DUA North

Scope and Sequence
Mathematics Grade 2

1st Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 1	Review of First Grade Math Skills Getting to Know you, Collect and log supplies received, Class rules and procedures		
Week 2	Topic 1 Addition Strategies	Use doubles and near doubles to recall basic addition facts Adding in any order2.4(C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms Adding Three digit numbers Making 10 to add	TEKS 2.4A TEKS 2.4 C **2.6** Number and operations. The student applies mathematical process standards to connect repeated addition and subtraction to multiplication and division situations that involve equal groupings and shares.

Week 3	Topic 2 Subtracting Strategies	Making 10 to subtract Connecting addition and subtraction 2.4(D) generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 Thinking Addition to 10 to subtract Thinking Addition to 20 to subtract Addition and subtract fact	TEKS 2.4A TEKS 2.7C and 2.4 D
Week 4	Topic 3 Numbers To 1200 3-1 Counting 100 10 and 3-2 Reading and Writing Numbers 3-3 Counting Hundreds, Tens and Ones	Name the whole number that corresponds to a specific point on a number line. (2.2F) Create open ended number lines with different intervals. (2.2E) 2.2(B) use standard, word, and expanded forms to represent numbers up to 1,200 2.2(D) use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>,	2.2F name the whole number that corresponds to a specific point on a number line
Week 5	3-4 Reading and Writing Numbers 3-5 Ways to Make Numbers	Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using words. (2.2B) Write numbers up to 1,200 using expanded form. (2.2B) Compose numbers up to 1,200 using concrete and pictorial models. (2.2A) Decompose numbers up to 1,200 using concrete and pictorial models. (2.2A)	2.2B use standard, word, and expanded forms to represent numbers up to 1,2002.2A use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones

Week 6	3-4 Reading and Writing Numbers 3-5 Ways to Make Numbers 3-6 Problem Solving Review and Test	Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using words.	
Week 7	Topic 4 Ordering and Comparing Numbers. 4-1 Numbers on The Number Line 4-2 Locating Numbers on The Number Line 4-3 Comparing	Write numbers up to 1,200 using standard form. (2.2B) Write numbers up to 1,200 using expanded form. (2.2B) Compose numbers up to 1,200 using concrete and pictorial models. (2.2A) Decompose numbers up to 1,200 using concrete and pictorial models. (2.2A) Locate the position of a given whole number on an open number line. (2.2E)	
Week 8	Topic 4 Ordering and Comparing Numbers. Numbers 4-4 Ordering Numbers 4-5 Greater Than 4-6 Less Than Problem solving, Review	2.2 (D) Use Place value to compare and order numbers. 2.2 (c) Generate a number which is greater than 0 and up to 1,200	2.2B use standard, word, and expanded forms decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones 2.2E locate the position of a given whole number on an open number line

Week 9	Revision Topic 1, 2, 3 and 4 **Benchmark topic 1-4**	• (2.7C) Solve addition word problems where unknowns may be any one of the terms in the problem. • (2.7C) Represent subtraction word problems with objects, manipulative, diagrams, and language and numbers where unknowns may be any one of the terms in the problem • (2.7C) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve one-step and multi-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. • (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. • (2.4C) Recall basic facts to add and subtract within 20 with automaticity. (2.4A)	2.7C represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms2.4A recall basic facts to add and subtract within 20 with automaticity

2nd Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 1	Topic 5 Exploring Addition and Subtraction 5-1 Adding Tens 5-2 Adding Ones 5-3 Adding Tens and Ones	Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)	TEKS 2.4A TEKS 2.4C
Week 2	5-4 Adding On a 100 Chart 5-5 Subtracting Tens 5-6 Finding Parts Of 100 5-7 Subtracting On a 100 Chart	Solve problems involving addition and subtraction of 3-digit numbers. (2.4D) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve one-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
Week 3	5-8 Problem Solving **Topic 5 Review and Test**	Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve multi-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

Week 4	**TOPIC 6** Adding 2 Digit Numbers Lesson 6-1 Regrouping 10 Ones For 1 Ten 6-2 Models to Add 2 and 1 Digit Numbers 6-3 Adding 2 and 1 Digit Numbers. TEKS (2.4B) 6-4 Models to Add 2 Digit	Add up to four two-digit numbers using mental strategies based on knowledge of place value and properties of operations. (2.4B) Add up to four two-digit numbers using algorithms based on knowledge of place value and properties of operations. (2.4B) Solve one-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C)	2.4B add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
Week 5	6-6 Adding on a Number Line 6-7 Adding More Than 2 Numbers 6-8 Problem Solving Mixed Problem Solving Daily TEKS solving	Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)	2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000
Week 6	**Topic 6 Test** **Topic 7** 7-1 Regrouping 1 Tens For 10 Ones 7-2 Models to Subtract 2 and 1 Digit Numbers 7-3 Subtracting 2 And 1 Digit Numbers 7-4 Models to Subtract 2 Digit Numbers	Subtract two-digit numbers using mental strategies based on knowledge of place value and properties of operations. (2.4B) Subtract two-digit numbers using algorithms based on knowledge of place value and properties of operations. (2.4B) Solve one-step word problems involving subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C)	2.4B add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations

Week 7	7-5 Subtracting 2 Digit Numbers 7-6 Subtracting on A Number Line 7-7 Using Addition to Check Subtraction 7-8 Problem Solving 7-9 Problem Solving and Test	Solve multi-step word problems involving subtraction within 1,000 using a variety of strategies based on place value, including algorithms. (2.4C) Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000
Week 8	**Topic 8** 3 Digit Addition and Subtraction 8-1 Exploring Adding 3 Digit Numbers 8-2 Exploring Adding 3 Digit Numbers 8-3 Models for Adding 3 Digit Numbers 8-4 Adding 3 Digit Numbers 8-5 Exploring Subtracting 3 Digit Numbers	Solve multi-step word problems involving addition within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Solve multi-step word problems involving subtraction within 1,000 using variety of strategies based on place value, including algorithms. (2.4C) Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

Week 9	8-6 Ways to Find Missing Parts 8-7 Models for Subtracting 3 Digit Numbers 8-8 Subtracting 3 Digit Numbers 8-9 Problem Solving 8-10 Two Step Problems **Benchmark Topics 1-8**	Utilize the associative and commutative property of addition as applied to word problem solving algorithm. (2.4C) Solve problem situations for a given mathematical number sentence involving addition of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving addition of whole numbers within 1,000. (2.4D Solve problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D) Generate problem situations for a given mathematical number sentence involving subtraction of whole numbers within 1,000. (2.4D)	2.4D generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000 2.4D generate and solve problem situations

3rd Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 1	**Topic 9** 9-1 Repeated Addition and Multiplication 9-2 Writing Multiplication Stories	Multiplication situations in which equivalent sets of concrete objects are joined. (2.6A) Create contextual multiplication situations in which equivalent sets of concrete objects are joined. (2.6A) Model contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B)	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined
Week 2	9-3 Division as Sharing 9-4 Division as Repeated Subtraction 9-5 Writing Division Stories 9-6 Draw A Strip Diagram	Describe contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B) Demonstrate taking a combined set and separating into equal groups. (2.6B) Create contextual division situations in which a set of concrete objects is separated into equivalent sets. (2.6B)	2.6B model, create, and describe contextual division situations in which a set of concrete objects is separated into equivalent sets
Week 3	**Introduction Topic 10** Topic 10 Money 10 -1 Coins 10-2 Counting Collections of Coins 10-3 and 10-4 Comparing /ways to show Collections of Coins	Calculate the value of a collection of coins up to a dollar. (2.5A) Name the value of a collection of coins using the cent symbol. (2.5B Name the value of a collection of coins using the dollar sign and the decimal point. (2.5B) Apply the proper use of monetary	2.5A determine the value of a collection of coins up to one dollar 2.5B use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins

3rd Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 4	The Same Amount 10-5 Make an Organizes List Topic 10 Test **Topic 11** Number Pattern and Algebra 11-1 Even and Odd Numbers 11-2 Ten More Ten Less	Create place value charts to compare numbers up to 1,200. (2.2D) Compare numbers up to 1,200 using a place value chart. (2.2D) Compare whole numbers up to 1,200 using comparative language, numbers, and symbols (, =). (2.2D) Name the whole number that corresponds to a specific point on a number line. (2.2F) Define and show examples of open number lines. (2.2E)	
Week 5	11-3 Finding Patterns 11-4 Missing Numbers in 2 Digit Addition and Subtraction 11-5 Missing Numbers in 3 Digit Addition and Subtraction 11-6 Problem Solving	Locate the position of a given whole number on an open number line. (2.2E) Create open number lines with different intervals. (2.2E) Justify the intervals and choice of position using mathematical vocabulary. (2.2E)	2.2E locate the position of a given whole number on an open number line 2.2F name the whole number that corresponds to a specific point on a number line
Week 6	11-4 Missing Numbers in 2 Digit Addition and Subtraction	Locate the position of a given whole number on an open number line. (2.2E) Create open number lines with different intervals. (2.2E) Justify the intervals and choice of position using mathematical vocabulary. (2.2E)	2.2E locate the position of a given whole number on an open number line 2.2F name the whole number that corresponds

3rd Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	11-5 Missing Numbers in 3 Digit Addition and Subtraction 11-6 Problem Solving Review and Test		to a specific point on a number line
Week 7	Topic 12 Fractions 12-1 Identifying Halves Fourths and Ones 12-2 Unit Fractions and Regions 12-3 Non-Unit Fractions and Regions	Determine how many fractional parts it takes to equal one whole. (2.3C) Generate models to explain the more fractional parts used to make a whole the smaller the part and explain the fewer the fractional parts used to make a whole the larger the part. (2.3B) Construct drawings and models to compare smaller fractional parts and larger fractional parts of a whole. (2.3B) Demonstrate with models how many parts it takes to equal one whole and beyond one whole. i.e. one whole and one half 1 ½ (2.3C) Calculate the fractional parts beyond one whole using words. (2.3C)	2.3A partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words 2.3C use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one
Week 8	12-4 Equal Part of a Whole 12-5 comparing fractional parts 12-6 counting fractional parts 12-7 draw a picture	2.3(B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part	

3rd Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 9	Mixed Problem solving **Topic 12 Test** **Benchmark Test for Topic 9 To 12**		

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 1	Topic 13 Geometry 13-1: Flat Surfaces Vertices and Edges	Identify the number of sides and vertices of a given two-dimensional object. (2.8A) Identify the number of sides and vertices of a given polygon. (2.8C) Compose two-dimensional shapes with given properties. (2.8D) Generate shapes based on given attributes including number of sides and vertices. (2.8A) Compose three-dimensional solids with given properties. (2.8D) Compose three-dimensional solids with given properties.	2.8C classify and sort polygons with 12 or fewer sides according to attributes, 2.8D compose two-dimensional shapes and three-dimensional solids with given properties or attributes2.3A

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 2	13-2 Sorting Solid Figures 13-3 Relating Plane Shapes to Solid Figures 13-4 Making New Solid Figures	(2.8A) Compose three-dimensional solids with given properties. (2.8D) Compose three-dimensional solids with given properties.	2.8C classify and sort polygons with 12 or fewer sides according to attributes,
Week 3	13-5 Polygons 13-6 to 13-8 13-9 Problem Solving Use Reasoning **Topic 13 TEST**	(2.8D) Decompose two-dimensional shapes such as dividing a shape in half and identify the resulting geometric part. (2.8E) Decompose two-dimensional shapes such as partitioning a rectangle into congruent triangles and identify the resulting geometric parts. (2.8E) Classify polygons with 12 or fewer sides according to number of sides and number of vertices. (2.8C) Sort polygons with 12 or fewer sides according to attributes.	
Week 4	Topic 14, 14-1 Telling Time to The Minute 14-2 Telling Time Before and After Revision of Time Lesson one and two 14-3 Measuring Area 14-4 Problem Solving	Read time to the nearest one-minute increment using analog clocks and distinguish between a.m. and p.m. (2.9G) Read time to the nearest one-minute increment using digital clocks and distinguish between a.m. and p.m. (2.9G) Read time to the nearest one-minute increment using digital clocks and distinguish between a.m. and p.m. (2.9G) Write time to the nearest one-minute increment. (2.9G) Write time to the nearest one-minute increment. (2.9G)	2.9G read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
Week 5	14-5 Using Models and Test Topic 15 Data 15-1 Bar Graphs 15-2 Pictograph 15-3 Organizing Data	Explain the number of pictures in a pictograph as it relates to the data for a given category. (2.10A) Organize a collection of data with up to four categories using pictographs with intervals of one or more. (2.10B) Explain the meaning of the length of a bar in a given bar graph. (2.10A) Organize a collection of data with up to four categories using bar graphs with intervals of one or more. (2.10B)	2.10A explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category 2.10B organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more
Week 6	**Topic 15 Test** Topic 16 Personal Financial Literacy 16-1 Saving Money 16-2 Building Saving Over Time 16-3 Lending Money	Calculate the value of a collection of coins up to a dollar. (2.5A) Name the value of a collection of coins using the cent symbol and the decimal point. (2,5B) 2.5B) Explain that savings is an alternative to spending. (2.11B) Calculate the amount of money saved over time. (2.11A) Compare the amount of money saved over time to previous amounts. (2.11A)	2.5A determine the value of a collection of coins up to one dollar 2.5B use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins
Week 7	16-4 Borrowing Money	Evaluate lending decisions based on benefits and costs. (2.11E) Identify the characteristics of a producer. (2.11F) Identify the	2.11D identify examples of

4th Quarter			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS)**
	16-5 Money in a Bank 16-6 Problem Solving **Topic 16 Test**	characteristics of a consumer. (2.11F) Differentiate between producers and consumers. (2.11F) Calculate the cost to produce a simple item. (2.11F)	borrowing and distinguish between responsible and irresponsible borrowing 2.11E identify example of lending and use concepts of benefits and costs to evaluate lending decisions 2.11F differentiate between producers and consumers and calculate the cost of produce a simple item
Week 8	**Benchmark Topics 13-16** **End of the Year Testing**		
Week 9	**Reflection on learning/Review** **Graduation Week**		