

Grade 2 Math Scope and Sequence

	FARMINGDALE UNION FREE SCHOOL DISTRICT				
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	Grade 2 Math Scope and Sequence				
Textbook:	Harcourt Math NY Edition				
	Grade 2				
DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	Unit 1: Numbers and Operations				
	Chapter 1: Numbers to 100				
	1.1 How do we count groups of ten and identify their corresponding number of ones?	2N6	pp. 3-4	ones, tens	Alternative Teaching Strategy p. 3B One Hundred Hungry Ants by Elinor J. Pinczes
	1.2 How do we model and identify tens and ones in 2-digit numbers to 99?	2N6	pp. 5-6		Model Tens and Ones p. 5A Advanced Learners p. 5B "How Many Spots Does a Leopard Have?" Read-Aloud Anthology p. AN20
	1.3 How do we identify the place value of 2-digit numbers?	2N6	pp. 7-8	digits	Model Place Value p. 7A
	1.4 How do we read and write numbers to 100?	2N7	pp. 9-10		Numbers to 50 p. 9A
	1.5 How do we understand that numbers can be represented in a variety of equivalent forms?	2N7	pp. 11-12		Model a Number Expression p. 11A
	1.6 How do we use the problem solving skill <i>make reasonable estimates</i> to solve problems?	2N22	pp. 13-14		Model Estimates of Numbers Under 100 p. 13A
	Chapter 2: Number Patterns				
	2.1 How do we count forward and backward on a number line?	2N9	pp. 21-22 top p.23	count backward, count forward	Model Counting on a Number Line p. 21A
	2.2 How do we skip count by 2's, 5's and 10's?				

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	2.2 How do we skip count by 3's and 4's?	2N1 2N4	pp. 23-24 bottom p. 23	skip-count	Model Skip-Counting Patterns p. 23A <u>Count on Pablo</u> by Barbara deRubertis
	2.3 How do we model even and odd numbers?	2N14	pp. 25-26	even, odd	Modeling Even and Odd Numbers p. 25A
	2.4 How do we use the problem solving strategy <i>find a pattern</i> to solve problems?	2A2	pp. 27-28		Model Finding a Pattern p. 27A
	Chapter 3: Comparing and Ordering Numbers				
	3.1 How do we identify ordinal position from 1st to 20th?	2N10 2N11	pp. 35-36	ordinal number	Model Ordinal Positions p. 35A <u>The 12 Circus Rings</u> by Seymour Chwast
	3.2 How do we compare 2-digit numbers using $>$, $<$, or $=$?	2A1	pp. 37-38	is greater than ($>$), is less than ($<$), is equal to ($=$)	Model Numbers and Compare p. 37A
	3.3 How do we order numbers to 100?	2N5	pp. 39-40	fewest, same number	Model Number Order p. 39A <u>The Mixed-Up Books</u> by Marc Singer
	3.4 How do we count by 10's forward and backward from any given number less than 100?	2N1 2N2	pp. 41-42	10 less, 10 more, Increasing/ decreasing sequences	Model 10 More and 10 Less p. 41A
	3.5 How do we use the problem solving skill <i>use a model</i> to solve problems?	2N22	pp. 43-44	round	Use a Model p. 43A
	Chapter 4: Tables and Graphs				
				Additional Vocabulary:	data, similarities/differences
	4.1 How do we take a survey and record results in a tally table?	2S1 2S2 2S4	pp. 51-52	survey, tally table	Make a Tally Table p. 51A <u>How Many Snails? A Counting Book</u> by Paul Giganti, Jr.
	4.2 How do we use data in tables to make predictions?	2S2 2S4 2S5	pp. 53-54	predict	Take A Survey p. 53A
	4.3 How do we make and interpret concrete graphs?	2S3 2S4	pp. 55-56	concrete graph, compare	Make a Concrete Graph p. 55A

Grade 2 Math Scope and Sequence

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	4.4 How do we make and interpret pictographs?(each symbol representing more than one: 2's,5's,10's)	2S3 2S4	pp. 57-58	pictograph	Model a Pictograph p. 57A
	4.5 How do we use the problem solving skill <i>use data from a graph</i> to solve problems?	2S3 2S4	pp. 59-60	bar graph	Model Amounts in Bar Graphs p. 59A
	Chapter 5: Addition Strategies				
	5.1 How do we review counting on to find sums?	2N15	pp. 67-68	count on, sum	Model Counting On p. 67A
	5.2 How do we explore doubles and doubles-plus-one facts?	2N15 2N18	pp. 69-70	addend, doubles, doubles plus one	Double Up p. 69A <u>Domino Addition</u> by Lynette Long
	Review: Sums to 10				
	5.3 How do we use the <i>make a ten</i> strategy to find sums to 18?	2N15	pp. 71-72	make a ten	Model Ten p. 71A
	5.4 How do we use strategies to find the sum of 3 addends?	2N15	pp. 73-74	add	Model Adding Three Numbers p. 73A <u>Getting to Sleep</u> by Rozanne Lanczak
	5.5 How do we use the problem solving strategy <i>draw a picture</i> to solve problems?	2N16	pp. 75-76	number sentence	Using Pictures p. 75A
	Review: Addition Strategies		2N12		Please teach identity property with zero
	Chapter 6: Subtraction Strategies				
	6.1 How do we count back 1, 2, or 3 to find differences from 20 or less?	2N2 2N15	pp. 83-84	count back, difference	Count Back from 20 or Less p. 83A
	6.2 How do we use fact families to find sums and differences?	2N15	pp. 85-86	fact family (related facts)	Model Fact Families p. 85A
	6.3 How do we use addition to model subtraction as an inverse operation?	2N15	pp. 87-88	subtract	Model Related Facts p. 87A <u>Subtraction Action</u> by Loreen Leedy
	6.4 How do we identify missing addends in addition and subtraction sentences?	2N15	pp. 89-90	missing addend	Model Addition and Subtraction Facts p. 89A
	6.5 How do we understand that there are different ways to name a number?	2N15	pp. 91-92	names for numbers	Model Different Names for Numbers p. 91A
	6.6 How do we use the problem solving strategy <i>write a number sentence</i> to solve problems?	2N16	pp. 93-94	number sentence	Act Out a Number Sentence p. 93A

Grade 2 Math Scope and Sequence

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	Review		pp. 15-17 pp. 29-31 pp. 45-47 pp. 61-63 pp. 77-79 pp. 93-97		
	Practice for the NYS Mathematics Test		pp. 1-12		
	Unit Test				
	Unit 2: 2-Digit Addition and Subtraction				
	Chapter 7: Explore 2-Digit Addition				
	7.1 How do we use mental math to practice adding tens?	2N1 2N6 2N8	pp. 107-108	addition facts	Model Addition Facts and Related Tens p. 107A
	7.2 How do we count on by 10's and 1's to a 2-digit number?	2N1 2N16	pp. 109-110	count on	Count On to 2-Digit Numbers p. 109A
	7.3 How do we model adding 1-digit to 2-digit numbers?	2N16	pp. 111-112	regroup	Model Regrouping p. 111A
	7.4 How do we model adding 2-digit numbers?	2N16	pp. 113-114		Model Regrouping and Nonregrouping p. 113A <i>A Fair Bear Share</i> by Stuart J. Murphy
	7.5 How do we use the problem solving strategy <i>make a model</i> to solve problems?	2N16	pp. 115-116		Model Story Problems p. 115A "Our Tree" Read-Aloud Anthology p. AN3
	Chapter 8: 2-Digit Addition				
	8.1 How do we add 1-digit numbers to 2-digit numbers with and without regrouping?	2N16	pp. 123-124	regroup	Model Adding 1-Digit Numbers p. 123A
	8.2 How do we add 2-digit numbers?	2N16	pp. 125-126	ones, tens	Model and Draw 2-Digit Addition p. 125A
	8.3 How do we add two 2-digit numbers, with and without regrouping?	2N16	pp. 127-128	adding ones, adding tens	Model Adding 2-Digit Numbers p. 127A <i>17 Kings and 42 Elephants</i> by Margaret Mahy
	8.4 How do we practice 2-digit addition with and without regrouping?	2N16	pp. 129-130	add, sum	Model 2-Digit Addition p. 129A
	8.5 How do we rewrite 2-digit addition exercises from horizontal to vertical format?	2N16	pp. 131-132	column	Model Rewriting 2-Digit Addition p. 131A

Grade 2 Math Scope and Sequence

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	8.6 How do we estimate sums of 2-digit numbers?	2N19	pp. 133-134	estimate	Model Rounding to the Nearest Ten p. 133A <u>Emma's Flowers</u> by Jane Manners
	8.7 How do we use the problem solving skill <i>too much information</i> to solve problems?	2N16	pp. 135-136		Model Too Much Information p. 135A
	Chapter 9: Explore 2-Digit Subtraction				
	9.1 How do we learn how to subtract 10's using basic facts?	2N16 2N17	pp. 143-144	subtract	Model Subtraction Facts p. 143A
	9.2 How do we recognize when to subtract 10's and 1's from 2-digit numbers?	2N2 2N16	pp. 145-146	count back	Model Counting Back p. 145A
	9.3 How do we model regrouping tens as ones?	2N16	pp. 147-148	regroup	Model Regrouping p. 147A
	9.4 How do we model 2-digit subtraction with and without regrouping?	2N16	pp. 149-150	difference	Model Subtraction p. 149A <u>The Empty Pot</u> by Demi
	9.5 How do we use the problem solving skill <i>choose the operation</i> to solve problems?	2N16	pp. 151-152		Model Operations p. 151A
	Chapter 10: 2-Digit Subtraction				
	10.1 How do we subtract a 1-digit number from a 2-digit number with and without regrouping?	2N16	pp. 159-160	regroup	Model 1-Digit Subtraction p. 159A
	10.2 How do we model and record subtraction of two 2-digit numbers?	2N16	pp. 161-162	ones, subtract, tens	Model 2-Digit Subtraction p. 161A <u>Marvelous Math</u> by Lee Bennett Hopkins
	10.3 How do we reinforce 2-digit subtraction?	2N16	pp. 163-164		Model 2-Digit Subtraction p. 163A
	10.4 How do we rewrite subtraction problems from horizontal to vertical format?	2N16	pp. 165-166		Model 2-Digit Subtraction p. 165A
	10.5 How do we estimate difference for 2-digit numbers?	2N19	pp. 167-168	estimate	Model Rounding to the Nearest Ten p. 167A <u>Clean-Up Day</u> by Linda Cave
	10.6 How do we model and record the inverse relationship between addition and subtraction; to use addition to check subtraction?	2N16	pp. 169-170	difference, sum	Model Addition Strategy p. 169A
	10.7 How do we use the problem solving skill <i>choose the computational method</i> to solve problems?	2N16	pp. 171-172		Model a Problem p. 171A

Grade 2 Math Scope and Sequence

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	Chapter 11: Practice 2-Digit Addition and Subtraction				
	11.1 How do we practice adding 2-digit numbers using different strategies?	2N1 2N16	pp. 179-180	count on	Model Different Ways to Add p. 179A
	11.2 How do we practice adding 2-digit numbers?	2N16	pp. 181-182	digit, regroup, sum	Model Adding with Base-Ten Blocks p. 181A
	11.3 How do we add three 2-digit numbers?	2N16 2N17	pp. 183-184	column addition	Model Column Addition p. 183A
	11.4 How do we practice different subtraction strategies?	2N2 2N16	pp. 185-186	count back	Model Subtraction Strategies p. 185A "Birthdays" Read-Aloud Anthology p. AN4
	11.5 How do we practice 2-digit subtraction with and without regrouping?	2N16	pp. 187-188	difference	Model 2-Digit Subtraction p. 187A
	11.6 How do we practice 2-digit addition and subtraction?	2N16	pp. 189-190		Model 2-Digit Addition and Subtraction p. 189A <u>Shark Swimathon</u> by Stuart J. Murphy
	11.7 How do we use the problem solving strategy <i>work backward</i> to solve problems?	2N16	pp. 191-192		Model Story Problems p. 191A
	Review		pp. 117-119 pp. 137-139 pp. 153-155 pp. 173-175 pp. 193-195		
	Practice for the NYS Mathematics Test		pp. 13-22		
	Unit Test				
	Unit 3: Money, Time, and Data				
	Chapter 12: Counting Money			money, cents	
	12.1 How do we count dimes, nickels, and pennies to 50¢?	2M6 2N1	pp. 205-206	dime, nickel, penny	Model an Amount p. 205A Alternative Teaching Strategy p. 205B
	12.2 How do we count mixed collections of coins to \$1.00?	2M6 2N1	pp. 207-208	half dollar, quarter	Model Amounts to 100 p. 207A <u>If You Made A Million</u> by David M. Schwartz
	12.3 How do we count mixed collections of coins?	2M6 2N5	pp. 209-210	greatest, least	Model a Collection of Coins p. 209A Alternative Teaching Strategy p. 209B

Grade 2 Math Scope and Sequence

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	12.4 How do we use coins to show the value of \$1.00?	2M6 2M7 2M8	pp. 211-212	decimal point, dollar sign, one dollar	Model 1 Dollar p. 211A
	12.5 How do we add money amounts with and without regrouping?	2N16	pp. 213-214		Model Adding Money p. 213A Early Finishers p. 213B
	12.6 How do we use the problem solving strategy <i>make a list</i> to solve problems?	2N16	pp. 215-216		Make a List p. 215A
	Chapter 13: Using Money				
	13.1 How do we model the same amount using different combinations of coins?	2M6	pp. 223-224	amount, coins, money	Model Equal Amounts p. 223A Alternative Teaching Strategy p. 223B "The Animal Store" Read-Aloud Anthology p. AN4
	13.2 How do we find the fewest coins that equal the same amount?	2M6	pp. 225-226	fewest	Trade Coins for Equal Value p. 225A Alternative Teaching Strategy p. 225B Advanced Learners p. 225B
	13.3 How do we compare amounts of money?	2A1	pp. 227-228	equal to (=), greater than (>), less than (<)	Model Comparing Money Amounts p. 227A Alternative Teaching Strategy p. 227B
	13.4 How do we compare money amounts to prices?	2M6	pp. 229-230	price	Count and Compare p. 229A Alternative Teaching Strategy p. 229B <u>Arthur's Funny Money</u> by Lillian Hoban
	13.5 How do we use counting on from prices to determine change?	2N15	pp. 231-232	change	Use Coins p. 231A <u>A Little Bit of Change</u> by Lucy Floyd
	13.6 How do we subtract amounts of money?	2N16	pp. 233-234	regroup	Model Subtracting Money p. 233A
	13.7 How do we use the problem solving skill <i>use estimation</i> to solve problems?	2N22	pp. 235-236		Model Operation p. 235A Early Finishers p. 235B
	Math Lab: Fraction Lesson (Pizza)				
					utilize pizza to model fractions relative to a clock
	Chapter 14: Telling Time				
				Analog/digital clock, between	

Grade 2 Math Scope and Sequence

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	14.2 How do we tell time to the hour on both digital and analog clocks?	2M9	pp. 245-246	hour	Telling Time to the Hour p. 245A <u>Tweet and Chirp</u> by Barbara Glover
	14.3 How do we tell time to the half-hour?	2M9	pp. 247-248	half hour	Model Time to the Half Hour p. 247A Alternative Teaching Strategy p. 247B <u>Clocks and More Clocks</u> by Pat Hutchins
	14.4 How do we tell time to 15 minutes?	2M9	pp. 249-250	half past, quarter past, quarter to	Adding Minutes and Hours p. 249A Alternative Teaching Strategy p. 249B
	14.6 How do we use the problem solving skill <i>use a model</i> to solve problems? (Elapsed time to hour/half-hour)	2M9	pp. 253-254		Model an Hour p. 253A
	Chapter 15: Skip				
	Chapter 16: Interpret Tables and Graphs				
	16.1 How do we use the problem solving strategy <i>make a graph</i> to solve problems?	2S2 2S3 2S4	pp. 277-278	bar graph	Model Using a Graph p. 277A Alternative Teaching Strategy p. 277B Early Finishers p. 277B
	16.5 How do we <i>make a prediction</i> about a large group based on a smaller sample of the group?	2S5	pp. 285-286		Model a Prediction p. 285A Alternative Teaching Strategy p. 285B
	Review		pp. 217-219 pp. 237-239 pp. 255-257		
	Practice for the NYS Mathematics Test				
	Unit Test				
	Unit 4: Geometry and Patterns				
	Chapter 18: Plane Shapes				

Grade 2 Math Scope and Sequence

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	18.1 How do we identify circles, squares, triangles, rectangles, hexagons, trapezoids, and parallelograms?	2G2 3G1	pp. 317-318	circle, hexagon, plane shapes, parallelogram, rectangle, square, trapezoid, triangle	Identify Plane Shapes p. 317A Alternative Teaching Strategy p. 317B
	18.2 How do we identify and sort plane shapes according to their attributes?	2G4	pp. 319-320	angle, side, square corner, vertex/vertices	Model Sorting Plane Shapes p. 319A Alternative Teaching Strategy p. 319B Early Finishers p. 319B <u>The Village of Round and Square Houses</u> by Ann Grifalconi
	18.3 How do we combine and separate plane shapes to make new shapes?	2G3	pp. 321-322	compose shapes decompose shapes	Model Combining and Separating Shapes p. 321A Alternative Teaching Strategy p. 321B
	18.4 How do we use the problem solving strategy <i>make a model</i> to combine and separate plane shapes to make new plane shapes?	2G3	pp. 323-324		Alternative Teaching Strategy p. 323B "My Hat, It has Three Corners" Read A-Loud Anthology p. AN24
	Chapter 20: Spatial Sense				
	20.1 How do we identify and draw congruent shapes?	2G1	pp. 344-345	congruent	Congruent Shape Search p. 345A <u>The Greedy Triangle</u> by Marilyn Burns
	20.2 How do we use a line of symmetry to divide a plane shape into 2 congruent parts?	2G6	pp. 347-348	symmetry	Find the Line of Symmetry p. 347A Alternative Teaching Strategy p. 347B
	20.3 How do we move shapes by sliding, flipping and turning?	2G1 2G5	pp. 349-350	flip, slide, turn	Model a Slide, Flip and Turn p. 349A Alternative Teaching Strategy p. 349B
	20.4 How do we use the problem solving strategy <i>predict and test</i> to solve problems?	2G1 2G5	pp. 351-352	reflection	Mirror, Mirror p. 351A Alternative Teaching Strategy p. 351B
	Chapter 21: Patterns				

Grade 2 Math Scope and Sequence

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	21.1 How do we identify and describe patterns and pattern units?	2A2	pp. 359-360	pattern unit	Alternative Teaching Strategy p. 359B <u>Kente Colors</u> by Debbi Chocolate
	21.2 How do we identify and use pattern units in order to extend patterns?	2A2	pp. 361-362		Model Extending a Pattern Unit p. 361A Advanced Learners p. 361B
	21.3 How do we identify different ways to make patterns?	2A2	pp. 363-364		Alternative Teaching Strategy p. 363B Early Finishers p. 363B
	21.4 How do we use the problem solving skill <i>transfer a pattern</i> to solve problems?	2A2	pp. 365-366		Model Transferring a Pattern p. 365A
	21.5 How do we use the problem solving skills <i>correct a pattern</i> to solve problems?	2A2	pp. 367-368		Model Correcting a Pattern p. 367A Alternative Teaching Strategy p. 367B
	Review		pp. 325-327 pp. 353-355 pp. 369-371		
	Practice for the NYS Mathematics Test Unit Test				
	Unit 5: Measurement and Fractions				
	Chapter 22: Customary Measurement: Length and Temperature			Standard/ nonstandard units	
	22.1 How do we measure length using nonstandard units?	2M1 2M10	pp. 381-382	measure, unit	Model Measuring with Nonstandard Units p. 381A "How Big is a Foot?" Read-Aloud Anthology p. AN16
	22.2 How do we compare and order objects by length or distance?	2M1 2M3	pp. 383-384	longer, longest, shorter, shortest	Model Comparing Length p. 383A Alternative Teaching Strategy p. 383B Language Arts Connection p. 383B
	22.3 How do we use an inch ruler to measure length?	2M2 3M2	pp. 385-386	inch, length, ruler	Use an Inch Ruler p. 385A <u>Measuring Penny</u> by Loreen Leedy
	22.4 How do we estimate and measure objects using inches, feet and yards?	2M10 3M1	pp. 387-388	foot, yard	Alternative Teaching Strategy p. 387B
	22.5 How do we read a Fahrenheit thermometer?		pp. 389-390	degrees, thermometer, temperature	Model Temperatures p. 389A Social Studies Connection p. 389B

Grade 2 Math Scope and Sequence

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	22.6 How do we use the problem solving skill <i>make reasonable estimates</i> to solve problems?	2M10	pp. 391-392	estimate	Estimate to Solve p. 391A Alternative Teaching Strategy p. 391B
	Chapter 23: Customary Measurement: Capacity and Weight				
	23.1 How do we measure the capacity of a container using nonstandard units?	2M10	pp. 399-400	measure	Model Measuring with Nonstandard Units p. 399A Alternative Teaching Strategy p. 399B
	23.2 How do we determine how many cups fill 1 pint, 1 quart and 1 gallon?	2M10	pp. 401-402	cup, gallon, pint, quart	Model Cups, Pints, Quarts and Gallons p. 401A Early Finishers p. 401B
	23.3 How do we measure weight using nonstandard units?	2M10 3M6	pp. 403-404	measure	Model Measuring Weight with Nonstandard Units p. 403A Alternative Teaching Strategy p. 403B Early Finishers p. 403B
	23.4 How do we estimate and measure the weight of objects in ounces and pounds?	2M4 2M10	pp. 405-406	ounce, pound	Model Estimating Weights p. 405A Alternative Teaching Strategy 405B Early Finishers 405B <u>How Big were the Dinosaurs?</u> by Bernard Most
	23.5 How do we use the problem solving skill <i>choose the measuring tool</i> to solve problems?	2M4 2M10 3M3	pp. 407-408		Alternative Teaching Strategy p. 407B Language Arts Connection p. 407B <u>The Morning Rush</u> by Rozanne Lanczak Williams
	Review	3N11	pp. 393-395 pp. 409-411		
	Practice for the NYS Mathematics Test				
	Revised Unit Test				
	Unit 6: Exploring Greater Numbers and Operations				
	Chapter 27: Numbers to 1,000				
	27.1 How do we model groups of hundreds?	2N6 3N3	pp. 469-470	hundreds, ones, tens	Model Hundreds p. 469A Early Finishers p. 469B "I like Cars" Read A-Loud Anthology p. AN4

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	27.2 How do we model 3-digit numbers?	2N6 3N3	pp. 471-472		Model 3-Digit Numbers p. 471A Alternative Teaching Strategy p. 471B Early Finishers p. 471B
	27.3 How do we identify place value of 3-digit numbers?	2N6 3N3	pp. 473-474	place value	Identify Place Value p. 473A Alternative Teaching Strategy p. 437B <u>Betcha!</u> by Stuart J. Murphy
	27.4 How do we show 3-digit numbers in different ways?	3N5	pp. 475-476		Model Different Ways to Show a Number p. 475A Alternative Teaching Strategy p. 475B
	27.5 How do we use the problem solving strategy <i>make a model</i> to solve problems?	2M6 3N7	pp. 477-478		Model a Money Amount p. 477A
	Chapter 28: Comparing and Ordering Greater Numbers				
	28.1 How do we use the greater than, less than and equal symbols to compare two 3-digit numbers?	2A1 3N3	pp. 485-486	is equal to (=), is greater than (>), is less than(<)	Model a Comparison p. 485A <u>The King's Chessboard</u> by David Birch
	28.2 How do we identify the missing number in a sequence?	3N3	pp. 487-488		Model Ordering 3-Digit Numbers p. 487A
	28.3 How do we use a number line to put sets of 3-digit numbers in order?	3N3	pp. 489-490	order	Alternative Teaching Strategy p. 439B
	28.4 How do we find unknown numbers on a number line?	3N3	pp. 491-492		Early Finishers p. 491B
	28.5 How do we use a variety of methods to skip-count?	2N1 2N3 2N4 3N1	pp. 493-494	skip count	Model Skip Counting p. 493A
	28.6 How do we use the problem solving strategy <i>find a pattern</i> to solve problems?	2N1 2N2	pp. 495-496		Patterns on a Hundreds Chart p. 495A <u>Recess Races</u> by Betsy Franco
	Chapter 30: Multiplication and Division Concepts				

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	30.1 How do we model equal groups and use repeated addition and multiplication sentences to find how many in all?	2N20 3N21	pp. 523-524	multiply, product	Model Sums and Products p. 523A Alternative Teaching Strategy p. 523B "Wheels" Read A-Loud Anthology p. AN23
	30.2 How do we model arrays to show multiplication?	2N20 3N21	pp. 525-526	repeated addition	Model an Array p. 525A
	30.3 How do we learn to multiply numbers in any order?	2N20 3N20	pp. 527-528	multiplication sentence	Model Multiplying in any Order p. 527A
	30.4 How do we learn the division concept of equal groups?	2N21 3N23	pp. 529-530	equal groups, divide	Model Equal Groups p. 529A <u>Divide and Ride</u> by Stuart J. Murphy
	30.5 How do we learn to make equal groups?	2N21 3N23	pp. 531-532	division	Make Equal Groups p. 531A <u>Messy Dragons</u> by Fay Robinson and Kathryn Corbett
	30.6 How do we use the problem solving strategy <i>act it out</i> to solve problems?	2N20 2N21 3N24	pp. 533-534	multiple representations	Model Acting it Out p. 533A
	Chapter 29: Adding and Subtracting 3-digit numbers				
	29.1 How do we add hundreds using basic facts?	3N18	pp. 503-504	hundreds	Model Adding Hundreds p 503A
	29.2 How do we model and add 3-digit numbers and determine when regrouping of ones is needed?	3N18	pp. 505-506	regroup	Model Regrouping with Blocks p. 505A
	29.3 How do we model and add 3-digit numbers and determine when regrouping of tens is needed?	3N18	pp. 507-508		Model Adding 3-Digit Numbers p. 507A "How many Spots Does A Leopard Have?" Read A-Loud Anthology p. AN20
	29.4 How do we subtract hundreds using basic facts?	3N18	pp. 509-510		Model Subtracting Hundreds p. 509A
	29.5 How do we model and subtract 3-digit numbers?	3N18	pp. 511-512		Model Subtracting 3-Digit Numbers p. 511A
	29.6 How do we model and subtract 3-digit numbers?	3N18	pp. 513-514		Model Subtracting 3-Digit Numbers p. 513A "I Like Cars" Read A-Loud Anthology p. AN4
	29.7 How do we use the problem solving skill <i>solve multi-step problems</i> to solve problems?	3N18	pp. 515-516		Multiple Steps p. 515A <u>Larry's New Mitt</u> by Linda Cave

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	Chapter 26: Fractions				
	26.1 How do we identify fractions that represent part out of any number of equal parts of a whole?	1 3N10 3N11	pp. 445-447	equal parts, fraction, whole	Model a Fraction p. 446A Alternative Teaching Strategy p. 446B <u>A Birthday Cake for Little Bear</u> by Max Velthuis
	26.2 How do we use the problem solving strategy <i>make a model</i> to solve problems?	3N10 3N11	pp. 447-448		Model Comparing Unit Fractions p. 447A Alternative Teaching Strategy p. 447B
	26.3 How do we identify, model and record fractions that represent more than 1 equal part?	3N11	pp. 449-450	fraction	Model Fractions p. 449A Alternative Teaching Strategy p. 449B
	26.4 How do we identify that fraction for the whole?	3N11	pp. 451-452		Model a Fraction Naming the Whole p. 451A Alternative Teaching Strategy p. 451B <u>Trouble at the Cookout</u> by Betsy Franco
	26.5 How do we identify, model and record unit fractions of a group?	3N13	pp. 453-454	group, set	Model Equal Parts of Groups p. 453A Alternative Teaching Strategy p. 453B
	26.6 How do we identify and model other fractions of a group?	3N11	pp. 455-456		Model other Fractions P. 455A Early Finishers p. 455B "I'll Share" Read A-Loud Anthology p. AN5
	Review		pp. 479-481 pp. 497-499 pp. 517-519 pp. 535-537		
	Practice for the NYS Mathematics Test		pp. 457-459		
	Unit Test				
	The following chapters are not part of the NYS Standards for Grade 2. They may be done in addition to the prior chapters in any order after completion of Grade 2 NYS Standards .				These concepts are introduced in Grade 3

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
*OPT.	Chapter 15: Understanding Time				
	15.1 How do we order months sequentially?		pp. 261-262	calendar, month, year	Order Months p. 261A "Months of the Year" Read-Aloud Anthology p. AN3
	15.2 How do we identify a specific date on a calendar?		pp. 263-264	date, day, week	Find Dates on a Calendar p. 263A Alternative Teaching Strategy p. 263B <u>Benjamin's 365 Birthdays</u> by Judi Barrett
	15.3 How do we compare measurements of time?		pp. 265-266	less than, more than, the same as	Model a Time Relationship p. 265A
	15.4 How do we distinguish between lengths of time when estimating time passage?		pp. 267-268	day, estimate, hour, minute, month, week	Model a Period of Time p. 267A Alternative Teaching Strategy p. 267B
	15.5 How do we use the problem solving skill <i>use a table</i> to tell time?		pp. 268-269		Model Reading a Table p. 269A Advanced Learners p. 269B
*OPT.	Chapter 16: Interpret Tables and Graphs				
	16.2 How do we identify range, median, and mode for a group of numbers?	3S2 3S3	pp. 279-280	median, mode, range	Model Finding Range, Median and Mode p. 279A Early Finishers p. 279B
	16.3 How do we locate points on a grid?		pp. 281-282	grid, point	Model Locating Points on a Grid p. 281A Alternative Teaching Strategy p. 281B <u>X Marks the Spot!</u> by Lucille Recht Penner
	16.4 How do we show change over time on a line graph?		pp. 283-284	line graph	Model a Line Graph p. 283A
*OPT.	Chapter 17: Probability				
	17.1 How do we record possible outcomes as a result of events in a game?		pp. 293-294	event, outcome	Model Predicting an Outcome p. 293A Early Finishers p. 293B
	17.2 How do we identify certain and impossible outcomes of events?		pp. 295-296	certain, impossible	Model Identifying an Outcome p. 295A Alternative Teaching Strategy p. 295B
	17.3 How do we identify likely and unlikely outcomes of events?		pp. 297-298	likely, unlikely	Model Identifying an Outcome p. 297A Alternative Teaching Strategy p. 297B Early Finishers p. 297B

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	17.4 How do we identify the likelihood of outcomes of events?		pp. 299-300	least likely, less likely, more likely, most likely	Model Identifying Likelihood p. 299A Alternative Teaching Strategy p. 299B Early Finishers p. 299B <u>Probably Pistachio</u> by Stuart J. Murphy
	17.5 How do we identify equally likely outcomes of events?		pp. 301-302	equally likely	Model Equal Likelihood p. 301A Alternative Teaching Strategy p. 301B
	17.6 How do we use the problem solving skill <i>use a table</i> to solve problems?	2S4	pp. 303-304		Model Using a Table p. 303A
*OPT.	Chapter 19: Solid Figures				
	19.1 How do we identify solid figures?	2G4 3G3	pp. 331-332	cone, cube, cylinder, pyramid, rectangular prism, solid figures, sphere	Handling Solid Figures p. 331A
	19.2 How do we sort solid figures by the number of faces, edges and vertices?	2G4 3G3	pp. 333-334	edge, face, vertex/vertices	Find Faces, Edges and Vertices p. 333A Alternative Teaching Strategy p. 333B Early Finishers p. 333B <u>Solid Surprises</u> by C.C. Paris
	19.3 How do we make plane shapes from the faces of solid figures?	2G3 3G4	pp. 335-336		Hands On: Model a Plane Shape p. 335A Alternative Teaching Strategy p. 335B <u>Shape Up!</u> by David A. Adler
	19.4 How do we use the problem solving strategy <i>make a table</i> to solve problems?	2G2 2G3 3G4	pp. 337-338		Alternative Teaching Strategy p. 337B
*OPT.	Chapter 24: Metric Measurement				
	24.1 How do we estimate and measure lengths in centimeters and meters?	2M10 3M10	pp. 415-416	centimeter, meter	Estimate and Measure p. 415A
	24.2 How do we estimate and measure the capacity of containers in milliliters and liters?	2M1 2M2	pp. 417-418	liter, milliliter	Alternative Teaching Strategy p. 417B Early Finishers p. 417B
	24.3 How do we estimate and measure the mass of objects in grams and kilograms?	2M10	pp. 419-420	gram, kilogram	Model Finding Mass p. 419A

Grade 2 Math Scope and Sequence

DATE	LESSON OBJECTIVE	CONTENT STRAND	TEACHER'S GUIDE/ WORKBOOK	VOCABULARY	ADDITIONAL ACTIVITIES
	24.4 How do we read a Celsius thermometer?	2M10	pp. 421-422	temperature, thermometer	Alternative Teaching Strategy p. 321B
	24.5 How do we use the problem solving strategy <i>use logical reasoning</i> to solve problems?	2M4 2M5	pp. 423-424		Logical Order p. 323A <u>How Tall, How Short, How Faraway</u> by David A. Adler
*OPT.	Chapter 25: Explore Perimeter, Area and Volume				
	25.1 How do we measure perimeter?		pp. 431-432	perimeter	Measuring Perimeter in Inches and Centimeters p. 431A Alternative Teaching Strategy p. 431B
	25.2 How do we measure area in units?		pp. 433-434	area	Measure and Compare p. 433A Alternative Teaching Strategy p. 433B <u>Sam's Sneaker Squares</u> by Nat Gabriel
	25.3 How do we use the problem solving strategy <i>predict and test</i> to solve problems?		pp. 435-436		Predict and Test p. 435A Alternative Teaching Strategy p. 435B
	25.4 How do we estimate and measure volume?		pp. 437-438	volume	Measure Volume p. 437A Alternative Teaching Strategy p. 437B Early Finishers p. 437B