Math Essential Elements – 2nd Grade
Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments
1st Quarter	I can put objects into two equal groups.	EE.2.OA.3- Equally distribute even numbers of objects between two groups.	-Give students objects to sort into two equal groups.
	I can use addition to find out the total number of objects in groups up to 10.	EE.2.OA.4- Use addition to find the total number of objects arranged within equal groups up to a total of 10.	-Use whiteboards to write addition problems; students can use number bonds to model the problem.
	I can model numbers up to 30 in columns or arrays to show sets of tens and ones.	EE.2.NBT.1- Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.	-Give students objects to represent numbers up to 30; provide an example of sorting by ten; students can use ten frames to put their models in.
	I can count from 1 to 30.	EE.2.NBT.2.a-Count from 1 to 30.	-Verbally count or use number cards.
	I can name the number that comes next between 1 and 10.	EE.2.NBT.2.b- Name the next number in a sequence between 1 and 10.	-Create a number line from 1-10 with numbers missing for students to identify.
	I can identify numbers 1 to 30.	EE.2.NBT.3- Identify numerals 1 to 30.	-Place numbers 1 through 30 around the room, students can go on a hunt to find a certain number.
	I can compare sets of objects using more, less, or equal.	EE.2.NBT.4- Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).	-Verbally identify if objects are more, less, or equal; or give students the word cards to identify more, less, or equal.

2nd Quarter	I can match the meaning of “+, -, =.”	EE.2.NBT.5.a- Identify the meaning of the “+” sign (i.e., combine, plus, add), “-“ i.e., separate, subtract, take), and the “=” sign (equal).	-Give students the symbols “+, -, =” and the word cards to match to each symbol.
	I can use manipulatives to show how to add or subtract numbers up to 10 in different ways.	EE.2.NBT.5.b- Using concrete examples, compose and decompose numbers up to 10 in more than one way.	-Give students manipulatives, stickers, paper, and white boards so they can model how to add and subtract up to 10 in different ways. Students can use a ten frame, number bonds, or different colored paper to help them set up their problem.
	I can use objects, drawings, or numbers from (0-20) to add and subtract.	EE.2.NBT.6-7- Use objects, representations, and numbers (0-20) to add and subtract.	-Use strategies from above and give students 2 ten frames to use; provide number cards for students with limited writing abilities.

3rd Quarter	I can measure the length of objects using classroom materials.	EE.2.MD.1- Measure the length of objects using non-standard units.	-Give students different classroom manipulatives or objects to be used for measuring.
	I can order objects by length.	EE.2.MD.3-4- Order by length using non-standard units.	-Students can order their objects by length on the carpet to compare.
	I can add or subtract units to make my length shorter or longer.	EE.2.MD.5- Increase or decrease length by adding or subtracting unit(s).	-Students can use non-standard materials to add or subtract length. Students can write these problems on a white board also.
	I can use a number line to help me add one more.	EE.2.MD.6- Use a number line to add one more unit of length.	-Make a number line on a desk or carpet for students to add one more.
	I can use a digital clock to match an activity to the hour it happens in.	EE.2.MD.7- Identify on a digital clock the hour that matches a routine activity.	-Have a digital clock in the classroom and when switching classroom activities let students move the activity visual to the clock and identify the time.
	I can match money to the value it represents.	EE.2.MD.8- Recognize that money has value.	-Have money manipulatives for students to practice matching to the amount it represents.

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<tr><td rowspan="2">4th Quarter</td><td>I can make a picture graph.

I can collect data.</td><td>EE.2.MD.9-10- Create picture graphs from collected measurement data.</td><td>-Students can collect data (AT devices can be used to collect data from peers, adults, and other students on campus).

-Make a picture graph with the data collected to provide students with a graph template. Students will place their pictures onto the graph.</td></tr>
<tr><td>I can name and find two-dimensional shapes.</td><td>EE.2.G.1- Identify common two-dimensional shapes: square, circle, triangle, and rectangle.</td><td>-Students will name or use visuals to identify two-dimensional shapes.

-Students will go on a shape hunt.

<table><tr><td>Circle ○</td><td>Square □</td><td>Rectangle ▭</td><td>Triangle △</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td></tr>
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Embedded Throughout the Year:

-Continue to work on counting and number recognition up to 100 depending on the level of students.
-Use the calendar and songs to reinforce days of the week, months of the year, today, yesterday, and tomorrow.
-Use the classroom schedule to discuss what happens before, next, and after to allow students to use that verbiage.
-Use songs and books to help with addition and subtraction strategies (for example, Jack Hartmann songs, 5 Little Pumpkins).