

# EDITABLE 2ND GRADE PACING GUIDE

**2nd grade overview**

**Operations and Algebraic Thinking**

**Number and Operations in Base Ten**

**Measurement and Data**

**Yearly Overview**

Domain	Pacing
Operations and Algebraic Thinking	3
Number and Operations in Base 10	50
Measurement and Data	43
Geometry	14
Flex days	15
Weeks (5)	25
Total	180

**Domain Overview**

Domain	Standard	CCSS	Skill(s)	Pacing
Operations and Algebraic Thinking	Represent and solve problems involving addition and subtraction	2.OA.A.1	• Solve one-step word problems involving addition and subtraction within 100. • Use different strategies (drawing, counting, etc.) to solve one-step problems.	
	Add and subtract within 20	2.OA.B.2	• Fluently add and subtract within 20 using mental strategies. • Understand the relationship between addition and subtraction.	
	Work with equal groups of objects to gain foundations for multiplication	2.OA.C.3 2.OA.C.4	• Determine the unknown in one or two-step word problems involving multiplication and division within 100. • Use multiplication and division to solve word problems.	

**Weeks 9-12**

Week	Domain	Standard(s)	Pacing	Skill(s)
9		Count within 1000; skip-count by 5s, 10s, and 100s. CCSS.Math.Content.2.OA.A.2	5 days	Skip count within 1,000
10	Number and Operations in Base 10	Compose two three-digit numbers based on meanings of the hundreds, tens, and ones digits; using a number line to represent the relationship between the numbers. CCSS.Math.Content.2.NBT.A.4	3 days	Compose and order 3-digit numbers
11	Operations and Algebraic Thinking	Use addition and subtraction within 100 to solve one and two-step word problems involving unknowns in all positions, e.g., 18 + 6 = ? and 32 - 6 = ?. Represent the problem using a number line.	3 days	Represent the problem using a number line
12				

**MATH & ELA**

# 2nd Grade Math Pacing Guide

**Cheryl James-Ward**



## 2nd Grade Math Pacing Guide:

**Look, Listen, Learn, LEAD** Jeffery Smith, Kate Wolfe Maxlow, John Caggianno, Karen Sanzo, 2020-09-30 This book details the transformation of Hampton City Schools overcoming challenges to achieve 100% accreditation It explains the process for sustainable educational change focusing on mission vision curriculum instruction climate and culture The book includes templates action plans and lessons learned for improving student success

**Math Know-How** Thomasenia Lott Adams, Joanne LaFramenta, 2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches Thomasenia Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately

**From Rigorous Standards to Student Achievement** Laura Mc Cullough, Michael D. Rettig, Karen Santos, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of

representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2* Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific Revisiting Professional Learning Communities at Work® Richard DuFour,Rebecca DuFour,2009-11-01 This 10th anniversary sequel to the authors best selling book Professional Learning Communities at Work™ Best Practices for Enhancing Student Achievement merges research practice and passion The most extensive practical and authoritative PLC resource to date it goes further than ever before into best practices for deep implementation explores the commitment consensus issue and celebrates successes of educators who are making the journey

Using Data to Focus Instructional Improvement Cheryl James-Ward,2013 Overcome uncertainty and concerns as you and your colleagues learn how to analyze and use data to get better at teaching students Cultivating a Math Coaching Practice Amy Morse,2009-04-14 This resource offers math activities planning activities and a facilitator s guide for developing mathematics leaders coaching practice and knowledge of math teaching and learning **Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction** Heather Anne Martin,2008 In the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests Some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students These efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores Teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills It may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives In this study I examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics

Drawing on multiple interviews and ten classroom observations per teacher I created portraits of the mathematics instructional choices of four second grade teachers including their use of instructional materials such as textbooks I drew on an analytical framework adapted from Stein Grover and Henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them I developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them My findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results Two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials Teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors I suggest implications for teacher professional development and curricular materials development

*Curriculum Connections Through the Library* Barbara K. Stripling, Sandra Hughes-Hassell, 2003-10-30 A collection of essays which explore the educational principles and research and connects national curriculum trends to current library practice

**Math Plus, 1994** HB Staff, 1994      **Hybridity, Collaboration, and Resistance** Jodene Michele Kersten, 2005      **Time and School Culture** Beth Louise Aune, 2007      *Resources in Education* , 1991      **Il Te Test Prep Gr2 Math 04** HSP, 2005-03      **Reading in Math?** Terin Zweck, 2008      Could You Put that in Writing? Roland Aichele, 2008      **The New York Times Guide to Suburban Public Schools** Gene I. Maeroff, Leonard Buder, 1976

**Math Advantage, Grade 2** Harcourt Brace Publishing, 1998      **Framing Questions, Constructing Answers** Noel F. McGinn, Allison M. Borden, 1995 This workbook is an example of an interactive expert system It simulates the relationship between an education policy maker and an informed consultant The consultant interviews the policy maker asking about the performance of the education system The policy maker s answers to each question influence the next question that is asked The consultant discusses results from studies in other countries to help focus questions Eventually the questions lead to examples of programs tried out in countries with problems similar to those of the policy maker All aspects of basic education systems are covered finance teachers assessment curriculum material buildings and administration

## Reviewing **2nd Grade Math Pacing Guide**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**2nd Grade Math Pacing Guide**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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