# Pacing Guide

Build Understanding
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| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Unit 1 NUMBERS TO 20 AND DATA** | | |
| **Module 1: Fluency for Addition and Subtraction Within 20** | | |
| Lesson 1.1 Use Doubles Facts to Add | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 1 day |
| Lesson 1.2 Develop Fluency with Addition Using Mental Strategies and Properties | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 2 days |
| Lesson 1.3 Relate Addition and Subtraction | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 1 day |
| Lesson 1.4 Develop Fluency with Subtraction Using Mental Strategies | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 2 days |
| Lesson 1.5 Use the Make a Ten Strategy to Add | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 1 day |
| Lesson 1.6 Use a Tens Fact to Subtract | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 1 day |
| Lesson 1.7 Add 3 Numbers Using Mental Strategies and Properties | ■ Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | 1 day |
| **Module 2: Equal Groups** | | |
| Lesson 2.1 Identify Even and Odd Numbers | ☐ Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | 1 day |
| Lesson 2.2 Write Equations to Represent Even Numbers | ☐ Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | 1 day |
| Lesson 2.3 Represent Equal Groups | ☐ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | 1 day |
| Lesson 2.4 Add to Find the Total Number of Objects in Arrays | ☐ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | 1 day |
| Lesson 2.5 Practice with Arrays | ☐ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | 1 day |

Major
Supporting
Additional

**In addition to the core instructional pacing, HMH recommends the following:**
- 3 days per year for the Growth Measure assessments
- 2 days per module for the Module Opener, Are You Ready?, Module Review, and Module Test
- 1 day per unit for the Performance Task

Using these recommendations, the total pacing for Grade 2 is 181 days.

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 3: Data** | | |
| Lesson 3.1 Collect and Record Data | ☐ Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 1 day |
| Lesson 3.2 Interpret Picture Graph | ☐ Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 1 day |
| Lesson 3.3 Draw Picture Graphs to Represent Data | ☐ Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 1 day |
| Lesson 3.4 Interpret Bar Graphs | ☐ Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 1 day |
| Lesson 3.5 Draw Bar Graphs to Represent Data | ☐ Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | 1 day |

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Unit 2 PLACE VALUE** | | |
| **Module 4: Understand Place Value** | | |
| Lesson 4.1 Group Tens as Hundreds | ■ 100 can be thought of as a bundle of ten tens—called a "hundred."<br>■ The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | 1 day |
| Lesson 4.2 Understand Three-Digit Numbers | ■ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. | 1 day |
| Lesson 4.3 Represent Three-Digit Numbers | ■ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. | 1 day |
| Lesson 4.4 Represent Numbers with Hundreds, Tens, and Ones | ■ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.<br>■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| Lesson 4.5 Place Value to 1,000 | ■ Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. | 1 day |
| **Module 5: Read, Write, and Show Numbers to 1,000** | | |
| Lesson 5.1 Use Expanded Form | ■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| Lesson 5.2 Use Number Names | ■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| Lesson 5.3 Different Ways to Write Numbers | ■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| Lesson 5.4 Different Ways to Show Numbers | ■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| Lesson 5.5 Read, Write, and Show Numbers | ■ Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | 1 day |
| **Module 6: Use Place Value** | | |
| Lesson 6.1 Count Within 1,000 | ■ Count within 1000; skip-count by 5s, 10s, and 100s. | 1 day |
| Lesson 6.2 Add and Subtract 10 or 100 | ■ Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | 1 day |
| Lesson 6.3 Identify and Extend Number Patterns | ■ Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | 1 day |
| Lesson 6.4 Compare Three-Digit Numbers | ■ Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | 1 day |
| Lesson 6.5 Use Symbols to Compare Numbers | ■ Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. | 1 day |

Major ☐ Supporting ○ Additional

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Unit 3 MONEY AND TIME** | | |
| **Module 7: Coins** | | |
| Lesson 7.1 Relate Place Value to Coins | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 1 day |
| Lesson 7.2 Identify and Find the Value of Coins | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 2 days |
| Lesson 7.3 Compute the Value of Coin Combinations | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 1 day |
| Lesson 7.4 Show Amounts in Different Ways | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 2 days |
| **Module 8: Dollar Amounts** | | |
| Lesson 8.1 Relate the Value of Coins to One Dollar | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 1 day |
| Lesson 8.2 Compute the Value of Dollar Combinations | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 1 day |
| Lesson 8.3 Solve Problems Involving Money | ☐ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | 2 days |

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 9: Time** | | |
| Lesson 9.1 Tell and Write Time to 5 Minutes | ☐ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 1 day |
| Lesson 9.2 Different Ways to Tell and Write Time | ☐ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 2 days |
| Lesson 9.3 Practice Telling and Writing Time | ☐ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 1 day |
| Lesson 9.4 Tell and Write Time with A.M. and P.M. | ☐ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 1 day |

Major Supporting Additional

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Unit 4 TWO-DIGIT ADDITION AND SUBTRACTION** | | |
| **Module 10: Addition and Subtraction Counting Strategies** | | |
| Lesson 10.1 Use a Hundred Chart | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>■ Add up to four two-digit numbers using strategies based on place value and properties of operations. | 1 day |
| Lesson 10.2 Use a Number Line | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>■ Add up to four two-digit numbers using strategies based on place value and properties of operations. | 1 day |
| Lesson 10.3 Practice Counting Strategies | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>■ Add up to four two-digit numbers using strategies based on place value and properties of operations. | 1 day |
| **Module 11: Addition and Subtraction Grouping Strategies** | | |
| Lesson 11.1 Decompose Ones to Add | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 11.2 Decompose Ones to Subtract | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 11.3 Decompose Numbers to Add | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 11.4 Decompose Addends as Tens and Ones | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 11.5 Decompose Numbers to Subtract | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 12: Represent and Record Addition and Subtraction** | | |
| Lesson 12.1 Represent Regrouping for Addition | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 12.2 Represent Regrouping for Subtraction | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 12.3 Represent and Record Two-Digit Addition | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 2 days |
| Lesson 12.4 Represent and Record Two-Digit Subtraction | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 2 days |
| Lesson 12.5 Add Two-Digit Numbers | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>Explain why addition and subtraction strategies work, using place value and the properties of operations. | 1 day |
| Lesson 12.6 Subtract Two-Digit Numbers | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>Explain why addition and subtraction strategies work, using place value and the properties of operations. | 1 day |
| **Module 13: Develop Addition and Subtraction Fluency** | | |
| Lesson 13.1 Rewrite Addition Problems | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 13.2 Rewrite Subtraction Problems | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |
| Lesson 13.3 Use Addition and a Number Line to Subtract | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | 1 day |

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 13: Develop Addition and Subtraction Fluency** | | |
| Lesson 13.4 Add 3 Two-Digit Numbers Using Strategies and Properties | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>■ Add up to four two-digit numbers using strategies based on place value and properties of operations.<br>■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.<br>■ Explain why addition and subtraction strategies work, using place value and the properties of operations. | 2 days |
| Lesson 13.5 Add 4 Two-Digit Numbers Using Strategies and Properties | ■ Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>■ Add up to four two-digit numbers using strategies based on place value and properties of operations.<br>■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.<br>■ Explain why addition and subtraction strategies work, using place value and the properties of operations. | 2 days |
| **Module 14: Algebra** | | |
| Lesson 14.1 Use Drawings to Represent Addition and Subtraction Situations | ■ Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 2 days |
| Lesson 14.2 Use Equations to Represent Addition and Subtraction Situations | ■ Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 2 days |

*Module continued on next page* ➔

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 14: Algebra** | | |
| Lesson 14.3 Use Drawings and Equations to Represent Two-Digit Addition | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 2 days |
| Lesson 14.4 Use Drawings and Equations to Represent Two-Digit Subtraction | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 2 days |
| **Module 15: Addition and Subtraction Word Problems** | | |
| Lesson 15.1 Solve Addition Word Problems | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 1 day |
| Lesson 15.2 Solve Subtraction Word Problems | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 1 day |
| Lesson 15.3 Solve Multistep Addition and Subtraction Problems | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | 2 days |

| Lesson | | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|---|
| **Unit 5 THREE-DIGIT ADDITION AND SUBTRACTION** | | | |
| **Module 16: Three-Digit Addition** | | | |
| Lesson 16.1 | Use Drawings to Represent Three-Digit Addition | ■ Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 16.2 | Decompose Three-Digit Addends | ■ Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 16.3 | Represent Regrouping for Addition | ■ Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 16.4 | Add Three-Digit Numbers | ■ Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| **Module 17: Three-Digit Subtraction** | | | |
| Lesson 17.1 | Represent Three-Digit Subtraction | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |

*Module continued on next page* ➔

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 17: Three-Digit Subtraction** | | |
| Lesson 17.2 Represent Regrouping for Subtraction | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 17.3 Subtract Three-Digit Numbers | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 17.4 Represent Regrouping with Zeros | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 17.5 Regrouping with Zeros | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | 1 day |
| Lesson 17.6 Add and Subtract Three-Digit Numbers | ■ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.<br>■ Explain why addition and subtraction strategies work, using place value and the properties of operations. | 1 day |

| Lesson | | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|---|
| **Unit 6 MEASUREMENT: LENGTH** | | | |
| **Module 18: Length in Inches, Feet, and Yards** | | | |
| Lesson 18.1 Estimate Lengths Using Inches | ■ | Estimate lengths using units of inches, feet, centimeters, and meters. | 1 day |
| Lesson 18.2 Make and Use a Ruler | ■ | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 2 days |
| Lesson 18.3 Measure to the Nearest Inch | ■ | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 1 day |
| Lesson 18.4 Make Line Plots to Show Measurement Data | □ | Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | 2 days |
| Lesson 18.5 Estimate Lengths Using Feet | ■ | Estimate lengths using units of inches, feet, centimeters, and meters. | 1 day |
| Lesson 18.6 Measure in Inches and Feet | ■ | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | 1 day |
| Lesson 18.7 Measure to the Nearest Yard | ■ | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 2 days |
| Lesson 18.8 Choose Appropriate Tools | ■ | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 1 day |
| **Module 19: Length in Centimeters and Meters** | | | |
| Lesson 19.1 Estimate Lengths Using Centimeters | ■ | Estimate lengths using units of inches, feet, centimeters, and meters. | 1 day |
| Lesson 19.2 Measure to the Nearest Centimeter | ■ | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 1 day |
| Lesson 19.3 Estimate Lengths Using Meters | ■ | Estimate lengths using units of inches, feet, centimeters, and meters. | 1 day |
| Lesson 19.4 Measure in Centimeters and Meters | ■ | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | 1 day |

# Pacing Guide

Build Understanding
Connect Concepts and Skills
Apply and Practice

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Module 20: Relate Addition and Subtraction to Length** | | |
| Lesson 20.1 Relate Inches to a Number Line | ■ Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. | 1 day |
| Lesson 20.2 Add and Subtract Lengths in Inches | ■ Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.<br>■ Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. | 1 day |
| Lesson 20.3 Relate Centimeters to a Number Line | ■ Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. | 1 day |
| Lesson 20.4 Add and Subtract Lengths in Centimeters | ■ Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.<br>■ Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . . , and represent whole-number sums and differences within 100 on a number line diagram. | 1 day |
| Lesson 20.5 Measure and Compare Lengths in Centimeters | ■ Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | 1 day |

| Lesson | Mathematics Standards, Grade 2 | Pacing |
|---|---|---|
| **Unit 7 GEOMETRY AND FRACTIONS** | | |
| **Module 21: Two- and Three-Dimensional Shapes** | | |
| Lesson 21.1 Identify and Draw Three-Dimensional Shapes | ○ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 2 days |
| Lesson 21.2 Identify and Draw Two-Dimensional Shapes | ○ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 2 days |
| Lesson 21.3 Find and Count Angles in Two-Dimensional Shapes | ○ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 1 day |
| Lesson 21.4 Sort Two-Dimensional Shapes by Sides and Angles | ○ Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 1 day |
| **Module 22: Understand Fractions** | | |
| Lesson 22.1 Partition Rectangles | ○ Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.<br>□ Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | 1 day |
| Lesson 22.2 Identify and Describe Equal Shares | ○ Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | 2 days |
| Lesson 22.3 Draw Equal Shares | ○ Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | 1 day |
| Lesson 22.4 Show and Describe an Equal Share | ○ Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | 2 days |
| Lesson 22.5 Different Ways to Show Equal Shares | ○ Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | 1 day |