SECOND GRADE MATH
1st QUARTER PLAN

Standard 1: Demonstrate understanding of the numbers, ways of representing numbers, relationships among numbers, and number systems.

Topic: Number 0-1000

Week	Performance Objectives	Performance Indicators	SA	TA
1	Count to 1000, starting at any number less than 1000, read and write numbers using base – numerals, number names and also in expanded form.	I can count to 1,000.		
		I can write the number words.		
		I can compare the number words.		
	Identify odd and even numbers from 1-1000.	I can identify odd and even numbers from 1-1000.		

Standard 2: Demonstrate understanding of numbers, ways of representing numbers, relationships among numbers and number systems. Demonstrate fluency in computations and make reasonable estimates.

Topic: Addition and Subtraction (Number Sense, Properties, and Operations)

	Skip counting within 1000 by 2s, 3s, 4s, 5s, 10s and by 100s	I can skip counting within 1000 by 2s, 3s, 4s, 5s, 10s and by 100s		
	Add and subtract within 20 using mental strategies and all sums of tw0 1- digit numbers	I can add numbers without carrying.		
		I can subtract numbers without borrowing.		
		I can add numbers with carrying/regrouping.		
		I can read the place value.		
	Mentally add or subtract 10 or 100, given a number of 1 to 999 without having to count.	I can mentally add or subtract 10 or 100, given a number of 1 to 999 without having to count.		

Standard 3: Demonstrate understanding of units, system, processes of measurement, measurable attributes of objects. Demonstrate fluency in computations and make reasonable estimates.				
Topic: Length(Unit Systems and Measurement)				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
3	Add and subtract within 1000 using concrete models	I can add numbers with carrying/regrouping.		
	Solve simple addition and subtraction problems up to 1000	I can subtract numbers with regrouping.		
		I can mentally add without using my hands.		
Standard 4 Demonstrate understanding of units, system, processes of measurement, measurable attributes of objects.				
Topic: Addition and subtraction (number sense, properties, and operations)				
4	Add and subtract within 20 using mental strategies and all sums of two 1-digit numbers.	I can add one and two -digit numbers.		
	Add and subtract to four two-digit numbers.	I can subtract one and two-digit numbers.		
	Solve simple addition and subtraction problems up to 1000	I can read and do problem solving.		
		I can mentally add and subtract one-digit numbers.		
Standard 5: Demonstrate understanding of and facility, accuracy, and efficiency with, their meanings and order and how they relate to each other.				
Topic: Addition and Subtraction (Number Sense, Properties, and Operations)				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
5	Model and solve whole-number sums and differences within 100 on a number line diagram.	I can understand what is sum is.		
	Subtract numbers in multiple of 10 using concrete models or drawings.	I can understand what is difference is.		
		I can understand word problem and be able to do my operation.		

Standard 6: Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.				
Topic: Length (Unit systems and measurement)				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
6	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.	I can distinguish or know what are the terms mean.		
	Measure the length of an objects using two different length units and describe how measurements of the object relate to the size of the unit chosen	I know how to compare foot to yard.		
		I can understand what unit to use to measure objects		
Standard 7: Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects.				
Topic: Cont. Length				
7	Measure and compare lengths between two objects and express the length different in terms of standard length units.	I can measure lengths between two objects and express the length different in terms of standard length units.		
		I can compare lengths between two objects and express the length different in terms of standard length units.		
	Estimate length using units of inches, feet, yards, centimeters, milliliters, meters, kilometers.	I can estimate length using units of inches, feet, yards, centimeters, milliliters, meters, kilometers.		
	Use addition and subtraction within 100 to solve word problems involving lengths.			

***End of 1st Quarter ***

SECOND GRADE MATH
2nd QUARTER PLAN

Standard : Demonstrate understanding of units, systems, process of measurement, and measurable attributes of objects, facility, accuracy, and efficiency with, operations on numbers, their meanings and order, and how they relate to each other.

Topic: UNIT SYTEMS AND MEASUREMENT

Week	Performance Objectives	Performance Indicators	SA	TA
1	Describe at least three different methods used traditionally in Palau to measure length, volume, and weight.	I can feel the amount of a kilogram		
		I can estimate the object for one kilogram		
		I can use the scale for one kilogram		
	Convert between basic unit measurements in metric or customary units for lengths, capacities and weights.	I can feel the amount of a gram		
		I can estimate the object for one gram		
		I can use the scale for one gram		
2	Explain multiplication of two 1-digit numbers using equation and illustrate it repeated addition on the number line, rectangular arrays, and/ or area models.	I can multiply two 1- digit numbers.		
3	Illustrate and explain multiplication of 2-digit by 2 -digit numbers by using equations, materials, repeated addition on the number line, rectangular arrays, and/or area models.	I can illustrate multiplication 2.		
		I can explain multiplication 2.		
	Model division of two 1-digit whole numbers using materials, on the number line, and using successive subtraction.	I can model division of 2.		
	Model division as a missing multiplicand or an unknown-factor problem using base – 10 blocks.	I can model division as a missing multiplicand.		

Standard: Demonstrate fluency in computations and make reasonable estimates.

Topic: MULTIPLICATION TABLE OF 2 AND 3 9 (NUMBER SENSE, PROPERTIES, AND OPERATIONS)

Week	Performance Objectives	Performance Indicators	SA	TA
4	Determine the unknown whole number in a multiplication equation relating three whole number (up to 100)	I can determine the unknown whole number in a multiplication equation relating three whole number (up to 100)		
	Determine the unknown number in a division equation relating three whole numbers (up to 100)	I can determine unknown number in a division.		
	Find and interpret the quotient of a 2-digit dividend and a 1-digit divisor, with and without a remainder, in situation context involving the sharing model and concrete objects.	I can find the quotient of a 2-digit dividend and a 1-digit.		
5	Solve two- step word problems using the four operations , including an equation with an unknown quantity , and using mental computation and estimations strategies to assess " reasonableness" of the answer.	I can solve two-word problem using the four operations.		
		I can use mental computation.		
		I can estimate strategies to assess "reasonableness" Of the answer.		
6	Explain multiplication of two 1-digit numbers using equation and illustrate it using repeated addition on the number line , rectangular arrays, and/ or area models.	I can explain multiplication of two 1- digit numbers using equation.		
		I can illustrate it using repeated addition.		
	Illustrate and explain multiplication of 2-digit by 2-digit numbers using equations, materials repeated addition on the number line, rectangular arrays, and/ or area models.	I can illustrate multiplication 2-digit by 2-digit numbers using equations.		
		I can explain multiplication 2-digit by 2-digit numbers using equations.		
7	Model division of two 1-digit whole numbers using materials, on the number line and using successive subtraction.	I can model division of two 1-digit whole numbers.		
	Model division as a missing multiplicand or an unknown-factor problem using base- 10 blocks.	I can model division as a missing multiplicand or an unknown-factor problem using base- 10 blocks.		

END OF 2ND QUARTER

SECOND GRADE MATH
3RD QUARTER

Standard: Demonstrate fluency in computations and make reasonable estimates.

Topic: ADDITION AND SUBTRACTION

Week	Performance Objectives	Performance Indicators	SA	TA
1	Add and subtract within 20 using mental strategies and all sums of two1-digit numbers.	I can add and subtract with 20 using mental strategies.		
	Mentally add or subtract 10 or 100, given a number from 1-999, without having to count.	I can mentally add or subtract 10 or 100, given a number from 1-999, without having to count.		
	Add and subtract within 1000 using concrete model counters, or drawings, and strategies based on place value, properties of operations, and /or the relationship between addition and subtraction.	I can add and subtract within 1000.		
	Add up to four two-digit numbers in using strategies based on place value and properties of operations.	I can add up to four two-digit numbers in using strategies based on place value and properties of operations.		
2	Solve simple addition and subtraction problem up to 1000 using objects, drawings, and equations with a symbol for the unknown number.	I can solve simple addition and subtraction problems.		
	Model and solve the whole-number sums and the differences within 100 on a number line diagram by representing whole numbers as lengths from 0.	I can model and solve whole-number sums and the differences within a 100.		
	Subtract numbers in multiples of 10 using concrete models or drawing or strategies based on place value, properties of operations, and or the relationship between addition and subtraction.	I can subtract number in multiple of 10.		
	Apply commutative and associative properties as strategies to add and multiply	I can apply commutative and associative strategies.		
3	Determine the unknown whole number in a multiplication equation relating tree whole numbers up to 100.	I can determine the unknown whole number in a multiplication equation.		

3	Determine the unknown whole number in division equation relating three whole numbers up to 100.	I can determine the unknown whole number in division equation.		
	Find and interpret the quotient of a 2-digit dividend and a 1-digit divisor with or without a remainder, in a situational contexts involving the sharing model and concrete objects.	I can find and interpret the quotient of a 2-digit dividend and a i-digit divisor.		
	Solve two-step word problems using the four operations, including an equation with an unknown quantity, and using mental computation and estimate strategies to assess "reasonableness" of the answer	I can solve two-step word problems using the four operations including an equation with an unknown quantity.		
	Find the total number of objects arranged in rectangular arrays and write an equation to express the total as a sum of equal addends.	I can find the total number of objects arranged in rectangular arrays.		
4	Explain multiplication of two 1-digit number using equation and illustrate it using repeated addition on the number line, rectangular arrays, and /or area models.	I can explain multiplication of a two 1-digit number using equation and illustration.		
	Illustrate and explain multiplication of 2—digit by 2-digit numbers by using equations, materials, repeated addition in a number line, rectangular arrays, and /o area models.	I can illustrate and explain multiplication of 2-digit by 2-digit numbers.		
	Model division of two1-digit whole numbers using materials, on the number line, and using successive subtraction.	I can model division of two 1-digit whole numbers.		
	Model division as a missing multiplicand or an unknown factor problem using base 10-blocks.	I can model division as a missing multiplicand or an unknown factor.		
STANDARD: Demonstration understanding units, systems, process of measurement, measurable attributes of objects.				
TOPIC: MONEY				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
5	Identify and compare in words coins and paper money up to $100.	I can identify coins and paper money.		
		I can write correctly the coins and bills.		
6	Manipulate coins to find many different combinations for a given amount of cents.	I can write the cents and dollars combined.		
7		I can put the correct sign of $ in cents.		
		I can analyze where to put cents and dollars in vertical way.		
	END OF 3RD QUARTER			

Standard 3: Demonstrate understanding of units, system, processes of measurement, measurable attributes of objects. Demonstrate fluency in computations and make reasonable estimates.				
Topic: Length(Unit Systems and Measurement)				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
3	Add and subtract within 1000 using concrete models	I can add numbers with carrying/regrouping.		
	Solve simple addition and subtraction problems up to 1000	I can subtract numbers with regrouping.		
		I can mentally add without using my hands.		
Standard 4 Demonstrate understanding of units, system, processes of measurement, measurable attributes of objects.				
Topic: Addition and subtraction (number sense, properties, and operations)				
4	Add and subtract within 20 using mental strategies and all sums of two 1-digit numbers.	I can add one and two -digit numbers.		
	Add and subtract to four two-digit numbers.	I can subtract one and two-digit numbers.		
	Solve simple addition and subtraction problems up to 1000	I can read and do problem solving.		
		I can mentally add and subtract one-digit numbers.		
Standard 5: Demonstrate understanding of and facility, accuracy, and efficiency with, their meanings and order and how they relate to each other.				
Topic: Addition and Subtraction (Number Sense, Properties, and Operations)				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
5	Model and solve whole-number sums and differences within 100 on a number line diagram.	I can understand what is sum is.		
	Subtract numbers in multiple of 10 using concrete models or drawings.	I can understand what is difference is.		
		I can understand word problem and be able to do my operation.		

4th QUARTER MATH 2				
STANDARD: Demonstrate understanding of units, systems, process of measurement, and measurable attributes of objects.				
TOPIC: TIME				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
1	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m and p.m.	I can tell the time from analog clocks.		
		I can tell the time from digital clocks.		
		I can tell time using in a.m.		
		I can tell using p.m.		
	Tell time intervals using analog and digital clocks.	I can tell time intervals using analog and digital clocks.		
	Recognize an hour as 60 minutes and a minute 60 seconds.	I can recognize an hour as 60 minutes and a minute 60 seconds.		
2	Compare, estimate, and measure the capacity of various containers using variety of measuring units i.e. *liter, gallon, quart, pint,* and *cup.*	I can compare the capacity of various containers using variety of measuring unit.		
		I can estimate the capacity of various containers.		
		I can measure the capacity of various containers.		
	Convert between basic unit measurements in metric or customary units for lengths, capacities and weights.	I can convert between basic unit measurements in metric or customary units for lengths, capacities and weights.		
STANDARD: Demonstrate understanding in formulating questions that can be addressed with data, and developing and evaluating inferences and predictions that are based on data.				
TOPIC: GRAPHS				
Week	**Performance Objectives**	**Performance Indicators**	**SA**	**TA**
3	Solve simple put-together, take- a par, and compare problems using information presented in a bar graph.	I can solve and compare simple problems using information presented in a bar graph.		
	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.	I can measure data by measuring lengths.		
	Draw a picture graph, line graph, and a bar graph to represent a data set with up to four categories, where the horizontal scale is marked off in whole- number units.	I can draw a picture graph, line graph and a bar graph.		

STANDARD: Demonstrate understanding in analyzing geometric situations, characteristics and properties of geometric shapes and space, and develop mathematical arguments about geometric relationships.

TOPIC: GEOMETRY

Week	Performance Objectives	Performance Indicators	SA	TA
4	Identify both 2-D shapes and 3- D (*triangles, quadrilaterals, pentagons, hexagons,* and *cubes.*)using specified attributes, such as a given number of angles or given number of equal faces.	I can identify 2- D shapes using specified attributes.		
		I can identify 3- D shapes using specified attributes.		
5	Describe distinction between defining attributes and build and draw a shape that possesses defined attributes.	I can describe distinction between defining attributes and build and draw a shape that possesses defined attributes.		
	Manipulate 3-D solids to create a composite figure, and compose new shape from the composite shape.	I can manipulate 3-D solids to create a composite figure, and compose new shape from the composite shapes.		

STANDARD: Demonstrate understanding of units, systems, processes of measurement, and measurable attributes of objects. Demonstrate competency in applying appropriate principles, techniques, tools, and formulas in determining measurements.

TOPIC: AREA

Week	Performance Objectives	Performance Indicators	SA	TA
6	Describe the concept of area measurement for a plane figure: a square with a side length 1 unit, called a "unit square", is said to have " one square unit" of area, and can be used to measure area.	I can describe the concept of area for a plane figure.		
	To determine and compare areas in square units and half-squares, and recognize the different figures can have the same area.	I can to determine and compare areas in square units and half-squares, and recognize the different figures can have the same area.		
7	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units including the use of drawings and equation with a symbol for an unknown quantity.	I can use addition within 100 to solve word problems.		
		I can use subtraction within 100to solve word problems.		
	Divide a rectangular equally into rows and columns and same -size square areas, and count to find the total number of these squares.	I can divide rectangular equally.		

END OF 4TH QUARTER