



<b>2018-2019 Curriculum Map for <i>Second Grade Math</i> 4<sup>th</sup> Nine Weeks</b>	Go Math Chapters
M.2.14 <i>Measurement and Data- Measure and estimate lengths in standard units.</i> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	8, 9
M.2.15 <i>Measurement and Data- Measure and estimate lengths in standard units.</i> 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.	8, 9
M.2.16 <i>Measurement and Data- Measure and estimate lengths in standard units.</i> Estimate lengths using units of inches, feet, centimeters, and meters	8, 9
M.2.17 <i>Measurement and Data- Measure and estimate lengths in standard units.</i> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	9
M.2.18 <i>Measurement and Data- Relate addition and subtraction to length.</i> 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.	8, 9
M.2.19 <i>Measurement and Data- Relate addition and subtraction to length.</i> 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.	8, 9
M.2.22 <i>Measurement and Data- Represent and interpret data.</i> 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.	8
M.2.23 <i>Measurement and Data- Represent and interpret data.</i> 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.	10
M.2.24 <i>Geometry- Reason with shapes and their attributes.</i> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	11
M.2.25 <i>Geometry- Reason with shapes and their attributes.</i> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	11
M.2.26 <i>Geometry- Reason with shapes and their attributes.</i> 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., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	11
Include <b>Number Talks</b> and integrate the <b>Mathematical Habits of Mind</b> . 1. Make sense of problems and persevere in solving them. 2. Reason Abstractly and Quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	