

**Twin Rivers School District  
Grade Two Common Core Math Pacing  
2017-2018**

**Trimester 3**

<b>Pretest (optional) February 21</b>
<ul style="list-style-type: none"> <li><b>Trimester 3 Pretest Exam</b> Use the information as an additional pacing tool to guide instruction.</li> </ul>
<b>Beyond the Basic Facts</b>
<ul style="list-style-type: none"> <li><b>BTBF is recommended to be done daily.</b> During trimester 3, students will focus on addition and subtraction fluency within 20.</li> </ul>

**Unit 9: Fractions**

<b>Instructional Window (9 days): February 22 – March 6</b>				
<b>Standard (s)</b>				
<b>2.G.1:</b> 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, cubes.				
<b>2.G.2:</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.				
<b>2.G.3:</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.				
<b>T.E. pg. #</b>	<b>SJ pg. #</b>	<b>Lesson Topic</b> * = optional lesson (c) = combine lessons	<b>Standard</b>	<b>Lesson Focus</b>
2	1	<b>Lesson 1</b> Partitioning Rectangles ( <i>a</i> )	2.G.2	C
10	5	<b>Lesson 2</b> Partitioning Rectangles ( <i>a</i> )	2.G.2	P
20	--	<b>Lesson 3*</b> Geometry ( <i>a</i> )	2.G.1	GMT
24	11	<b>Lesson 4*</b> Partitioning Rectangles into Equal Shares ( <i>a</i> )	2.G.3	C
32	15	<b>Lesson 5</b> Partitioning Rectangles into Equal Shares ( <i>a</i> )	2.G.3	P

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42	21	<b>Lesson 6*</b> Partitioning Circles into Equal Shares ( <i>a</i> )	2.G.3	C
48	25	<b>Lesson 7</b> Partitioning Circles into Equal Shares ( <i>a</i> )	2.G.3	P
58	31	<b>Lesson 8</b> Parts Equal to 1 Using Circles ( <i>a</i> )	2.G.3	C
68	39	<b>Lesson 9</b> Parts Equal to 1 Using Rectangles ( <i>a</i> )	2.G.3	C
76	47	<b>Lesson 10</b> Parts Equal to 1 ( <i>a</i> )	2.G.3	P
86	--	<b>Lesson 11</b> Equal Shares ( <i>a</i> )	2.G.3	GMT
<b>Suggested Unit 9 Assessment Date – March 7 &amp; 8</b>				

## Unit 10: Foundations for Multiplication

<b>Instructional Window (7 days):</b> <b>March 9 – March 20</b>				
<b>Standard (s)</b>				
<b>2.OA.3:</b> 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.				
<b>2.OA.4:</b> 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.				
T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
92	53	<b>Lesson 1*</b> Revisiting Odd and Even Numbers ( <i>s</i> )	2.OA.3	C
100	57	<b>Lesson 2</b> Even Number Equations ( <i>s</i> )	2.OA.3	P
110	--	<b>Lesson 3</b> Odd and Even Numbers ( <i>s</i> )	2.OA.3	GMT
114	65	<b>Lesson 4</b> Rectangular Arrays to Represent Sums of Equal Groups ( <i>s</i> )	2.OA.4	C
122	69	<b>Lesson 5</b> Rectangular Arrays to Represent Sums of Equal Groups ( <i>s</i> )	2.OA.4	P

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130	75	<b>Lesson 6</b> Addition Equations to Represent Multiplication ( <i>s</i> )	2.OA.4	P
140	--	<b>Lesson 7</b> Multiplication ( <i>s</i> )	2.OA.4	GMT
<b>Suggested Unit 10 Assessment Date – March 21 &amp; 22</b>				

## Unit 11: Measurement

<b>Instructional Window (18 days): March 23 – April 25</b>				
<b>Standard (s)</b>				
<b>2.MD.1:</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.				
<b>2.MD.2:</b> 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.				
<b>2.MD.3:</b> Estimate lengths using units of inches, feet, centimeters, and meters.				
<b>2.MD.4:</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.				
<b>2.MD.5:</b> 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.				
<b>2.MD.6:</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.				
T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
146	83	<b>Lesson 1</b> Choose an Appropriate Tool to Measure Length Using Customary Units ( <i>m</i> )	2.MD.1	C
154	89	<b>Lesson 2</b> Choose an Appropriate Tool to Measure Length Using Customary Units ( <i>m</i> )	2.MD.1	P
162	95	<b>Lesson 3</b> Choose an Appropriate Tool to Measure Length using Metric Units ( <i>m</i> )	2.MD.1	C
170	101	<b>Lesson 4*</b> Choose an Appropriate Tool to Measure Length Using Metric Units ( <i>m</i> )	2.MD.1	P

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178	107	<b>Lesson 5</b> Measure Length Using Inches and Centimeters ( <i>m</i> )	2.MD.2	C
184	111	<b>Lesson 6</b> Measure Length Using Inches and Centimeters ( <i>m</i> )	2.MD.2	P
198	121	<b>Lesson 7</b> Measure Length Using Feet and Yards ( <i>m</i> )	2.MD.2	C
204	125	<b>Lesson 8</b> Estimate Lengths ( <i>m</i> )	2.MD.3	C
210	129	<b>Lesson 9</b> Estimate Lengths ( <i>m</i> )	2.MD.3	P
220	--	<b>Lesson 10</b> Estimate and Measure Lengths ( <i>m</i> )	2.MD.1, 2, 3	GMT
226	137	<b>Lesson 11</b> Compare Lengths by Counting On ( <i>m</i> )	2.MD.4	C
234	141	<b>Lesson 12</b> Compare Lengths by Counting On ( <i>m</i> )	2.MD.4	P
250	151	<b>Lesson 13</b> Compare Lengths by Subtracting ( <i>m</i> )	2.MD.4	C
258	155	<b>Lesson 14</b> Compare Lengths by Subtracting ( <i>m</i> )	2.MD.4	P
274	165	<b>Lesson 15</b> Use a Number Line to Solve Length Word Problems ( <i>m</i> )	2.MD.5, 6	C
282	169	<b>Lesson 16</b> Use a Number Line to Solve Length Word Problems ( <i>m</i> )	2.MD.5, 6	P
292	177	<b>Lesson 17</b> Write an Equation to Solve Length Word Problems ( <i>m</i> )	2.MD.5, 6	C
300	181	<b>Lesson 18</b> Write an Equation to Solve Length Word Problems ( <i>m</i> )	2.MD.5, 6	P
310	--	<b>Lesson 19</b> Comparing Measurements ( <i>m</i> )	2.MD.4, 5, 6	GMT
<b>Suggested Unit 11 Assessment Date – April 26 &amp; 27</b>				

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## Unit 12: Time

<b>Instructional Window (9 days): April 30 – May 10</b>				
<b>Standard (s)</b>				
<b>2.MD.7:</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <i>Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA</i>				
<b>T.E. pg. #</b>	<b>SJ pg. #</b>	<b>Lesson Topic</b> * = optional lesson (c) = combine lessons	<b>Standard</b>	<b>Lesson Focus</b>
316	189	<b>Lesson 1*</b> Tell Time to 5 Minutes (s)	2.MD.7	C
324	193	<b>Lesson 2</b> Tell Time to 5 Minutes (s)	2.MD.7	P
332	199	<b>Lesson 3</b> Tell Time to 5 Minutes (s)	2.MD.7	P
340	205	<b>Lesson 4*</b> Practice Telling Time (s)	2.MD.7	P
350	211	<b>Lesson 5</b> Practice Telling a.m. and p.m. (s)	2.MD.7	C
358	215	<b>Lesson 6</b> Practice Telling a.m. and p.m. (s)	2.MD.7	P
368	223	<b>Lesson 7</b> Use a Calendar (s)	2.MD.7	P
378	231	<b>Lesson 8</b> Use a Calendar (s)	2.MD.7	P
388	239	<b>Lesson 9</b> Time Relationships (s)	2.MD.7	P
396	--	<b>Lesson 10</b> Telling Time (s)	2.MD.7	GMT
<b>Suggested Unit 12 Assessment Date – May 11 &amp; 14</b>				

## Unit 13: Data and Measurement

<b>Instructional Window (7 days):</b>		<b>May 15 – May 23</b>
<b>Standard (s)</b>		
<b>2.MD.9:</b> 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.		

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**2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

T.E. pg. #	SJ pg. #	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus
402	245	<b>Lesson 1</b> Comparing Lengths and Creating Line Plots (s)	2.MD.9	C
412	251	<b>Lesson 2</b> Line Plots and Word Problems (s)	2.MD.9	P
436	--	<b>Lesson 3*</b> Measurement (s)	2.MD.9	GMT
442	265	<b>Lesson 4</b> Picture Graphs (s)	2.MD.10	C
448	269	<b>Lesson 5</b> Picture Graphs (s)	2.MD.10	P
462	277	<b>Lesson 6</b> Bar Graphs (s)	2.MD.10	C
470	281	<b>Lesson 7</b> Bar Graphs (s)	2.MD.10	P
487	292	<b>Lesson 8*</b> Picture Graphs and Bar Graphs (s)	2.MD.10	P
500	--	<b>Lesson 9</b> Data (s)	2.MD.10	GMT
<b>Suggested OPTIONAL Unit 13 Assessment Date – May 24 &amp; 25</b>				

### End of Trimester 3 Assessments

<p><b>Suggested Review Day for Trimester 3 Benchmark Date – May 29</b>  <b>Suggested Trimester 3 Cumulative Benchmark Date – May 30 &amp; 31</b></p>
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