

## Grade 2 Scope and Sequence

| Bluebonnet Learning K–5 Math Instructional Materials: Grade 2 Scope and Sequence |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                               |
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| Module                                                                           | Topics and Instructional Days                                                                                                                                                                                                                                      | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Standards<br>(Bold = focus standard)                                                                                                                                                                          |
| <b>Module 1:</b><br>Sums and Differences to 100                                  | A: Foundations for Fluency with Sums and Differences Within 100<br>B: Initiating Fluency with Addition and Subtraction Within 100<br><b>End-of-Module Assessment Task</b><br>Assessments: 1<br>Lesson days: 8<br>Assessment days: 1<br>Total instructional days: 9 | Students develop fluency as they add and subtract numbers up to 100 using place value understanding, properties of operations, and the relationship between addition and subtraction. Students will: <ul style="list-style-type: none"> <li>Review and build upon familiar skills from Kindergarten and Grade 1 such as breaking apart a total, identifying partners to 10, and adding ten plus facts.</li> <li>Use number bonds to make a ten when adding numbers up to 100 and take from ten when subtracting numbers up to 100 to make simpler problems.</li> </ul> | TEKS <u>MPS</u><br>2.1C<br>2.1F<br>TEKS<br><b>2.4A</b><br><b>2.4B</b><br><b>2.4C</b><br><b>2.7C</b><br>ELPS<br>1.B<br>1.C<br>1.E<br>1.F<br>1.G<br>2.C<br>2.E<br>2.I<br>3.E<br>3.G<br>4.D<br>4.G<br>5.A<br>5.B |
| <b>Module 2:</b><br>Addition and Subtraction of Length Units                     | A: Understand Concepts About the Ruler<br>B: Measure and Estimate Length Using Different Measurement Tools<br>C: Measure and Compare Lengths Using Different Length Units<br>D: Relate Addition and Subtraction to Length                                          | Students deepen their understanding of measurement and relate addition and subtraction to length. Students will: <ul style="list-style-type: none"> <li>Learn how to measure using centimeter cubes.</li> <li>Practice the <i>mark and move forward</i> technique using just one cube.</li> <li>Measure objects with tools such as centimeter rulers, measuring tapes, and meter sticks.</li> <li>Estimate using mental benchmarks.</li> </ul>                                                                                                                         | TEKS <u>MPS</u><br>2.1C<br>2.1E<br>2.1F<br>2.1G<br>TEKS<br><b>2.9A</b><br><b>2.9B</b><br><b>2.9D</b><br><b>2.9E</b><br>2.9C                                                                                   |



## Grade 2 Scope and Sequence (Continued)

| Module                                                                        | Topics and Instructional Days                                                                                                                                                                                                                                                                                                                                                                                                                 | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Standards<br>(Bold = focus standard)                                                                                                                                                                   |
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|                                                                               | <b>End-of-Module-Assessment Task</b><br>Assessments: 1<br>Lesson days: 10<br>Assessment days: 1<br>Total instructional days: 11                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Use different <b>length units</b> such as paper clips, crayons, and other everyday objects to measure and compare lengths.</li> <li>Reason about the relationship between unit size and measurement. For example, “Centimeters are smaller than meters, so it takes more centimeters than meters to measure this table.”</li> <li>Solve addition and subtraction word problems involving length.</li> <li>Use the ruler as a number line and draw strip diagrams to compare lengths.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <u>ELPS</u><br>1.B<br>1.C<br>1.E<br>1.F<br>1.G<br>2.C<br>2.E<br>2.I<br>3.E<br>3.G<br>4.D<br>4.G<br>5.A<br>5.B                                                                                          |
| <b>Module 3:</b><br>Place Value, Counting, and Comparison of Numbers to 1,200 | A: Forming Base Ten Units of Ten, a Hundred, and a Thousand<br>B: Understanding Place Value Units of One, Ten, and Hundred<br>C: Numbers to 1,200 in Unit, Standard, Expanded, and Word Forms<br>D: Modeling Base Ten Numbers Within 1,200 with Money<br><b>Mid-Module Assessment Task</b><br>E: Modeling Numbers up to 1,200 with Place Value Disks<br>F: Comparing Numbers to 1,200<br>G: Finding 1, 10, and 100 More or Less than a Number | Students develop place value understanding of numbers up to 1,200 and apply that understanding by using concrete and pictorial models, comparing and ordering numbers, and representing numbers using standard, expanded, and word forms. Students will: <ul style="list-style-type: none"> <li>Develop knowledge of place value units of ones, tens, and hundreds and the new unit of a thousand.</li> <li>Learn to skip-count efficiently by reaching a benchmark number—a ten or a hundred.</li> <li>Explore the value of three-digit numbers and learn to name numbers in standard, unit, expanded, and word form.</li> <li>Deepen place value understanding by drawing comparisons between ones, tens, and hundreds, and \$1, \$10, and \$100 bills.</li> <li>Exchange units of equal value, for example, 30 ones for 3 tens, or 4 hundreds for 40 tens.</li> </ul> | <u>TEKS MPS</u><br>2.1B<br>2.1C<br>2.1D<br>2.1E<br>2.1F<br>2.1G<br><br><u>TEKS</u><br><b>2.2A</b><br><b>2.2B</b><br><b>2.2C</b><br><b>2.2D</b><br><b>2.2E</b><br>2.7B<br><br><u>ELPS</u><br>1.C<br>1.D |



| Module                                                                            | Topics and Instructional Days                                                                                                                                                                                                                                                                                                                                                                                                            | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Standards<br>(Bold = focus standard)                                                                                                                                                                                                                              |
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|                                                                                   | <b>End-of-Module Assessment Task</b><br>Assessments: 2<br>Lesson days: 20<br>Assessment days: 2<br>Total instructional days: 22                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Compare and order whole numbers by using the words <i>greater than</i>, <i>less than</i>, or <i>equal to</i> as well as the comparison symbols (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>).</li> <li>Identify 1, 10, or 100 more or less than a given number.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1.E<br>1.F<br>2.C<br>2.E<br>2.I<br>3.C<br>3.D<br>3.E<br>3.F<br>3.G<br>3.H<br>4.B<br>4.C<br>4.D<br>4.F<br>4.G<br>5.B                                                                                                                                               |
| <b>Module 4:</b><br>Addition and Subtraction Within 200 with Word Problems to 100 | A: Sums and Differences Within 100<br>B: Strategies for Composing a Ten<br>C: Strategies for Decomposing a Ten<br><b>Mid-Module Assessment Task</b><br>D: Strategies for Composing Tens and Hundreds<br>E: Strategies for Decomposing Tens and Hundreds<br>F: Student Explanations of Written Methods<br><b>End-of-Module Assessment Task</b><br>Assessments: 2<br>Lesson days: 27<br>Assessment days: 3<br>Total instructional days: 30 | Students use their knowledge of place value and properties of operations to build fluency in two-digit addition and subtraction within 100, and to solve one- and two-step word problems within 100. This module also builds students' understanding of addition and subtraction of multi-digit numbers within 200.<br>Students will: <ul style="list-style-type: none"> <li>Learn simplifying strategies to develop fluency.</li> <li>Learn how to add vertically with a focus on building lasting place value understanding.</li> <li>Model and record the steps of the vertical form by using place value disks on a place value chart.</li> <li>Use drawings of place value disks and the chip model to show place value concepts at work.</li> <li>Subtract vertically by aligning place value units.</li> <li>Compose, or bundle, tens and hundreds when adding.</li> <li>Use known facts, such as <math>5 + 8 = 13</math> (5 ones + 8 ones = 13 ones), to solve more complex problems, such as <math>50 + 80 = 130</math> (5 tens + 8 tens = 13 tens).</li> <li>Deepen their understanding of the repetitive nature of the subtraction algorithm, unbundling 1 hundred for 10 tens and 1 ten for 10 ones when necessary.</li> <li>Compare and discuss the various strategies for adding and subtracting up to 200.</li> </ul> | <u>TEKS MPS</u><br>2.1A<br>2.1B<br>2.1C<br>2.1D<br>2.1E<br>2.1F<br>2.1G<br><br><u>TEKS</u><br><b>2.4B</b><br><b>2.4C</b><br><b>2.4D</b><br><b>2.7B</b><br><b>2.7C</b><br>2.2A<br>2.2C<br>2.4A<br><br><u>ELPS</u><br>1.A<br>1.C<br>1.F<br>1.H<br>2.C<br>2.D<br>2.E |



## Grade 2 Scope and Sequence (Continued)

| Module                                                                                    | Topics and Instructional Days                                                                                                                                                                                                                                                                                                                                                                                         | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Standards<br>(Bold = focus standard)                                                                                                                                                                                                       |
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|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Learn about an addition method called totals below.</li> <li>Solve and create one- and two-step word problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2.F<br>2.G<br>2.I<br>3.C<br>3.D<br>3.E<br>3.F<br>3.H<br>4.B<br>4.G<br>5.B<br>5.G                                                                                                                                                           |
| <b>Module 5:</b><br>Addition and Subtraction Within 1,000 with Word Problems Within 1,000 | A: Strategies for Adding and Subtracting Within 1,000<br>B: Strategies for Composing Tens and Hundreds Within 1,000<br><b>Mid-Module Assessment Task</b><br>C: Strategies for Decomposing Tens and Hundreds Within 1,000<br>D: Student Explanations for Choice of Solution Methods<br><b>End-of-Module Assessment Task</b><br>Assessments: 2<br>Lesson days: 20<br>Assessment days: 3<br>Total instructional days: 23 | Students continue renaming place value units and extend their work with addition and subtraction algorithms to numbers within 1,000. Students will: <ul style="list-style-type: none"> <li>Model addition and subtraction with materials and drawings.</li> <li>Relate <i>100 more</i> and <i>100 less</i> to addition and subtraction of 100.</li> <li>Use simplifying strategies for addition and subtraction.</li> <li>Extend the <i>make a ten</i> strategy to make a hundred.</li> <li>Use compensation to subtract from three-digit numbers.</li> <li>Use place value language to explain why strategies work.</li> <li>Add two- and three-digit numbers up to 1,000 by bundling, or composing, units to make a new ten or a new hundred.</li> <li>Subtract two- and three-digit numbers up to 1,000 by decomposing (i.e. unbundling) tens and hundreds.</li> <li>Solve and create one- and two-step word problems involving addition and subtraction.</li> <li>Choose which strategy is most efficient for a given problem, understanding that the strategies they used with one-step problems also work with multi-step word problems.</li> </ul> | <u>TEKS MPS</u><br>2.1A<br>2.1B<br>2.1C<br>2.1D<br>2.1E<br>2.1F<br>2.1G<br><br><u>TEKS</u><br><b>2.4B</b><br><b>2.4C</b><br><b>2.4D</b><br><b>2.7B</b><br>2.2A<br>2.2C<br><br><u>ELPS</u><br>1.C<br>1.D<br>1.E<br>1.H<br>2.E<br>2.G<br>2.I |



| Module                                                                           | Topics and Instructional Days                                                                                                                                                                                                                                                                                                                                  | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Standards<br>(Bold = focus standard)                                                                                                                                                                                                               |
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| <b>Module 6:</b><br>Foundations<br>of<br>Multiplication,<br>Division and<br>Area | A: Formation of Equal Groups<br>B: Arrays and Equal Groups<br><b>Mid-Module Assessment Task</b><br>C: Rectangular Arrays as a<br>Foundation for Multiplication<br>and Division<br>D: The Meaning of Even and<br>Odd Numbers<br><b>End-of-Module Assessment Task</b><br>Assessments: 2<br>Lesson days: 19<br>Assessment days: 3<br>Total instructional days: 22 | Students develop foundational understanding of multiplication and division. They also begin to build an understanding of area and the meaning of even and odd numbers. Students will: <ul style="list-style-type: none"> <li>• Create equal groups using objects and drawings.</li> <li>• Write repeated addition sentences to match drawings of equal groups.</li> <li>• Draw strip diagrams to represent equal groups.</li> <li>• Use equal groups to create arrays and describe the arrays in terms of rows and columns.</li> <li>• Use arrays and strip diagrams to model and solve word problems.</li> <li>• Use drawings and a number line to show division situations and relate them to repeated subtraction.</li> <li>• Find the area of a rectangle by counting square units.</li> <li>• Use square tiles and drawings to compose and decompose rectangular arrays to show equal rows and equal columns.</li> <li>• Pair objects and skip-count by twos to investigate even and odd numbers.</li> </ul> | <u>TEKS MPS</u><br>2.1D<br>2.1G<br><br><u>TEKS</u><br><b>2.6A</b><br><b>2.6B</b><br><b>2.7A</b><br><b>2.9F</b><br>2.4B<br><br><u>ELPS</u><br>1.A<br>1.C<br>1.H<br>2.B<br>2.C<br>2.E<br>2.G<br>2.I<br>3.A<br>3.D<br>3.E<br>3.F<br>3.H<br>3.J<br>4.B |



## Grade 2 Scope and Sequence (Continued)

| Module                                                           | Topics and Instructional Days                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Standards<br>(Bold = focus standard)                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Module 7:</b><br>Problem Solving with Length, Money, and Data | <p>A: Problem Solving with Categorical Data</p> <p>B: Problem Solving with Coins and Bills</p> <p>C: Problem Solving with Financial Literacy</p> <p><b>Mid-Module Assessment Task</b></p> <p>D: Creating an Inch Ruler</p> <p>E: Measuring and Estimating Length Using Customary and Metric Units</p> <p>F: Problem Solving with Customary and Metric Units</p> <p><b>End-of-Module Assessment Task</b></p> <p>Assessments: 2</p> <p>Lesson days: 26</p> <p>Assessment days: 3</p> <p>Total instructional days: 29</p> | <p>Students use addition and subtraction strategies within 100 and problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data. An exploration of personal financial literacy is also included in this module. Students will:</p> <ul style="list-style-type: none"> <li>Learn to sort pictures and information into categories and to record that data in a table.</li> <li>Create and use pictographs and bar graphs to organize and represent a data set with up to 4 categories per graph.</li> <li>Count the total value of a group of coins, skip-counting by fives and tens as needed.</li> <li>Learn to make change from one dollar by using counting on and simplifying strategies (e.g., the arrow way).</li> <li>Solve one- and two-step word problems involving money and length.</li> <li>Consider saving as an alternative to spending and learn how money saved can grow into a larger sum over time.</li> <li>Compare deposit and withdrawal, consumer and producer, and borrowing and lending.</li> <li>Learn about the inch as a unit of length and understand that 12 inches form a larger unit called a foot.</li> <li>Measure using both customary units of length (e.g., inches, feet, yards) and metric units of length (e.g., centimeters, meters), choosing appropriate tools to measure each object efficiently.</li> <li>Generate mental benchmarks for customary units; for example, the width of a quarter is about 1 inch, and the length of a sheet of paper is about 1 foot.</li> </ul> | <p>TEKS MPS</p> <p>2.1A<br/>2.1B<br/>2.1C<br/>2.1D<br/>2.1E<br/>2.1F</p> <p>TEKS</p> <p><b>2.2E</b><br/><b>2.2F</b><br/><b>2.4A</b><br/><b>2.4B</b><br/><b>2.4C</b><br/><b>2.5A</b><br/><b>2.5B</b><br/><b>2.9A</b><br/><b>2.9B</b><br/><b>2.9C</b><br/><b>2.9D</b><br/><b>2.9E</b><br/><b>2.10A</b><br/><b>2.10B</b><br/><b>2.10C</b><br/><b>2.10D</b><br/><b>2.11A</b><br/><b>2.11B</b><br/><b>2.11C</b><br/><b>2.11D</b><br/><b>2.11E</b><br/><b>2.11F</b><br/>2.2C<br/>2.2D</p> |



| Module                                                                                  | Topics and Instructional Days                                                                                                                                                                                      | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Standards<br>(Bold = focus standard)                                                                                                                                                                            |
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|                                                                                         |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u>ELPS</u><br>1.A<br>1.C<br>1.D<br>1.F<br>1.H<br>2.A<br>2.B<br>2.C<br>2.E<br>2.G<br>2.H<br>2.I<br>3.A<br>3.B<br>3.C<br>3.D<br>3.E<br>3.F<br>3.G<br>3.H<br>3.I<br>4.D<br>4.F<br>4.G<br>4.H<br>4.J<br>5.F<br>5.G |
| <b>Module 8:</b><br>Time,<br>Shapes, and<br>Fractions<br>as Equal<br>Parts of<br>Shapes | A: Attributes of Geometric Shapes<br>B: Composite Shapes and<br>Fraction Concepts<br><b>Mid-Module Assessment Task</b><br>C: Fractions of Circles and<br>Rectangles<br>D: Application of Fractions<br>to Tell Time | Students explore two- and three-dimensional geometric shapes, identifying their attributes to sort, classify, and compare. They will study how shapes can be put together to form new shapes and how they can be partitioned, or divided, into equal fractional parts. Students will use their understanding of fraction concepts to tell time. Students will: <ul style="list-style-type: none"> <li>Use attributes such as the number of sides or angles to describe various shapes.</li> </ul> | <u>TEKS MPS</u><br>2.1A<br>2.1B<br>2.1E<br>2.1G<br><br><u>TEKS</u><br><b>2.3A</b><br><b>2.3B</b>                                                                                                                |



## Grade 2 Scope and Sequence (Continued)

| Module | Topics and Instructional Days                                                                                                   | Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Standards<br>(Bold = focus standard)                                                                                                                                                                                                                                                                   |
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|        | <b>End-of-Module Assessment Task</b><br>Assessments: 2<br>Lesson days: 16<br>Assessment days: 3<br>Total instructional days: 19 | <ul style="list-style-type: none"> <li>Use attributes to build different polygons including triangles, quadrilaterals, pentagons, and hexagons.</li> <li>Use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids.</li> <li>Use a tangram puzzle to explore how smaller shapes can be put together to form different shapes and to recognize that smaller parts make up a whole.</li> <li>Partition shapes into equal parts and describe those parts as halves, fourths, or eighths.</li> <li>Partition a circle into halves and quarters to make a paper clock and tell time to the half hour and quarter hour.</li> <li>Tell time to the nearest five minutes and relate a.m. and p.m. to time of day.</li> </ul> | <b>2.3C</b><br><b>2.8A</b><br><b>2.8B</b><br><b>2.8C</b><br><b>2.8D</b><br><b>2.8E</b><br><b>2.9G</b><br>2.2C<br>2.3D<br>2.4A<br>2.4B<br>2.9A<br>2.9B<br><br><u>ELPS</u><br>1.A<br>1.C<br>1.E<br>1.F<br>1.H<br>2.C<br>2.D<br>2.E<br>2.I<br>3.C<br>3.E<br>3.H<br>3.J<br>4.A<br>4.B<br>4.F<br>4.G<br>5.G |
|        | <b>Total instructional days: 165 days</b>                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                        |

