

Grade 2 Pacing Chart 2005-2006

The development of the 2005-06 Grade 2 Mathematics Pacing Chart was a collaborative effort of current second grade Cambridge teachers. As you use this pacing chart throughout the school year, please keep in mind that this is a work in progress. Please feel free to contact the Math Department with feedback. With your feedback, we can continue the process of developing a pacing and sequence of Grade 2 Investigations units that is balanced in content, aligned with the MA Math Curriculum Frameworks and grade level appropriate.

Rationale for Pacing Chart

For a variety of reasons, teachers have found it difficult to teach all eight grade 2 Investigations units. After reviewing each unit, and aligning them with the MA Mathematics Frameworks and considering the Periodic Assessments, our group recommends teaching seven out of the eight units. These units are: Does It Walk, Crawl or Swim?, Mathematical Thinking at Grade 2, Coins, Coupons, and Combinations, Putting Together and Taking Apart, Shapes, Halves and Symmetry, How Long? How Far?, and Time Lines and Rhythm Patterns.

We first focused on the three core units that will be assessed in the Grade 2 Periodicals. These units are: Mathematical Thinking at Grade 2, Coins, Coupons and Combinations, and Putting Together and Taking Apart. We then placed the core units on the pacing charts within the framework of the dates of the three periodicals in November, January, and March.

As noted on the pacing chart, we allowed two weeks within the dates of the November and March periodicals with the option of administering the periodic exam on the first week and using the second week to accommodate students who need extra support or enrichment. We did not suggest using the second week of the January periodic assessment because Reading and Writing Assessments are usually administered during this time.

Rationale for Additional Place Value Work and Elimination of a unit

When reviewing each unit, we looked closely at the math concepts presented and their correlation to the MA Mathematics Curriculum Frameworks and the Grade 2 Periodic Assessments. As a result, we felt there were gaps in the area of place value. To accommodate this gap, a supplementary two week unit of place value work is recommended.

The unit, **How Many Pockets? How Many Teeth?** was eliminated because more of the content strands of Data Analysis, Statistics and Probability were found in the unit **Does It Walk, Crawl, or Swim?**

2005 -2006 PACING CHART FOR GRADE 2

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Unit	Alignment with Math Frameworks	Number of Weeks	Supplements	Quarterly Information
<p><u>Does It Walk, Crawl or Swim?</u> (Sorting and Classifying Data) Investigation 1</p> <p><u>Mathematical Thinking at Grade 2</u> Investigations 1-5 Emphasize games: Tens Go Fish, Turn Over 10</p>	<p>Data Analysis, Statistics and Probability 2.D.1,2,3,4</p>	<p>1 week 9/12/05 9/16/05</p>	<p><i>Today's Math</i> .p.61-66 <u>Math to Learn Handbook</u>: Venn Diagrams, p. 242-243 <u>Investigations Assessment Sourcebook</u> .p. 14-16</p>	<p><i>First Quarterly Assessment</i> <i>Oct. 31- Nov. 10, 2005</i></p>
	<p>Number Sense and Operations: 2.N.2,5,6,7,9</p> <p>Patterns, Relations, and Algebra: 2.P.1</p> <p>Data Analysis, Statistics, and Probability: 2.D.2,4</p> <p>Geometry:</p>	<p>6 weeks 9/19/05 10/28/05</p>	<p><i>Today's Math</i>, p. 1-29 <u>Investigations Assessment Sourcebook</u>, p. 1-6 <u>Math to Learn Handbook</u>: Even/Odd numbers, p. 36-37.</p>	<p>First Quarterly Assessment will include: Does It Walk, Crawl, or Swim? Investigation 1</p> <p><u>Mathematical Thinking at Grade 2</u> Investigations 1-5</p>
<p><u>Coins, Coupons, and Combinations</u> (The Number System) Investigations 1-4</p> <p>Games: Color 100, Tens Go Fish, Turn Over 10, Close to 20, Collect \$1,\$2, Collect 50 cents, Roll-A-Square Practice Pages</p>	<p>Number Sense and Operations: 2.N.1,5,6,7,8,9</p> <p>Patterns, Relations, and Algebra: 2.P.2,5,6,7</p> <p>Number Sense and Operations 2.N. 1,10, 11, 12</p>	<p>8 weeks 11/14/05 1/13/06</p>	<p><i>Today's Math</i>, p.106-135 <u>Math to Learn Teacher's Resource Book</u> . p. 92-118; <u>Investigations Assessment Sourcebook</u>, p. 22-28 <u>Math to Learn Handbook</u> : addition: p.54-71; subtraction: p. 72-81; relating addition to subtraction:p. 82-89; money: bills and coins, p.172-173;like coins:p. 166,168; mixed coins:p. 167, 169-171; value of coins and bills: p. 162-165; writing dollars and cents; addition of money, p. 174-175; addition of money174-175; subtraction of money, p. 176-177, 304 <i>24 Game: Addition/Subtraction Primer</i> <u>Place Value</u> Focus: Name and write numbers > 100; identify the place value of digits; order numbers; expanded notation; money trading/exchanges; addition and subtraction two and three digit numbers with and without regrouping Games: Get to 100; Capture 5 <u>Math to Learn Handbook</u>: place value: hundreds, p. 16-19; to 99- p. 8-15; zero,p.22-23; hundreds, tens, ones, p. 2023; adding two digit numbers with regrouping.p. 126-127, 129; addition and subtraction with greater numbers. P. 130-157</p>	<p>Second Quarterly Assessment Jan 17-31,2006</p> <p>Second Quarterly Assessment will include: <u>Coins, Coupons, and Combinations</u> Investigations 1-4</p>

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<p><u>Putting Together and Taking Apart</u> Investigations 1,2,3,5</p> <p>Do unit Practice Pages</p> <p>Games: Get to 100; Close to 20; Roll-A-Square; Capture 5, Cover- Up</p>	<p>Number Sense and Operations: 2.N. 1, 4,5, 6,7,8,9,11,12</p> <p>Patterns, Relations, and Algebra: 2.P. 2,3,4,5</p>	<p>7 weeks 2/1/06 3/24/06</p>	<p>Math to Learn Teacher Resource Book , p. 92-118; Today's Math. P. 106-135;Investigations Assessment Source Bookp. 22-28</p> <p>24 Game: Addition/ Subtraction Primer</p>	<p><i>Third Periodic Assessment March 27 April 7, 2006</i></p> <p><i>Third Periodic Assessment will include: <u>Putting Together and Taking Apart</u> Investigations 1,2,3,5 .</i></p>
<p><u>Shapes, Halves, and Symmetry</u> Investigations 1,2,3</p> <p>Do unit Practice Pages</p> <p>Games: Turn Over 10, Close to 20</p>	<p>Geometry: 2.G. 1,2,4,6,7</p> <p>Measurement: 2.M. 1,6</p>	<p>4 weeks 4/10/06 5/12/06</p>	<p>Math to Learn Teacher Resource: p. 37-42; and p.143-150: symmetry,p. 198-199; fractions: halves, p.43, Investigations Assessment Source Book, p. 17-21; Math to Learn Handbook, identifying shapes,p.77-78,80-82 Today's Math,half,p.91-96</p> <p>Fractions: fractions as equal parts/regions; fractions of a group/total</p>	
<p><u>How Long? How Far?</u> Investigation 1: sessions 1, 5-8; Investigation 2: sessions 1-8</p>	<p>Measurement: 2.M. 2,3,4</p>	<p>2 weeks 5/15/06 5/26/06</p>	<p>Today's Math,p. 136-151; Math to Learn Resource Book , p. 153-154 Investigations Assessment Source Book, p. 29-32; Math to Learn Handbook: length,p. 208-213;310-</p>	
<p><u>Time Lines and Rhythm Patterns</u> Investigation 1: 1-6</p>	<p>Measurement: 2.M. 2</p>	<p>3 weeks 5/30/06 6/16/06</p>	<p>Today's Math, p. 171-172 Math to Learn Teacher Resource , p. 132-136; Investigations Assessment Source Book , p. 36-38; Math to Learn Handbook: time: AM/PM, p. 187; calendar, p. 190-191; clocks, p. 180, 182-189; digital clocks,p. 180; telling and writing time: to the hour,p. 182; half hour,p.p. 183; units,p. 181, 190-191;quarter hour,p. 185</p>	

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<p>Recommendations</p> <ul style="list-style-type: none"> • Use supplemental materials : Math to Learn Teacher Resource and Math to Learn Handbook , Groundworks: <i>Algebraic Thinking at Grade 2</i> , and 24 Game: <i>Addition/Subtract Primer</i> to support math curriculum • Use Practice Pages at the end of units to refresh and practice concepts covered in units • Use games in units to practice and reinforce concepts and skills. Games should be played multiple times throughout the year for students to learn and use them as ways to practice and reinforce their understanding of the number system. <p>Games: <i>Tens Go Fish, Turn Over 10, Close to 20, Roll –A-Square, Capture 5, Cover Up, Games on the 100 chart</i></p> <ul style="list-style-type: none"> • Explicitly teach with mastery addends to 10. Work on addends of 20 and beyond using knowledge of addends of 10 as a basis for building and understanding larger numbers. • Use routines (Today’s Number, Time and Time Again, What’s My Rule?, How Many Pockets?) and meeting times to review and practice counting, time, calendar, days of the week, months, and seasons • Encourage students to share strategies and show their work in words, pictures, and numbers 				