

Scope and Sequence

Second Grade Mathematics

TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
2.1	The student is expected to: use concrete models to represent numbers (through 99), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).		-	-	-	-	-
2.3(A)	recall and apply basic addition and subtraction facts (sum to 18).		-	-	-	-	-
2.3(B)	select addition or subtraction and solve problems using two-digit numbers, without regrouping.		-	-	-	-	-
2.5(A)	find patterns in numbers such as in a 100's chart.		-	-	-	-	-
2.5(C)	use patterns to develop strategies to remember basic addition facts; and		-	-	-	-	-
2.5(D)	solve subtraction problems related to addition facts (fact families) such as $8+9=17$, $9+8=17$, $17-8=9$, and $17-9=8$.		-	-	-	-	-
2.6(C)	identify, describe, and extend patterns to make predictions and solve problems.		-	-	-	-	-
2.8	use whole numbers to locate and name points on a line.		-	-	-	-	-
2.11(A)	construct picture graphs.		-	-	-	-	-
2.11(B)	draw conclusions and answer questions based on picture graphs.		-	-	-	-	-
2.12(A)	identify the mathematics in everyday situations.		-	-	-	-	-
2.12(B)	use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution.		-	-	-	-	-
2.12(C)	select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		-	-	-	-	-
2.12(D)	use tools such as real objects, manipulatives, and technology to solve problems.		-	-	-	-	-
2.13(A)	explain and record observations using objects, words, and pictures.		-	-	-	-	-
2.13(B)	relate informal language to mathematical language and symbols.		-	-	-	-	-
2.14	reason and support his or her thinking using objects, words, and pictures.		-	-	-	-	-

Shaded objective indicates algebra emphasis

— Introduced objective - - - - Maintained objective

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
2.1	The student is expected to: use concrete models to compare whole numbers (through 99), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).			-	-	-	-
2.5(B)	use patterns in place value to compare and order whole numbers through 99 (2-digit numbers).			-	-	-	-
2.7(A)	identify attributes of any shape or solid.			-	-	-	-
2.7(B)	use attributes to describe how two shapes or two solids are alike or different; and			-	-	-	-
2.7(C)	cut geometric shapes apart and identify the new shapes made.			-	-	-	-
2.9(C)	describe activities that take approximately one second, one minute, and one hour.			-	-	-	-
2.10(B)	describe time on a clock using hours and minutes.			-	-	-	-
2.11(A)	construct bar-type graphs.			-	-	-	-
2.11(B)	draw conclusions and answer questions based on bar-type graphs.			-	-	-	-
2.13(A)	explain and record observations using numbers and technology.			-	-	-	-

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
2.1	The student is expected to: use concrete models to order whole numbers (through 99), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).			-	-	-	-
2.9(A)	identify concrete models that approximate standard units of <u>length</u> , capacity, and weight;			-	-	-	-
2.9(B)	measure <u>length</u> , capacity, and weight using concrete models that approximate standard units; and			-	-	-	-
2.14	reason and support his or her thinking using numbers, and technology.			-	-	-	-

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
2.1	The student is expected to: use concrete models to represent whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).					- -	- -
2.2(B)	name fractional parts of a set of objects (not to exceed twelfths) when given a concrete representation.					- -	- -
2.3(B)	select <u>addition</u> or subtraction and solve problems using two-digit numbers, with regrouping.					- -	- -
2.3(C)	determine the value of a collection of coins less than one dollar.					- -	- -
2.6(A)	generate a list of paired numbers on a real-life situation such as number of tricycles related to number of wheels					- -	- -
2.6 (B)	identify patterns in a list of related number pairs based on real-life situations and extend the list.					- -	- -
2.9(A)	identify concrete models that approximate standard units of length, capacity, and <u>weight</u> ;					- -	- -
2.9(B)	measure length, capacity, and <u>weight</u> using concrete models that approximate standard units; and					- -	- -

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TEKS	OBJECTIVES	SIX WEEKS					
		1	2	3	4	5	6
2.1	The student is expected to: use concrete models, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols ($>$, $<$, $=$).						---
2.2(A)	name fractional parts of a whole object (not to exceed twelfths) when given a concrete representation; and						---
2.3(B)	select addition or subtraction and solve problems using 2-digit numbers with regrouping.						---
2.4(A)	model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and						---
2.5(B)	use patterns in place value to compare and order whole numbers through 999.						---
2.9(A)	identify concrete models that approximate standard units of length, <u>capacity</u> , and weight.						---
2.9(B)	measure length, <u>capacity</u> , and weight using concrete models that approximate standard units; and						---

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2.4(B)	The student is expected to: model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.						
2.10(A)	read a thermometer.						
2.11(C)	use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.						

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