Curriculum Map
Name of Teacher : Sr. Layla
Subject : Math

	September	**October**	**November**	**December**	**January**	
Unit Na me or The me	Unit 1: Understanding Addition and Subtraction Unit 2: Addition Strategies	Unit 3: Subtraction Strategies Unit 4: Working with equal groups	Unit 5: Place Value to 100 Unit 6: Mental Addition	Unit 7: Mental Subtraction Unit 8: Adding two-Digit Numbers	Unit 9: Subtracting Two Digit Numbers Unit 10: Place Value to 1,000	Unit Na me or The me
End urin g Und erst andi ngs and Perf orm anc e Indi cato rs	Unit 1: Students will 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 unknown in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. Unit 2: Fluently add and subtract within 20 using mental strategies. By the end of 2nd grade, know from memory of all sums of two one digit numbers.	Unit 3: Students will 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. - Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers Unit 4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal adden	Unit 5: Understand that the three digits if 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. - Group objects into tens and ones to show two digit numbers. - Children will read and write number words for numbers 0-99. - Compare two digit numbers using symbols. - Identify and write numbers that are one before and one after given numbers. They will also count on and count back to identify missing numbers to 100. - Identify and write numbers that are 10 more and 10 less than given numbers. - Learn to identify even and odd numbers. - Use a data from a chart to solve problems.	Unit 7:Subtract multiples of 20 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and or relationship between addition and subtraction; relate the strategy to a written method and explain reasoning used. - Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900. - Fluently add and subtract within 100 using strategies based on a place value, properties of operations and or relationship between adding and subtracting. - Use addition and subtraction within 100 to solve one	Unit 9: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and or the relationship between addition and subtraction. - 1 ten can be regrouped for 10 ones - Standard subtraction algorithm breaks the calculation into simpler calculations into simples calculations starting with the ones and then the tens. - The standard algorithm for subtracting two digit and two digit numbers is just an extension of the algorithm for subtracting two digit and one digit numbers. - Represent whole numbers as lengths from 0 on number line diagram with equally spaced points	End urin g Und erst andi ngs and Perf orm anc e Indi cato rs

			Unit 6: Mentally add 10 0r 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. - Mentally add multiples of 10 to a two digit number. - Mentally add a two digit number and one digit number. - Add a two digit number to a two digit number to a digit number using mental math. - Use a hundred chart to add 2 two digit numbers. - Add multiples of 10 - Use number patterns to solve problems.	and two word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns all positions by using drawings and equations. Unit 8: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/ or the relationship between addition and subtraction. - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding t the numbers 0, 1, 2… And represent whole-number sums and differences within 100 on a number line diagram. - Add up to four two digit numbers using strategies based on place value and properties of operations.	corresponding to the numbers 0,1, 2 and represent whole number sums and differences within 100 on a number line diagram. - The inverse relationship between addition and subtraction can be used to check subtraction. - All sums and differences can be found using models (cubes). Some calculations are done easily using mental math or paper and pencil. - 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 by using drawings and equations with a symbol for the unknown number to represent the problem. Unit 10: Understand that the three digits of a three digit number represent amounts of hundreds, tens and ones, 706 equals 7 hundreds, 0 tens, and 6 ones. - Our number system is based on groups of	

					ten. Whenever we get 10 in one place value, we move to the next greater place value. - Read and write numbers to 1,000 using base ten numerals, number names and expanded form. - Mentally add 10 or subtract 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. - Counting and place values patterns can be seen on hundred charts. - Count within 1,000; skip count by 5s, 10s, and 100s. - Compare two three digit numbers based on meanings of the hundreds, tens, and one digits, using >,<, and = symbols to record the results of comparisons.	
Ess enti al Que stio ns	● Students will be able to write addition number sentences. ● Students will learn how to make stories about joining ● Students will learn how to write subtraction number sentences.	● Students will be able to subtract 0,1, and 2. ● Students will be able to use addition double facts to subtract. ● Students will learn how to think addition to 18 to subtract. ● Students will identify	● Students will learn how to form groups of tens and ones. ● Students will learn how to read and write numbers. ● Students will learn how to use/identify symbols >.<. And = when comparing numbers. ● Students will position words before and after can be used to explain number relationships.	● Students will subtract multiples of 10 from two digit numbers. ● Students will be able to find the missing part of 100. ● Students will learn how to find the difference between two digit numbers less than 100. ● Students will explore different	● Students will regroup 1 ten as 10 ones when subtracting. ● Students will be able to use models to subtract one digit from a two digit number with or without regrouping. ● Students will learn that when subtracting a two digit number from a one digit number you subtract	Ess enti al Que stio ns

	● Students will master addition facts involving 0,1, or 2. ● Students will learn how to master addition facts where the addends are 1 apart. ● Students will learn how to find the sum of three or more whole numbers using any order. ● Students will learn how to draw a picture and write a number sentence to solve a story problem.	differences by using related addition facts to 18. ● Students will learn how to make 10 to subtract. ● Students will solve two question problems by using the answers. ● Students will be able to learn how to build arrays for repeated addition. ● Students will be able to draw pictures for problem solving.	● Students will identify the numbers that are 10 more or 10 less than any other given number by simply adjusting the digit in the tens place. ● Students will learn how some numbers can be divided into two equal parts, even and odd numbers. ● Students will learn how to gather data that needs to be selected from a source outside the statement of the problem such as chart. ● Students will make a ten strategy to mentally add a one-digit number to a two digit number. ●	strategies to subtract two digit numbers. ● Students will determine whether they can solve problems with missing or extra information. ● Students will revisit lessons of Unit 7. ● Students will learn how to add 1 digit number to a two digit number. ● Students will add two digits and one digit numbers. ● Students will continue to add two digit numbers with and without regrouping. ● Students will learn how to use a number line. ● Students will add 3 and 4 two digit numbers. ● Students will be able to draw pictures and write number sentences to solve addition problems.	the ones and tens separately, starting from the ones. ● Students will learn how to use a number line to model two digit number subtraction. ● Students will be able to relate addition to subtraction by using one operation to check the other. ● Students will explore different methods to solve two digit subtraction problems ● Students will solve two question problems. ● They will select a previously learned operation in order to solve. ● Students will revisit lessons of unit 9. ● Students will count by hundreds to 1,000. ● Students will be able to use place value models to show numbers up to 1,000. ● Students will identify and record three digit numbers in expanded form, standard form, and number word form. ● Students will learn how to add and subtract multiples of 10 or 100 from three digit number without regrouping. ● Students will identify and apply number	

					patterns to numbers on a hundred chart. ● Students will be able to skip count by different amounts on the number line and use patterns to identify the numbers that comes next. ● Students will be able to compare three digit number suing the symbols <, =, and >. ● Students will determine what pattern comes next when represented with numbers/patterns.	
Acti vitie s/C ont ent	- Students will ask and answer questions -Do now math addition problems -Guided Practice with the help of the teacher -Students will do the Independent Practice - Correct answers	- Students will ask and answer questions -Do now math addition problems - Go over vocabulary -Guided Practice with the help of the teacher -Students will do the Independent Practice - Correct answers	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Correct answers - Use cubes, models (hundreds, tens, and ones)	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Correct answers - Use cubes, models (hundreds, tens, and ones)	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Correct answers - Use cubes, models (hundreds, tens, and ones) - Use number line - Watch a video on adding & subtracting 3 digit	Acti vitie s/C ont ent

Assessment Strategies Formative & Summative	Exist slip = Journal making their own problems.	Exist slip = Journal making their own problems.	Exist slip = Journal making their own problems	Exist slip = Journal making their own problems Reteaching End of Unit Assessments	Exist slip = Journal making their own problems Reteaching End of Unit Assessments	Assessment Strategies Formative & Summative
Time Frame	Unit 1 :1 week and a half Unit 2 : 1 week and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins	Unit 3 :1 week and a half Unit 4: 1 week and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins	Unit 5 :1 week and a half Unit 6: 1 week and a half Do now problems: 5-10 mins Guided Practice: 5 mins Independent practice: 15 mins Journal: 5 mins	Unit 7 :1 week and a half Unit 8: 1 week and a half Do now problems: 5-10 mins Guided Practice: 5 mins Independent practice: 15 mins Journal: 5 mins	Unit 9: 1 week and a half Unit 10: 1 week and a half Do now problems: 5-10 mins Guided Practice: 5 mins Independent practice: 15 mins Journal: 5 mins	Time Frame

Resources	https://jr.brainpop.com/	https://jr.brainpop.com/	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2	Resources
Textbook (Chapter/pages)	Teacher Edition Unit 1 and Unit 2 consumable worksheets	Teacher Edition Unit 3 and Unit 4 consumable worksheets	Teacher Edition Unit 5 and Unit 6 consumable worksheets	Teacher Edition Unit 7 and Unit 8 consumable worksheets	Teacher Edition Unit 9 and Unit 10 consumable worksheets	Textbook (Chapter/pages)

	February	March	April	May	June	
Unit Name or Theme	Unit 11: Three-digit addition and subtraction Unit 12: Geometry	Unit 13: Counting Money Unit 14: Money	Unit 15: Measurement	Unit 16: Time, Graphs and Data.		Unit Name or Theme
a	Unit 11: Add and subtract within 1,000 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. - Explain why addition and subtraction strategies work, using place value and the properties of operations. Unit 12: Geometry - Recognize and draw shapes having specified attributes, such as a given	Unit 13: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. - Specific coins or bills each have a unique value. The size of a coin does not indicate its value. - Money amounts can usually be	Unit 15: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. - Estimate lengths using units of inches, feet, centimeters, and meters. - Measure the length pf an object twice, using length units of different lengths for the two measurements; describe how the two	Unit 16: Time - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. - Draw a picture graph and a bar		Enduring Understandings and Performance Indicators

number of angles, or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. - Partition circles and rectangles into two, three, or four equal shares, describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. - Partition a rectangle into rows and columns of same size squares and count to find the total number of them. - Recognize and draw shapes having specified attributes, such as given number of angles or a given number of equal faces.	counted in different ways. When counting money, it is usually easier to start with the coin or bill with the greatest value. - The same amount of money can often be represented using different combinations of coins and bills. - Some problems can be solved by generating a list of outcomes and organizing that list in a systematic way, so all outcomes are accounted for. Unit 14: Money - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cents symbols appropriately. - The process for adding money, written, using cent notation, is	measurements relate to the size of the unit chosen. - use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. - By using drawings such as drawings of rulers and equations with a symbol for the unknown number to represent the problems. - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit. - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	graph 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. - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements by making a line plot. - Draw a picture graph and a bar graph to represent the data set with up to four categories. - Solve simple put together, take apart, and compare problems using information presented in a bar graph.		

		the same as adding whole numbers. - The process for subtracting money, written using cent notation, is the same as subtracting whole numbers. - Rounding can be used to estimate sums and differences as can place value and number relationships. - Some problems can be solved by making a reasoned first try for what the answer might be and then through additional reasoning arrive at the correct answer.			
Ess enti al Que stio ns	- Students will explore different strategies for adding three-digit numbers. - Students will add three-digit numbers mentally without regrouping. - Students will choose a method to see if the sum of 2 three digit numbers is	- Students will be able to identify value of a group of half dollars, quarters, dimes, nickels, and pennies. - Students will count collections of coins that	-Students will learn how to explore different lengths of measurement. - Students will learn how to estimate an object and measured items using inches.	- Students will learn how to tell time to five minutes. - Students will learn how to read an express time in terms of quarter and half past an hour and before an hour.		Ess enti al Que stio ns

enough to equal or exceed a given number. - Students will use place value blocks to add 2 three digit numbers with regrouping. - Students will use paper and pencil to add 2 three digit numbers with regrouping. - Students will explore different strategies to subtract three-digit numbers. - Students will be able to use estimation to select two numbers that have a given difference. - Students will be able to use models to subtract three digit numbers with regrouping. - Students will be able to subtract using one method. - Students will use logical reasoning to solve problems. Unit 12: - Students will learn how to identify solid shapes, flat surfaces, edges and vertex. - Students will be able to identify plane shapes that form the flat surfaces of solid shapes. - Students will identify and draw polygons and	include half dollars, quarters, dimes, nickels, and pennies. - Students will show the same amount of money using different sets of coins. - Students will be able to show the same amount of money using different sets of coins. - Students will count money amounts greater than one dollar and write the amount with a dollar sign and a decimal point. - Students will make an organized list to find different combinations of coins. - Students will review past lessons. - Students will complete and record addition problems using two-digit coin amounts.	- Students will learn how to identify items that are in inch, foot, and yard. - Students will learn how to measure length and height using centimeters. - Students will estimate and measure the lengths and heights of objects using different units. - Students will learn how to add and subtract to solve measurement problems. - Students will be able to measure by comparing length and express the length difference in a standard-length unit. - Students will learn how to use string and rulers to measure to the nearest inch the length of paths that are not straight.	- Student will learn how to represent a set of data in a bar graph and use the bar graph to solve problems. - Students will learn how to use rulers to measure objects and graph the results. - Students will make and use a pictograph to solve problems. - Students will use pictures and bar graphs to solve problems. - Students will go over past lessons and review.		

	hexagons and list their attributes. - Students will determine whether a shape has been divided into equal or unequal parts. - Students will be able to divide a rectangle into equal squares and count how many squares are needed to completely partition the rectangle. - Students will continue to divide different shapes into equal shares. - Students will use clues to solve riddles about plane shapes and solid figures.	- Students will subtract using two digit coin amounts. - Students will learn how to estimate the sum and difference of 2 two digit numbers. - Students will learn how to solve problems involving adding and subtracting money by using try, check, and revise strategy.				
Activities/Content	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Correct answers - Use cubes, models (hundreds, tens, and ones) - Use plane and solid figures - Video showing examples	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Guided practice - Go over problems - Money and coins - Watch video showing amounts of money - Examples how to add and subtract money	- Students will ask and answer questions - Do now problems on the board - Guided practice with the help of the teacher - Students will do independent practice - Guided practice - Go over problems - Use rulers; measuring tools - Examples how to use a ruler and string - Video on different kind of measurements			Activities/Content

Assessments (Formative and Summative)	Exist slip = Journal making their own problems Reteaching End of Unit Assessments	Exist slip = Journal making their own problems Reteaching End of Unit Assessments Summary	Exist slip = Journal making their own problems Reteaching End of Unit Assessments Summary	Exist slip = Journal making their own problems Reteaching End of Unit Assessments Summary		Assessments (Formative and Summative)
Textbook (Chapters/pages)	Teacher Edition Unit 11 and Unit 12 consumable worksheets	Teacher Edition Unit 13 and Unit 14 consumable worksheets	Teacher Edition Unit 15 consumable worksheets	Teacher Edition Unit 16 consumable worksheets		Textbooks (Chapters/pages)
Time frame	Unit 11 :1 week and a half Unit 12: 1 week and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins	Unit 13:1 week and a half Unit 14: 1 week and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins	Unit 15: 2 weeks and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins	Unit 16: 2 weeks and a half Do now problems : 5-10 mins Guided Practice : 5 mins Independent practice: 15 mins Journal : 5 mins		
Resources	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2 https://www.math-salamanders.com	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2 https://www.math-salamanders.com	https://jr.brainpop.com/ https://www.math-aids.com/ https://www.k5learning.com/free-math-worksheets/second-grade-2 https://www.math-salamanders.com		Resources