence</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	Numerical Sentence Story Problem	Solve-L3 Completing-L3 Create-L6 Using-L3
Ongoing	<p><b>Patterns, Functions, and Algebra</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol <math>\neq</math> indicates that quantities are not equivalent (2.22) (Benchmark)</li> </ul>	<p>Identify the equality (=) and inequality (<math>\neq</math>) symbols.</p> <ul style="list-style-type: none"> <li>Identify equivalent values and equations. (e.g., <math>8 = 8</math> and <math>8 = 4 + 4</math>)</li> <li>Identify nonequivalent values and equations. (e.g., <math>8 \neq 9</math> and <math>4 + 3 \neq 8</math>)</li> <li>Identify and use the appropriate symbol to distinguish between equal and not equal quantities. (e.g., <math>8 + 2 = 7 + 3</math> and <math>1 + 4 \neq 6 + 2</math>)</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	Equation, equivalent, quantities, symbol	Demonstrate-L3 Recognizing-L1 Indicates-L2 Identify-L2 Use-L3 Distinguish-L2

**Second Nine Weeks**

<b>Grade: 2</b>		<b>Subject: Math</b>		<b>Year: 2017-2018</b>	
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p><b>Computation and Estimation</b></p> <ul style="list-style-type: none"> <li>Read, write, and identify the place value of each digit in a two digit numeral using</li> </ul>	<p>Demonstrate the understanding of the ten-to-one relationships among ones, tens using beans and cups, Base 10 blocks, bundles of sticks.</p> <ul style="list-style-type: none"> <li>Determine the place value of each digit in a</li> </ul>	<p>National Library of Virtual Manipulative <a href="http://guest.portaportal.com/2sol">http://guest.portaportal.com/2sol</a> <a href="http://gets">http://gets</a></p>	Tens Ones Place Value Digit Numeral Base 10 Model	Read-L1 Write-L3 Identify-L2 Using-L3 Demonstrate-

	<p>numeration models.(2.1a)</p> <p><b>Number and Number Sense</b></p> <ul style="list-style-type: none"> <li>Round two-digit numbers to the nearest ten (2.1b) (Benchmark)</li> </ul>	<p>two digit numeral presented as a pictorial representation (base ten block)</p> <ul style="list-style-type: none"> <li>Write numerals, using a Base -10 model or picture.</li> <li>Read two-digit numbers when shown a numeral a representation of the number.</li> <li>Identify the place value (ones, tens, hundreds) of each digit in a two –digit numeral.</li> <li>Determine the value of each digit in a two digit numeral (e.g., in 52 the 5 represents 5 tens and its value is 50)</li> <li>Round two-digit numbers to the nearest ten. (See the curriculum framework for how this is to be taught)</li> </ul>	<p><a href="http://www.guest.portaportal.co.m/pces">.gc.k12.va.us/el e mentary/math2.htm</a> <a href="http://www.guest.portaportal.co.m/pces">http://guest.portaportal.co m/pces</a></p> <p>Base Ten Blocks</p> <p><i>On My Beach There are Many Pebbles</i> by Leo Lionni <i>17Kings and 42 Elephants</i> by Margaret Mahy</p> <p><a href="http://www.guest.portaportal.co.m/pces">http://guest.portaportal.co m/pces</a> <a href="http://www.guest.portaportal.co.m/pces">http://gets.gc.k12.va.us/el ementary/math2.htm</a> National Library of Virtual Manipulatives &lt;<a href="http://www.mathi.usu.edu">http://www.mathi.usu.e du</a>&gt;</p> <p><i>On My Beach There are Many Pebbles</i> by Leo Lionni</p> <p><i>17 Kings and 42 Elephants</i> by Margaret Mahy</p> <p>Use the roller coaster number line as a visual aid. (see sheet titled Roller Coaster)</p> <p>Post a visual poster showing 5 kicking</p>	<p>Numerical Value</p> <p>Round Estimate About</p>	<p>L3</p> <p>Determine-L3</p> <p>Round-L3</p>
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	<p><b><u>Computation and Estimation</u></b></p> <ul style="list-style-type: none"> <li>Estimate the sum (2.6a) (Benchmark)</li> </ul> <p><b><u>Computation and Estimation</u></b></p> <ul style="list-style-type: none"> <li>Find the sum, using various methods of calculation (2.6b) (Benchmark)</li> </ul>	<ul style="list-style-type: none"> <li>Estimate the sum of two whole numbers whose sum is 99 or less and recognize whether the estimation is reasonable.</li> <li>Regroup 10 ones for 1 ten, using Base-10 models when finding the sum of two whole numbers whose sum is 99 or less.</li> <li>Find the sum of two whole numbers whose sum is 99 or less, using Base-10 models, such as Base-10 blocks and bundles of tens.</li> </ul>	<p>up or forward.</p> <p><a href="http://guest.portaportal.co/m/pces">http://guest.portaportal.co/m/pces</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> <i>Numbers</i> by John J. Riess <i>Nature by the Numbers</i> by Lynette Ruschak <i>Chrysanthemum</i> <i>Animal Tracks</i> by Arthur Dorros <i>3 Pandas Planting: Counting down to Help the Earth</i> by Megan Halsey <i>The Wildlife 1, 2, 3</i> by Jan Thornhill <a href="http://guest.portaportal.co/m/pces">http://guest.portaportal.co/m/pces</a></p> <p>National Library of Virtual Manipulatives &lt;<a href="http://www.mathi.usu.edu">http://www.mathi.usu.edu</a>&gt; <i>Numbers</i> by John J. Riess</p>	<p>Estimate Reasonable About Base-10 Model Regroup Sum Vertically Horizontally Addition</p>	<p>Estimate-L2 Recognize-L1 Find-L3 Using-L3 Regroup-L4</p>
	<p><b><u>Computation and Estimation</u></b></p> <p>The student, given two whole numbers, each of which is 99 or less, will</p>	<ul style="list-style-type: none"> <li>Estimate the difference given two whole numbers each 99 or less and recognize whether the estimation is reasonable.</li> <li>Find the difference of two-digit whole numbers each 99 or less tested this nine weeks without regrouping.</li> </ul>	<p><a href="http://guest.portaportal.co/m/pces">http://guest.portaportal.co/m/pces</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> National Library of Virtual Manipulatives</p>	<p>Estimate Round Reasonable about Base 10 Models Ones Tens Difference</p>	<p>Estimate-L2 Recognize-L1 Find-L3 Using-L3 Solve-L3</p>

	<ul style="list-style-type: none"> <li>• <b>Estimate</b> the difference (2.7a) (Benchmark)</li> </ul> <p><b>Computation and Estimation</b></p> <p>The student, given two whole numbers, each of which is 99 or less, will</p> <ul style="list-style-type: none"> <li>• Find the difference, using various methods of calculation (2.7b) (Benchmark)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Solve</b> problems presented vertically or horizontally that require finding the difference given two whole numbers each 99 or less, <b>using</b> paper and pencil.</li> </ul>	<p>&lt;<a href="http://www.mathi.usu.edu">http://www.mathi.usu.edu</a>&gt;</p> <p><a href="http://guest.portaportal.co.m/pces.htm">http://guest.portaportal.co.m/pces.htm</a></p> <p><a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> National Library of Virtual Manipulatives</p> <p>&lt;<a href="http://www.mathi.usu.edu">http://www.mathi.usu.edu</a>&gt;</p>	<p>Subtraction Vertical Horizontal</p>	
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Draw a line of symmetry in a figure (2.15a) (Benchmark)</li> <li>• <b>Identify</b> and <b>create</b> figures with at least one line of symmetry. (2.15b) (Benchmark)</li> </ul>	<p><b>Identify</b> figures with at least one line of symmetry, <b>using</b> various concrete materials.</p> <ul style="list-style-type: none"> <li>• <b>Draw</b> a line of symmetry — horizontal, vertical, and diagonal — in a figure.</li> <li>• <b>Create</b> figures with at least one line of symmetry <b>using</b> various concrete materials.</li> </ul>	<p><a href="http://www.internet4classrooms.com/grade_level_help/reflect_rotate_translate_math_second_2nd_grade.htm">http://www.internet4classrooms.com/grade_level_help/reflect_rotate_translate_math_second_2nd_grade.htm</a> National Library of Virtual Manipulatives</p> <p><a href="http://nlvm.usu.edu/en/nav/vlibrary.html">http://nlvm.usu.edu/en/nav/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard</p> <p><a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	<p>Symmetrical, symmetry, line of symmetry, horizontal, vertical, diagonal, figure</p>	<p>Draw-L3 Identify-L2 Create-L6 Using-L3</p>
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b>, describe, compare, and contrast plane and solid geometric figures</li> </ul>	<p><b>Determine</b> similarities and differences between related plane and solid figures (e.g., circle/sphere, square/cube,</p>	<p><a href="http://www.internet4classrooms.com/grade_level_help/">http://www.internet4classrooms.com/grade_level_help/</a></p>	<p>Compare, three-dimensional, solid, cube, rectangular</p>	<p>Identify-L2 Describe-L2 Compare-L4</p>

	(circle/sphere, square/cube, and rectangle/rectangular prism).(2.16) <b>(Benchmark)</b>	rectangle/rectangular prism), using models and cutouts. <ul style="list-style-type: none"> <li>Trace faces of solid figures (e.g., cube and rectangular solid) to create the set of plane figures related to the solid figure.</li> <li>Identify and describe plane and solid figures (e.g., circle/sphere, square/cube, and rectangle/rectangular prism), according to the number and shape of their faces, edges, and vertices using models.</li> <li>Compare and contrast plane and solid geometric figures (e.g., circle/sphere, square/cube, and rectangle/rectangular prism) according to the number and shape of their faces (sides, bases), edges, vertices, and angles.</li> </ul>	<a href="http://nlvm.usu.edu/en/na/vlibrary.html">eflect rotate translate math second 2nd grade.htm</a> National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a>	solid (prism), square pyramid, sphere, cylinder, cone, faces, edges, corners, polygon, base, plane shapes, solid shapes, similarities/compare, differences/contrast, sides, bases	Contrast-L4 Determine-L3 Trace-L2 Create-L6
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Third Nine Weeks					
Grade: 2	Subject: Math		Year: 2017-2018		
# of Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<b>Number and Number Sense</b> <ul style="list-style-type: none"> <li>Identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths. <b>2.3a (Benchmark)</b></li> <li>Write the fractions <b>2.3b (Benchmark)</b></li> <li>Compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths. <b>2.3c (Benchmark)</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognize fractions as representing equal-size parts of a whole.</li> <li>Identify the fractional parts of a whole or a set for <math>\frac{2}{2}</math>, <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{6}</math>, <math>\frac{7}{8}</math>, <math>\frac{7}{10}</math>.</li> <li>Identify the fraction names (halves, thirds, fourths, sixths, eighths, tenths) for the fraction notations <math>\frac{2}{2}</math>, <math>\frac{2}{3}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{6}</math>, <math>\frac{7}{8}</math>, <math>\frac{7}{10}</math>.</li> <li>Represent fractional parts of a whole for halves, thirds, fourths, sixths, eighths, tenths</li> <li>using region/area models (e.g., pie pieces, pattern</li> </ul>	National Library of Virtual Manipulatives <a href="http://nlvm.us.edu/en/na/vlibrary.html">http://nlvm.us.edu/en/na/vlibrary.html</a> Brainpopjr Smartboard Exchange <a href="http://www.Superteacherworksheets">http://www.Superteacherworksheets</a>	Fractions, equal parts, unequal parts, halves, thirds, fourth, eighth, tenth, whole, fractional part, set, region, area, represent	Identify-L2 Represent-L2 Write-L3 Compare-L4 Recognize-L1 Using-L3

		<p>blocks, geoboards); sets (e.g., chips, counters, cubes); and measurement models (e.g., fraction strips, rods, connecting cubes).</p> <ul style="list-style-type: none"> <li>• <b>Compare</b> unit fractions <math>\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{8}</math> and <math>\frac{1}{10}</math> <b>using</b> the words <i>greater than</i>, <i>less than</i> or <i>equal to</i> and the symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>).</li> </ul>	<p><a href="http://www.Abc.com">http://www.Abc.com</a></p>	-	
	<p><b>Computation and Estimation</b></p> <ul style="list-style-type: none"> <li>• Create <b>and solve</b> one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs <b>(2.8) (Benchmark)</b></li> </ul>	<p><b>Identify</b> the appropriate data and the operation needed to <b>solve</b> an addition or subtraction problem where the data are presented in a simple table, picture graph, or bar graph.</p> <p><b>Solve</b> addition and subtraction problems requiring a one- or two-step solution, <b>using</b> data from simple tables, picture graphs, bar graphs, and everyday life situations.</p> <ul style="list-style-type: none"> <li>• <b>Create</b> a one- or two-step addition or subtraction problem <b>using</b> data from simple tables, picture graphs, and bar graphs whose sum is 99 or less.</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	<p>Horizontal, vertical, information/data, picture graphs, pictographs, bar graphs, collect, organize, table, tally marks, charts, axes, categories, interpret, greatest, least, characteristics</p>	<p>Create-L6 Solve-L3 Using-L3 Identify-L2 Solve-L3 Using-L3 Create-L6</p>
	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> a penny, nickel, dime, and quarter and will <b>determine</b> the value of a collection of pennies and/or nickels whose total value is 10 cents or less. <b>(K.7)</b> (Review)</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• <b>Count</b> and <b>compare</b> a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less <b>(2.10a)</b></li> </ul>	<p>Identify penny, nickel, dime, and quarter and their values.</p> <p>Determine the value of a collection of coins and one-dollar bills whose total value is \$2.00 or less.</p> <ul style="list-style-type: none"> <li>• <b>Compare</b> the values of two sets of coins and one-dollar bills (each set having a total value of \$2.00 or less), <b>using</b> the terms <i>greater than</i>, <i>less than</i>, or <i>equal to</i></li> <li>• Simulate every day opportunities to count and <b>compare</b> a collection of coins and one-dollar bills whose total value is</li> </ul>	<p><a href="http://guest.portaportal.com/pceshttp://gets.gc.k12.va.us/elementary/math2.htm">http://guest.portaportal.com/pceshttp://gets.gc.k12.va.us/elementary/math2.htm</a> <i>Why Money Was Invented</i> by Neale Godfrey <i>A Money Adventure</i> by Godfrey <i>A Chair for My Mother</i> by Vera</p>	<p>Penny Nickel Dime Quarter Value Cent Symbol Dollar Sign Decimal Point</p>	<p>Recognize-L1 Determine-L3 Identify-L2 Count-L1 Compare-L4 Determine-L3 Using-L3 Simulate-L3 Use-L3 Write-L3</p>

	<p><b>(Benchmark)</b>  <b>Measurement</b></p> <ul style="list-style-type: none"> <li>Correctly <b>use</b> the cent symbol (¢), dollar symbol (\$), and decimal point (.) <b>(2.10b)</b>  <b>(Benchmark)</b></li> </ul>	<p>\$2.00 or less.</p> <ul style="list-style-type: none"> <li>Use the cent (cent sign) and dollar (\$) symbols and decimal point (.) to <b>write</b> a value of money which is \$2.00 or less.</li> </ul>	<p>Williams  <i>Arthur's Funny Money</i> by Lillian Hoban  <i>Saturday Market</i> by Patricia Grossman  <i>Pigs Will Be Pigs</i> by Amy Axelrod  <i>Share a Money Adventure</i> by Neale Godfrey  <a href="http://guest.portaportal.com/pceshttp://gets.gc.k12.va.us/elementary/math2.htm">http://guest.portaportal.com/pceshttp://gets.gc.k12.va.us/elementary/math2.htm</a>  <i>Why Money Was Invented</i> by Neale Godfrey  <i>A Money Adventure</i> by Godfrey  <i>A Chair for My Mother</i> by Vera Williams  Coins Value Compare Penny Nickel Dime Quarter Dollar Bill</p>		
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			<p>Collection Cents Symbol Dollar sign Decimal point <a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a></p>		
	<p><b>Measurement</b> The student will estimate and measure</p> <ul style="list-style-type: none"> <li>Length to the nearest centimeter and inch (2.11a) (Benchmark)</li> </ul> <p><b>Measurement</b> The student will estimate and measure</p> <ul style="list-style-type: none"> <li>Liquid volume in cups, pints, quarts, gallons, and liters (2.11c) (Benchmark)</li> </ul> <p><b>Measurement</b> The student will estimate and measure</p> <ul style="list-style-type: none"> <li>Weight/mass of objects in pounds/ounces and kilograms/grams, using a scale (2.11b) (Benchmark)</li> </ul>	<p><b>Estimate</b> and <b>measure</b> the length of various line segments and objects to the nearest inch and centimeter.</p> <p><b>Estimate</b> and <b>measure</b> liquid volume in cups, pints, quarts, gallons, and liters.</p> <p><b>Estimate</b> and then <b>measure</b> the weight/mass of objects to the nearest pounds/ounces and kilograms/grams, using a scale.</p>	<p>National Library of Virtual Manipulatives <a href="http://www.math.ti.usu.edu">http://www.math.ti.usu.edu</a></p> <p>Math Their Way Pg. Activities <a href="http://www.scholastic.com">www.scholastic.com</a> Brainpop Smartboard Exchange Manipulatives National Library of Virtual Manipulatives <a href="http://www.math.ti.usu.edu">http://www.math.ti.usu.edu</a></p>	<p>Inch Feet Yard Standard Nonstandard US customary unit Unit Measure Estimate Centimeter Meter Length Line segment Object Polygon Distance Ruler Container Layer Ounces Pound Weight/Mass Scale Kilogram Metric unit Gram</p>	<p><b>Estimate</b> -L2 Measure-L5</p> <p>Using-L3</p>

			Math Their Way Activities <a href="http://www.school.aol.com">www.school.aol.com</a> <a href="http://edu4kids.com">http://edu4kids.com</a>		
	<p><b><u>Probability and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Use data from experiments to construct picture graphs, pictographs, and bar graphs. <b>(2.17) (Benchmark)</b></li> </ul>	<p><b>Organize</b> data from experiments, using lists, tables, objects, pictures, symbols, tally marks, and charts, in order to <b>construct</b> a graph.</p> <ul style="list-style-type: none"> <li><b>Read</b> the information presented horizontally and vertically on picture graphs, pictographs, and bar graphs.</li> <li><b>Collect</b> no more than 16 pieces of data to answer a given question.</li> <li><b>Represent</b> data from experiments by <b>constructing</b> picture graphs, pictographs, and bar graphs.</li> <li><b>Label</b> the axes on a bar graph, limiting the number of categories (categorical data) to four and the increments to multiples of whole numbers (e.g., multiples of 1, 2, or 5).</li> <li>On a pictograph, limit the number of categories to four and <b>include</b> a key where appropriate.</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	<p>Horizontal, vertical, information/data, picture graphs, pictographs, bar graphs, collect, organize, table, tally marks, charts, axes, categories, interpret, greatest, least, characteristics</p>	<p>Use-L3 Construct-L6 Organize-L4 Read-L1 Collect-L3 Answer-L1 Represent-L2 Label-L1 Include-L3</p>
	<p><b><u>Probability and Statistics</u></b></p> <ul style="list-style-type: none"> <li>Use data from experiments to <b>predict</b> outcomes when the experiment is repeated. <b>(2.18) (Benchmark)</b></li> </ul>	<p><b>Conduct</b> probability experiments, using multicolored spinners, colored tiles, or number cubes and use the data from the experiments to predict outcomes if the experiment is repeated.</p> <ul style="list-style-type: none"> <li><b>Record</b> the results of probability experiments, using tables, charts, and tally marks.</li> <li><b>Interpret</b> the results of probability experiments (e.g., the two-colored spinner landed on red 5 out of 10 times).</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com/</a></p>	<p>Probability, tally marks, spinners, tables, charts, predict, more likely, less likely, experiment, event/outcome, equally likely, certain, impossible, probable</p>	<p>Use-L3 Predict-L6 Conduct-L3 Record-L3 Interpret-L4</p>

		<ul style="list-style-type: none"> <li>• <b>Predict</b> which of two events is more likely to occur if an experiment is repeated.</li> </ul>	<a href="http://abcteach.com/">tp://abcteach.com /</a>		
	<p><b>Probability and Statistics</b></p> <ul style="list-style-type: none"> <li>• Analyze data displayed in picture graphs, pictographs, and bar graphs. <b>(2.19)</b> <b>(Benchmark)</b></li> </ul>	<p><b>Analyze</b> information from simple picture graphs, pictographs, and bar graphs by <b>writing</b> at least one statement that covers one or both of the following:</p> <ul style="list-style-type: none"> <li>○ <b>Describe</b> the categories of data and the data as a whole (e.g., the total number of responses).</li> <li>○ <b>Identify</b> parts of the data that have special characteristics, including categories with the greatest, the least, or the same.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Select</b> the best analysis of a graph from a set of possible analyses of the graph.</li> </ul>	<p>National Library of Virtual Manipulatives <a href="http://nlvm.usu.edu/en/na/vlibrary.html">http://nlvm.usu.edu/en/na/vlibrary.html</a> Brainpop/Jr. Smartboard Exchange Manipulatives SmartBoard <a href="http://www.superteacherworksheets.com/word-problems.html">http://www.superteacherworksheets.com/word-problems.html</a> <a href="http://abcteach.com/">http://abcteach.com /</a></p>	<p>Horizontal, vertical, information/data, picture graphs, pictographs, bar graphs, collect, organize, table, tally marks, charts, axes, categories, interpret, greatest, least, characteristics</p>	<p>Analyze-L4 Writing-L6 Describe-L2 Identify-L2 Select-L5</p>

**Fourth Nine Weeks**

<b>Grade: 2</b>		<b>Subject: Math</b>		<b>Year: 2017-2018</b>		
<b># of Days</b>	<b>SOL</b>	<b>Student Essential Knowledge and Skills</b>	<b>Resources</b>	<b>Vocabulary</b>	<b>Bloom's</b>	
	<b>Review all skills—cumulative (Benchmark)</b>					
	<p>Number and Number Sense</p> <ul style="list-style-type: none"> <li>The student will identify the ordinal positions first through twentieth, using an ordered set of objects (2.2a)</li> </ul> <p>Number and Number Sense</p> <ul style="list-style-type: none"> <li>The student will write the ordinal numbers (2.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Count an ordered set of objects, using the ordinal number words first through twentieth.</li> <li>Identify the ordinal positions first through twentieth, using an ordered set of objects.</li> <li>Identify the ordinal positions first through twentieth, using an ordered set of objects presented in lines or rows from –left to right, –right to left’ –top to bottom: and –bottom to top</li> <li>Write 1st, 2nd, 3rd, through 20th in Numerals</li> </ul>	<p><a href="http://guest.portaportal.com/2sol">http://guest.portaportal.com/2sol</a></p> <p><a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a></p> <p>http://guest.portaportal.co m/pces</p> <p>Practice Sheets</p> <p>Games</p> <p>Moja Means One: Swahili Counting Book by Muriel Feelings</p> <p><a href="http://guest.portaportal.com/2sol">http://guest.portaportal.com/2sol</a></p> <p><a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a></p> <p><a href="http://guest.portaportal.co m/pces">http://guest.portaportal.co m/pces</a></p> <p>Practice Sheets</p> <p>Objects</p> <p>Games</p>	<p>Ordered set</p> <p>Ordinal</p> <p>First-twentieth</p> <p>Row</p> <p>Column</p> <p>Position</p> <p>Left</p> <p>Right</p> <p>Top</p> <p>Bottom</p> <p>Numerals</p>	<p>Identify-L2</p> <p>Using-L3</p> <p>Count-L1</p> <p>Identify-L2</p> <p>Using-L3</p> <p>Write-L3</p>	
	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Tell and write time to the nearest five minutes, using analog and digital clocks (2.12)</li> </ul>	<ul style="list-style-type: none"> <li>Show, tell, and write time to the nearest five minutes, using an analog and digital clock.</li> </ul>	<p>National Library of Virtual Manupulatives <a href="http://">htt</a></p>	<p>Minute Quarter hour Analog Digital Indicated Clock</p>	<p>Tell time-L3</p> <p>Write-L3</p> <p>Using-L3</p> <p>Show time-L3</p>	

		<ul style="list-style-type: none"> <li>• <b>Match</b> a written time to a time shown on a clock face to the nearest five minutes.</li> <li>• <b>Demonstrate</b> an understanding of counting by fives to <b>predict</b> five minute intervals when telling time to the nearest five minutes.</li> </ul>	<a href="http://www.matti.usu.edu">p://www.matti.usu.edu</a> <a href="http://www.school.aol.com">www.school.aol.com</a> <a href="http://edu4kids.com">http://edu4kids.com</a> Brainpop Smartboard Exchange	Face Half-hour Half past Quarter to, til, before _____ 15 minutes after, 15 minutes before	Match-L1 Demonstrate- L3 Predict-L6
Ongoing	<b>Measurement</b> <ul style="list-style-type: none"> <li>• Determine past and future days of the week (2.13a)</li> <li>• <b>Identify</b> specific days and dates on a given calendar. (2.13b)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Determine</b> the days/dates before and after a given day/date.</li> <li>• <b>Determine</b> the day that is a specific number of days or weeks in the past or in the future from a given date, <b>using</b> a calendar.</li> <li>• <b>Identify</b> specific days and dates (e.g., the third Monday in a given month or what day of the week does May 11 fall on).</li> </ul>	National Library of Virtual Manipulatives <a href="http://www.matti.usu.edu">http://www.matti.usu.edu</a> <a href="http://www.school.aol.com">www.school.aol.com</a> <a href="http://edu4kids.com">http://edu4kids.com</a> Brainpop Smartboard Exchange Manipulatives Grid Paper Practice The Relatives Came: Rylant	Day Date Before After Week Past Future Month Today Yesterday Next week Last week	Determine-L3 Identify-L2 Using-L3
Ongoing	<b>Patterns, Functions, and Algebra</b> <ul style="list-style-type: none"> <li>• Identify, create, and extend a wide variety of patterns (2.20)</li> </ul>	Identify a growing and/ or repeating pattern from a given geometric or numeric sequence. <ul style="list-style-type: none"> <li>• <b>Create</b> a new pattern, <b>using</b> numbers, geometric figures, pictures, symbols, or objects.</li> <li>• <b>Predict</b> the next number, geometric figure,</li> </ul>	<a href="http://guest.portaportal.com/pces">http://guest.portaportal.com/pces</a> <a href="http://gets.gc.k12.va.us/elementary/math2.htm">http://gets.gc.k12.va.us/elementary/math2.htm</a> National Library of Virtual Manipulatives	Growing Pattern, Repeating Pattern, Predict, Extend, Identify	Identify-L2 Create-L6 Extend-L2 Using-L3 Predict-L6 Recognizing-L1

		<p>symbol, picture, or objects in a given pattern.</p> <ul style="list-style-type: none"> <li>Extend a given pattern, using numbers, geometric figures, symbols, pictures, or objects.</li> <li>Recognizing the same pattern of different manifestations Ex. (O X O X O X) (a, b, a, b, a, b)</li> </ul>	<p>&lt;<a href="http://www.mathi.usu.edu">http://www.mathi.usu.edu</a>&gt;</p>		
	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees. (2.14)</li> </ul>	<ul style="list-style-type: none"> <li>Read temperature to the nearest 10 degrees from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.</li> </ul>	<p>National Library of Virtual Manipulatives  <a href="http://www.mathi.usu.edu">http://www.mathi.usu.edu</a> Math Their Way Pg. 308,  310. 273-325 <a href="http://www.school.aol.com">www.school.aol.com</a> <a href="http://edu4kids.com">http://edu4kids.com</a>  Brainpop Smartboard Exchange Manipulatives</p>	<p>Thermometer  Temperature  Celsius  Fahrenheit  Degrees</p>	<p>Read -L1</p>

Bloom's Taxonomy Key

- Level 1 (L1) – Remembering – Pink
- Level 2 (L2) – Understanding – Blue
- Level 3 (L3) – Applying – Green
- Level 4 (L4) – Analyzing – Yellow
- Level 5 (L5) – Evaluating – Gray
- Level 6 (L6) – Creating - Red