

Florence Elementary School
Recommended Second Grade Curriculum Map

Content Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	Seasons of Change RI.2.2: Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text. RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.4: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, {and} repeated lines) supply rhythm and meaning in a story, poem or song. * <u>Poetry</u> : Millipede, Early Bird, Knoxville Tennessee, Who Has Seen the Wind?, Afternoon on a Hill * <u>Treasures</u> : David’s New Friends, Mr. Putter and Tabby Pour the Tea, Fighting the Fire, Meet Rosina, My Name is Yoon, The Tiny Seed * <u>Readworks.org</u> : Alex’s Lemonade Sale, Barn Sour, Too Much Chocolate					
Writing	W.2.7: Participate in shared research and writing projects. * Mammal Report *Wild West Article *Pilgrim Article *Christmas Around the World (Article)					
Speaking and Listening	SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.2: Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.					
Language						
Math	(1) Numbers to 1,000 2.NBT.1: Place Value (hundreds, tens & ones represented in numbers) 2.NBT.2:Skip Counting by 5’s, 10’s,& 100’s within 1,000 2.NBT.3:Read, write & order	(2) Addition up to 1,000 2.NBT.5:Adding/Subtracting (two digit) 2.NBT.6:Adding up to 4 two-digit numbers 2.NBT.9:Explain addition & subtraction strategies using place value or properties of addition 2.OT.1:Word Problems (w/ addition &	(3) Subtraction to 1,000 2.NBT.5:Adding/Subtracting (two digit) 2.NBT.6:Adding up to 4 two-digit numbers 2.NBT.9:Explain addition/subtraction strategies			

	<p>numbers also expanded form</p> <p>2.NBT.5:Adding/Subtraction (two digits)</p> <p>2.NBT.6:Adding up to 4 two-digit numbers</p> <p>2.NBT.4:Comparing two three-digit numbers with greater than & less than symbols</p> <p>*Daily Count</p> <p>*MIF Chapter 1, Numbers to 1,000</p>	<p>subtraction)</p> <p>2.OT.2:Adding/Subtracting within 20 (mentally-memorize)</p> <p>*MIF Chapter 1, Numbers to 1,000, Ch. 2, Addition up to 1,000, Saxon #79, Adding Three 2 Digit Numbers with a Sun Greater than 100 and Ch. 3, Subtraction up to 1,000</p>	<p>using place value or properties of addition</p> <p>2.OT.1:Word Problems (w/ addition & subtraction)</p> <p>2.OT.2:Adding/ subtracting within 20 (mentally-memorize)</p> <p>*MIF Chapter 1, Numbers to 1,000, Ch. 2, Addition up to 1,000, and Ch. 3, Subtraction up to 1,000</p>
Social Studies	<p>Community Cultures/Society</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>		
Science	<p>Biological Evolution: Unity and Diversity</p> <p>2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.</p>		
Art			
Physical Education			
Health/Vocational Studies			
Music			

Content Area	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Reading	<p>The Wild West & Tall Tales</p> <p>RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.6: Identify the main purpose of the text, including what the author wants to answer, explain, or describe.</p> <p><u>*Treasures:</u> A Harbor Seal Pup Grows Up, A Trip to the Emergency Room, Farfallina & Marcel, There's Nothing Like Baseball, Head, Body & Legs, Officer Buckle and Gloria</p> <p><u>*Reading A-Z:</u> Johnny Appleseed Heads West, Daniel Boone, The Legend of John Henry</p>					
Writing	<p>W.2.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>* Mammal Report</p> <p>*Wild West Article</p> <p>*Pilgrim Article</p> <p>*Christmas Around the World (Article)</p>					
Speaking and Listening						
Language						
Math	<p>(4) Using Bar Models for Addition & Subtraction</p> <p>2.NBT.3:Read, write and order numbers also expanded form</p> <p>2.NBT.7:Adding/Subtracting within 1,000 including regrouping/borrowing</p> <p>*MIF Ch. 4, Using Bar Models: Addition and Subtraction</p>	<p>(5) Multiplying & Dividing</p> <p>2.OT.3:Even/Odd Numbers (Pairing & writing equations (4+4=8)</p> <p>2.OT.4: Arrays (Using addition to find total number of objects up to 5x5)</p> <p>2.NBT.2: Skip Counting (by 5's, 10's, & 100's within 1,000)</p> <p>*MIF Ch.5 Multiplication and Division</p>	<p>(6) Multiplication Tables of 2, 5, & 10</p> <p>2.OT.3: Even/Odd Numbers (pairing and writing equations (4+4=8)</p> <p>2.OT.4: Arrays (Using addition to find total number of objects up to 5x5)</p> <p>2.NBT.2: Skip Counting (by 5's, 10's, 100's within 1,000)</p> <p>*MIF Ch. 6 Multiplication Tables of 2, 5, and 10</p>			

						*Saxon #116, Acting Out and Drawing Pictures for Equal Group Stories & #117, Writing Number Sentences for Equal Group Stories
Social Studies	America's Past-Pioneers and Native Americans: Historical Perspective & Geography 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.					
Science	Ecosystems: Interactions, Energy, & Dynamics 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.					
Art						
Physical Education						
Health/Vocational Studies						
Music						

Content Area	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Reading	Unlikely Friends RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot. RL.2.3: Describe how characters in a story respond to major events and challenges. RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain or describe. * <u>Treasures</u> : Meet the Super Croc, The Alvin Ailey Kids, Click Clack Moo Cows That Type, Splish Splash Animal Baths, Goose’s Story, A Way to Help Planet Earth * <u>Reading A-Z</u> : I’m All Right! * <u>Readworks.org</u> : Sister Problems, Alyssa Wears a Bow Tie					
Writing	W.2.2: Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. * Mammal Report *Wild West Article *Pilgrim Article *Christmas Around the World (Article)					
Speaking and Listening						
Language	L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2(b): Use commas in greetings and closings of letters. L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. L.2.4(d): Use knowledge of the meaning of individual words to predict the meaning of compound words.					
Math	(7) Metric Measurement of Length 2.MD.1:Measuring length (ruler, yardstick, meter stick, measuring tape) 2.MD.2:Measuring length (two different measurement units) 2.MD.3:Estimating length (inches, feet, centimeters and meters) 2.MD.4:Measuring to compare object		(10) Mental Math Estimation 2.NBT.2.8: Adding/Subtracting 10 or 100 (Mentally) 2.OT.2: Adding/Subtracting within 20 (mentally-memorize)		(11) Money 2.MD.8: Word Problems (money and money symbols) *MIF Ch. 11, Money *MIF 1 st Grade, Ch. 19, Money *Saxon Lesson #51, Counting Dimes, Nickels, and Pennies	

	<p>lengths 2.MD.5:Word Problems with length (drawings & equations) 2.MD.9:Measuring length (with repeated 0measurements)</p> <p>*MIF Ch. 7 Metric Measurement of Length</p>	<p>*MIF Ch. 10, Mental Math and Estimation *Saxon Lesson #94 Rounding to the Nearest 10,</p>	<p>* Saxon #107, Counting Quarters, Dimes, Nickels, and Pennies. Showing Money Amounts using Quarters, Dimes, Nickels, and Pennies * Saxon #127, Showing Change for \$ *Eureka Module 7, Lesson 6, Value of Coins and Counting Up *Eureka Module 7, lesson #8, Counting up Groups of Bills (\$) *Eureka Module 7, Lesson #9, Making amounts with different combinations of coins *Eureka Module 7, Lesson #10, Using Fewest Number of Coins Possible to Make a Value *Eureka Module 7, Lesson #11, Making a Dollar and Making Change from a Dollar</p>
Social Studies	<p>Continue America’s Past 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>		
Science	<p>Earth’s Place in the Universe (Motion & Force) Students who demonstrate understanding can: 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]</p>		
Art			
Physical			

Education						
Health/ Vocational Studies						
Music						

Content Area	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Reading	<p>A Long Journey to Freedom</p> <p>RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading a dialogue aloud.</p> <p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p><u>*Treasures:</u> Super Storms, Nutik, the Wolf Pup, Dig Wait Listen, Pushing Up the Sky, Columbus Explores New Lands-Discoveries, The Ugly Vegetables</p> <p><u>*Non-Fiction:</u> Henry’s Freedom Box, Martin’s Big Words, The Story of Ruby Bridges</p>					
Writing	<p>W.2.1: Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.6: With guidance from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>* How To Eat a Gingerbread Cookie (How To Writing)</p> <p>*How to Make Hot Chocolate</p> <p>*Personal Narrative</p> <p>*Biopoem</p> <p>*Zoo Field Trip Student Reflection</p> <p>*Dear A Wolf or Dear Little Pigs Letter</p>					
Speaking and Listening						
Language						
Math	<p>(12) Fractions</p> <p>2.G.1:Shape attributes (recognize faces, angles, identify shapes)</p> <p>2.G.2: Rectangles</p>	<p>(13) Customary Measurement of Length with Feet & Inches</p> <p>2.MD.1: Measuring length (ruler, yardstick, meter stick, measuring tape)</p> <p>2.MD.2: Measuring Length (two different measurement units)</p>	<p>(14) Time</p> <p>2.MD.7: Time (Five Minutes with am and pm)</p> <p>*MIF Ch. 14 Time</p> <p>*Saxon #26, Telling and Showing Time to</p>			

	<p>(Partition into rows & columns) 2.G.3: Equal Shares (Partition into halves, thirds, fourths)</p> <p>*MIF Ch. 12 *Saxon Lesson #34, Dividing a Whole into Halves, Fourths, and Eighths *Saxon #59, Writing Fractions Using Fraction Notation *Saxon #83, Writing Fractions to Show Part of a Set</p>	<p>2.MD.3: Estimating Length (inches, feet, centimeters & meters) 2.MD.4: Measuring to compare object length 2.MD.6: Number Line (whole numbers)</p> <p>*MIF Ch. 13, Measuring in Inches *Eureka Module 7, Lesson #15, Measuring in Inches *Eureka Module 7, Lesson #16, Inches & Yards *Eureka Module 7, Lesson #18, Comparing Inches & Centimeters *Eureka Module 7, Lesson #19, Inches, Feet, & Yards *Eureka Module 7, Lesson #22, Number Line Lengths</p>	<p>the Half Hour *Saxon #67, Identifying a.m. and p.m., identifying Noon and Midnight, *Saxon #78, Telling and Showing Time to the Five-Minute Intervals *Eureka Module 8, Lesson #13, Telling Time to the Quarter and Half Hour *Eureka Module 8, Lesson #14, Telling Time to the Nearest 5 Minutes *Eureka Module 8, Lesson #15, Telling Time using am and pm *Eureka Module 8, Lesson #16, Elapsed Time</p>
Social Studies	<p>Economics 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>		
Science	<p>Earth's Systems</p> <p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.] 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.] 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>		
Art			
Physical Education			

Health/ Vocational Studies						
Music						

Content Area	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Reading	Hand-Me-Down Tales From Around the World RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. RI.2.7: Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. * <u>Treasures</u> : The Moon, Mice and Beans, Stirring Up Memories, Music of the Stone Age, African-American Inventors, Babu's Song * <u>Poetry</u> : The Pied Piper of Hamelin * <u>Fiction</u> : Caps for Sale: A Tale of a Peddler, Stone Soup					
Writing	W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feeling, use temporal words to signal event order, and provide a sense of closure. *Personal Narrative					
Speaking and Listening	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					
Language						
Math	(15) Multiplication Tables of 3 & 4 2.OT.3: Even/Odd numbers (pairing & writing equations (4+4=8) 2.OT.4: Arrays (using addition to find total number of objects up to 5x5) 2.NBT.2: Skip Counting (by 5's, 10's & 100's within 1,000) *MIF Ch. 15, Multiplication Tables of 3 and 4		(16) Using Bar Models for Multiplication and Division 2.NBT.3: Read, write, and order numbers also expanded form 2.NBT.7: Adding/Subtracting within 1,000 including regrouping/borrowing *MIF Ch. 16, Using Bar Models: Multiplication and Division		(17) Picture Graphs 2.MD.9: Measuring Length (with repeated measurements) 2.MD.10: Graph (draw and interpret picture and bar) *MIF Ch. 17, Picture Graphs	
Social Studies	Government/Civics 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.					

	2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.					
Science	<p>Matter</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]</p>					
Art						
Physical Education						
Health/ Vocational Studies						
Music						

Content Area	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Reading	<p>Taking Care of Ourselves</p> <p>RL.2.4: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RI.2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.8: Describe how reasons support specific points the author makes in a text.</p> <p><u>*Readworks.org</u>: Smoking Hurts People and the Environment!</p> <p><u>*Poetry</u>: Boa Constrictor, Sick</p> <p><u>*Fiction</u>: Thunder Cake, Too Many Tamales, Cloudy with a Chance of Meatballs, Gregory the Terrible Eater</p> <p><u>*Reading A-Z</u>: An Apple a Day, I Like My Hair, The Food We Eat, Inside Your Body, All About Chocolate, The Hard Stuff! All About Bones, Foods Around the World</p>					
Writing	<p>W.2.1: Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>*Zoo Field Trip Student Reflection</p> <p>*Dear A Wolf or Dear Little Pigs Letter</p> <p>*Book Report</p>					
Speaking and Listening	<p>SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>					
Language						
Math	<p>(18) Lines & Surfaces</p> <p>2.G.1: Shape attributes (recognize faces, angles, identify shapes)</p> <p>*MIF Ch 18, Lines and Surfaces</p>		<p>(19) Shapes & Patterns</p> <p>2.G.1: Shape Attributes (Recognize faces, angles, identify shapes)</p> <p>*MIF Ch 19, Shapes & Patterns</p> <p>*Eureka Math, Module 8, Lesson #1, Describing 2D Shapes by Attribute</p>		<p>(8) Mass & (9) Volume</p> <p>*MIF Ch 8, Mass and Volume</p>	

		*Eureka Math, Module 8, Lesson #2, Build, Identify, & Analyze 2D Shapes with Attributes *Eureka Math, Module 8, Lesson #3, Drawing Polygons *Eureka Math, Module 8, Lesson #4, Identify and Draw Polygons	
Social Studies	Discovering Societies and Geography 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.		
Science	Engineering Design K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
Art			
Physical Education			
Health/ Vocational Studies			
Music			