MATH YEAR AT A GLANCE – grade 2 (*see curriculum for Elaborations)*

*This is a suggested sequence for teaching concepts and content in a grade 2 year. It is not meant to be prescriptive, but supportive, to newer teachers who want a sense of how a year might roll out. Authors cited are: J. Shumway, “Number Sense Routines”; C. Fosnot, “Young Mathematicians at Work”; J. Lempp, “Math Workshop” & J. Boaler, “Mathematical Mindsets”.*

*Concepts are first taught in the ‘full’ 45 – 60 min. lesson (that is, ‘Before-Explore-Connect-practice’). Once they are established, they are ‘rolled over’ into the daily 5-10 min. ‘Number Sense Routine’ which can happen before the full lesson, or at a different time of the day. This allows for deeper mastery, for sharing of strategies and for concepts to get ‘into their bones’.*

*Note: In grade 2, 6/12 content standards are Number Sense (including financial literacy), and 2/12 are Patterns and Algebra. Only 4/12 are the other strands – shape & space, data & probability).* ***67% of the Content is Number and Algebra, so 67% of your math time should be, too.***

**Sept.**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | * Introduce Number talks/routines using Shumway. Fosnot, Lempp *Choral Counting, counting around the circle*
 |
| Full Lessons (45 – 60 min/day) | * Build Math community & Growth Mindset (see Van de Walle, Boaler)
* Number concepts to 100 – *counting forward and backward, comparing and ordering, benchmarks of 25, 50 & 100*
* Begin pictographs, one-to-one correspondence, such as a weather graph. (*can revisit during year at Calendar time)*
 |

**Oct-Nov.**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | Number concepts to 100 – *counting forward and backward, comparing and ordering, benchmarks of 25, 50 & 100* |
| Full Lessons (45 – 60 min/day) | * Number concepts to 100 – *skip-counting by 2, 5, & 10, place value 10’s and 1’s (or ten-sticks and left-overs)*
* Financial literacy – coin combos to 100 cents
* Change in quantity, using pictorial and symbolic representation
 |

**Dec-Jan.**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | Skip counting by 2, 5 & 10; basic fact strategies |
| Full Lessons (45 – 60 min/day) | * Facts to 20
* Symbolic representation of equality and inequality
* Likelihood of familiar life events, using comparative language
 |

**Feb-March**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | Basic fact strategies – *making or bridging 10, decomposing, identifying related doubles* |
| Full Lessons (45 – 60 min/day) | * Addition and subtraction to 100
 |

**April-May**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | Adding and Subtracting to 100 – *estimating sums and differences, friendly numbers, using an open number line, hundred chart, ten-frames* |
| Full Lessons (45 – 60 min/day) | * Repeating and increasing patterns
* Direct linear measurement
 |

**June**

|  |  |
| --- | --- |
| Number Sense Routine (5-10 min/day) | Basic fact & 2-digit adding and subtracting strategies - *looking for multiples of 10, decomposing and recomposing, and compensating* |
| Full Lessons (45 – 60 min/day) | * Review addition and subtraction to 100, basic facts if needed
* Multiple attributes of 2D shapes and 3D objects
 |