

SECOND GRADE

FULL YEAR CURRICULUM



BUNDLE

**This guide will help you
navigate the math
curriculum resources!**



Hi there!

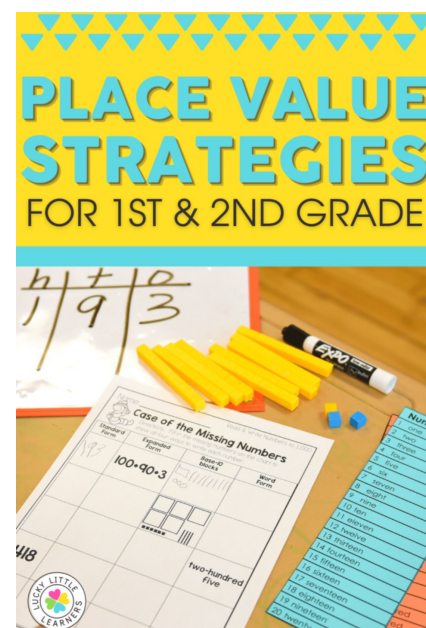
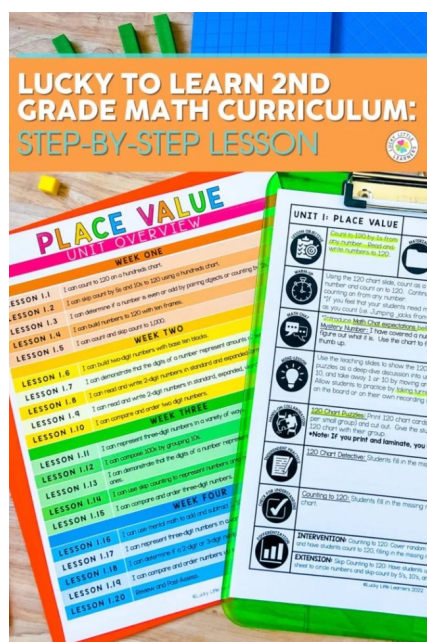
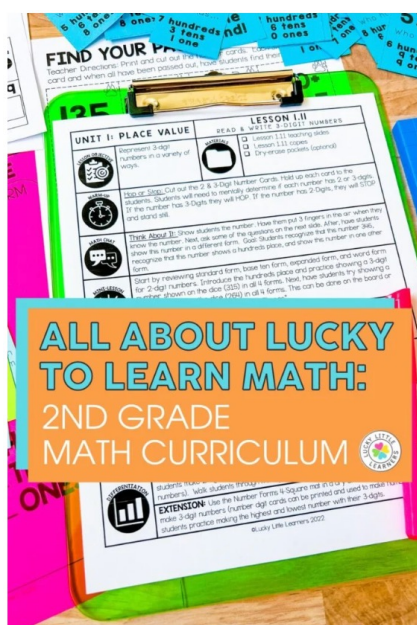
Thank you so much for your interest in my Lucky to Learn Math curriculum! This document will help you get started using the resource.

— Angie

HELPFUL TIPS:

- Download the files to your computer. Open the PDF files with Adobe Reader. If you do not have the most current version of Adobe Reader installed, you can [get it for free here](#).
- [This navigation page](#) will be useful if you would like to download lesson by lesson.
- There are both PDF and PowerPoint versions of the teaching slides.

RELATED BLOG POSTS:



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Why?

Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math curriculum you've been looking for!

This resource can also be used as a supplement to other math programs. Includes: teaching slides, lesson plans, warm-ups, math chats, mini lessons, collaborations, worksheets, differentiation, assessments, anchor charts, songs, and SO much more!

Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

3

2

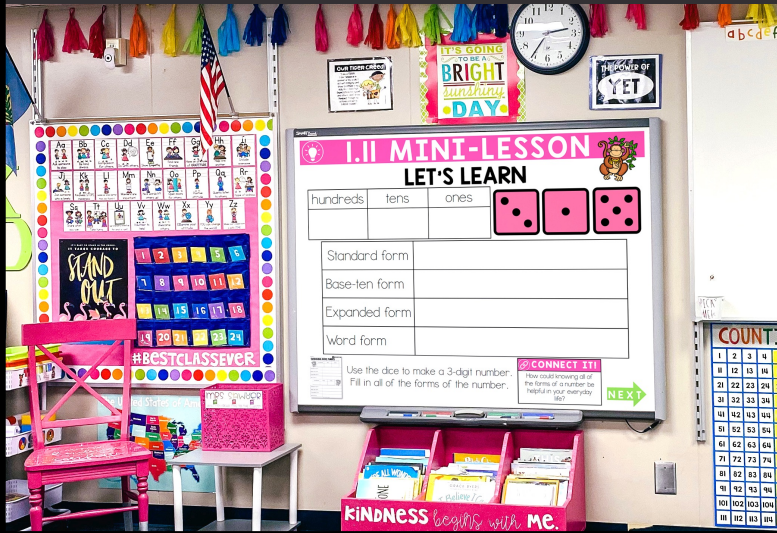
Looking for resources that are easy to prep?

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.



PERFECT FOR...

Math block



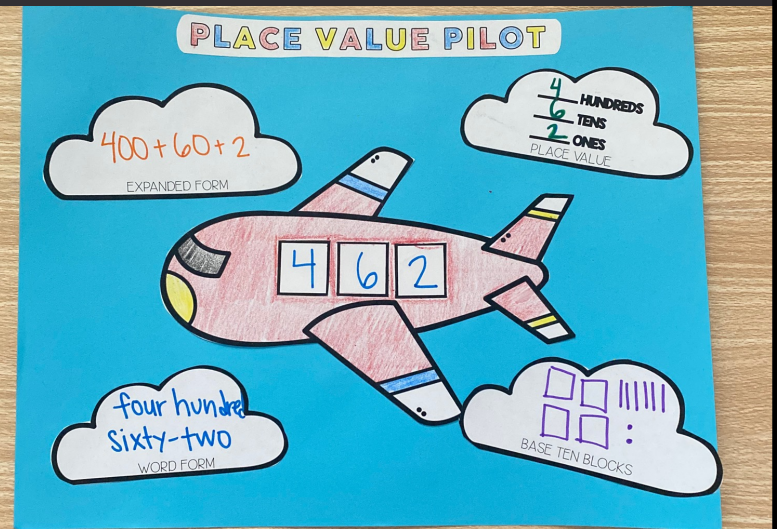
Supplemental practice



Interventions



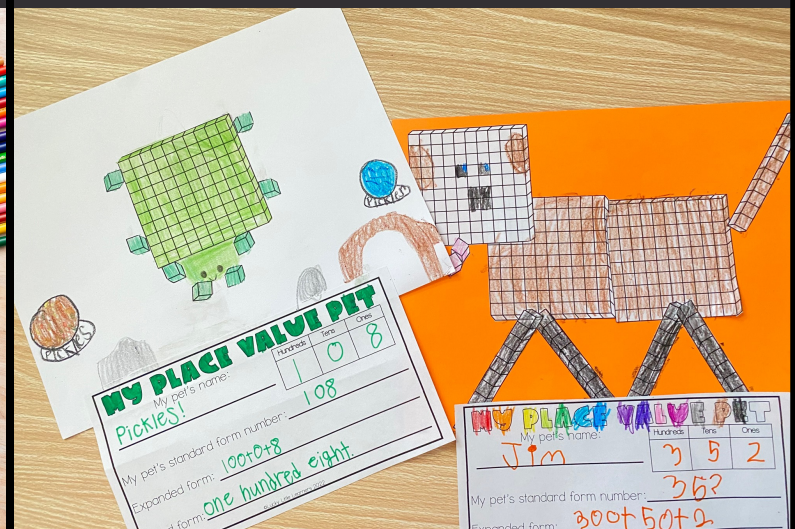
Extensions



Number talks



Themed units



LUCKY TO LEARN MATH

----- CONTENTS -----

MATH UNITS	RELEASE DATE
Unit 1: Place Value	<u>AVAILABLE!</u>
Unit 2: Addition & Subtraction	<u>AVAILABLE!</u>
Unit 3: 2-digit & 3-digit Addition & Subtraction	<u>AVAILABLE!</u>
Unit 4: Money & Economics	<u>AVAILABLE!</u>
Unit 5: Telling Time	<u>AVAILABLE!</u>
Unit 6: Graphs & Data	<u>AVAILABLE!</u>
Unit 7: Measurement	<u>AVAILABLE!</u>
Unit 8: Geometry	<u>AVAILABLE!</u>
Unit 9: Multiplication	<u>AVAILABLE!</u>
Unit 10: End of Year Review	<u>AVAILABLE!</u>

CURRICULUM INCLUDES:

✓ Unit overviews	✓ Lesson plans
✓ Pre-assessments	✓ Teaching slides
✓ Post-assessments	✓ Warm-ups
✓ Anchor charts	✓ Math chats (Number talk)
✓ Craftivities	✓ Mini lessons
✓ Book recommendations	✓ Collaborations
✓ Original songs	✓ Independent Practice
✓ Optional activities	✓ Interventions
✓ Themed unit & lessons	✓ Extensions
✓ Vocabulary word cards	✓ Checks for understanding

UNIT MATERIALS



Anchor charts

SKIP COUNTING

Counting by 2s

2 4 6 8 10 12 14 16 18

Counting by 5s

5 10 15 20 25 30 35 40 45

Counting by 10s

10 20 30 40 50 60 70 80 90

Counting by 100s

100 200 300 400 500 600 700 800 900

NUMBER FORMS

Expanded Form

$300 + 80 + 2$

Word Form

three hundred eighty-two

Standard form

382

Base Ten Blocks

Place Value Chart

H	T	O
3	8	2

Binder covers

Lucky to Learn
MATH

UNIT 1
PLACE VALUE

BUILDING A PLACE VALUE COMMUNITY

Lucky to Learn
MATH

UNIT 1
PLACE VALUE

BUILDING A PLACE VALUE COMMUNITY

Unit assessments

Name _____

PLACE VALUE PRE-ASSESSMENT

Fill in the missing number forms in each row.

Standard form	Base Ten Blocks	Expanded Form	Word Form
152			two hundred forty-one

Compare the numbers using <, >, or =.

42 ○ 51

288 ○ 208

321 ○ 320

125

186

99

148

Put these numbers in order from least to greatest.

56

Put these numbers in order from least to greatest on a number line.

72

31

10

Fill in the chart with how many ones, tens, and hundreds are in the number.

428

HUNDREDS	TENS	ONES

Group the tens to make hundreds and find the total.

Total: _____

Name _____

Date _____

PLACE VALUE ASSESSMENT

Fill in the missing numbers on the hundreds chart piece.

16	17	20
	28	29
37	38	

Write the place of the underlined digit.

129 _____

462 _____

977 _____

583 _____

Use mental math to add and subtract.

399 - _____ = _____

765 + _____ = _____

Count the objects, write even or odd.

Now many? _____

Even or Odd? _____

356

279

Fill in the missing numbers in each row by skip counting by 10s, 100s, or 1000s.

239	339	439
645	650	655
162	172	182

Original songs

EVEN NUMBERS SONG

0, 2, 4, 6, 8

EVEN NUMBERS ARE SO FINE!

AND WHEN YOU ADD THEM TOGETHER

IT STARTS ALI...

(REPEAT 3x)

ODD NUMBERS SONG

1, 3, 5, 7, 9

1, 3, 5, 7, 9

ODD NUMBERS ARE SO FINE!

1, 3, 5, 7, 9

WHEN YOU ADD THEM TOGETHER

IT SING IT AGAIN!

(REPEAT CHORUS)

Craftivities

Vocabulary cards

Directions: Roll a die 3 times to find your 3 digits. Write a digit in each of the squares. Cut out all of the items. Glue the squares onto the plane, like windows. Show the 3-digit number in 4 ways. Glue the plane and clouds onto blue paper.

PLACE VALUE PILOT

BASE TEN BLOCKS

WORD FORM

HUNDREDS

TENS

ONES

PLACE VALUE

EXPANDED FORM

Name _____

PLACE VALUE PILOT

Directions: Roll a die 3 times to find your three digits and write them in the plane windows. Fill in the clouds with each form of the number. Color when you're done!

HUNDREDS

TENS

ONES

PLACE VALUE

WORD FORM

BASE TEN BLOCKS

EXPANDED FORM

row

Objects or numbers in a straight line side-by-side.

1 2 3 4 5

column

Objects or numbers lined up one on top of the other.

1

2

3

4

skip count

Counting by a certain number that isn't one

0 2 4 6

even

A number that makes a pair

6 is even

0 2 4 6 8

odd

A number that doesn't make a pair.

5 is odd

1 3 5 7 9

ten frame

A graphic that shows dots for the number

7

3

ones

The ones digit shows how many ones are in a number

24

4 ones

tens

The tens digit shows how many tens of 10 are in a number

24

2 tens

MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

UNIT 1: PLACE VALUE

LESSON 1.1
Counting to 120

- Lesson 1.1 teaching slides
- Lesson 1.1 copies
- 120 chart

WATERFALL

Count to 120 by 1s from any number. Read and write numbers to 120.

Using the 120 chart slide, count as a whole-group by 1s. Next, point to a random number and count on to 120. Continue until you feel students are comfortable counting on from any number.

*If you feel that your students need movement before your lesson, add exercises as you count (i.e. Jumping jacks from 83 to 120).

*Introduce **Math Chat** expectations beforehand.

Mystery Number: I have covered a number on the 120 chart and you have to figure out what it is. Use the chart to figure it out. When you have it, put your thumb up.

Use the teaching slides to show the 120 chart puzzle instructions. Use these puzzles as a deep-dive discussion into using a 100 or 120 chart to easily add 1 or 10, and take away 1 or 10 by 1. Allow students to practice by 10 on the board or on their own.

120 Chart Puzzles: Print 120 (small group) and cut out. Use the chart with their group. **Write: If you print and use.**

120 Chart Detective: Student

Counting to 120: Students f

INTERVENTION: and have students

EXTENSION: Skip C

Name _____

COUNTING ON MY ROUTE

Directions: Walk the room to each "mailbox" and find the missing number. Write the number in the matching box below.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	

321, 331, ____, 351

742, 842, ____, 1042



1.5 COLLABORATION

LET'S WORK TOGETHER!

Walk the Room Activity

Use your recording sheet to write the missing number from each skip counting sequence around the room.

A	321, 331, ____, 351	B	275, 375, 475, ____
C	285, ____, 295, 300	D	524, 526, ____, 530
E	____, 965, 970, 975	F	848, ____, 852, 854
G	____, 727, 737, 747	H	408, 508, ____, 708

NEXT

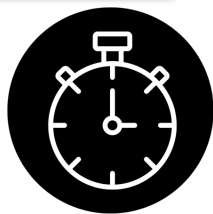
ICON KEY



OBJECTIVE



MATERIALS



WARM UP



MINI LESSON



MATH CHAT



HANDS-ON
COLLABORATION



INDEPENDENT
PRACTICE



CHECK FOR
UNDERSTANDING

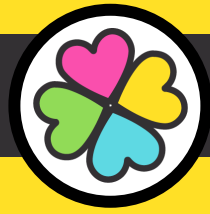


DIFFERENTIATION



BONUS

LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Quick warm-up in each lesson

Collaborative hands-on tasks








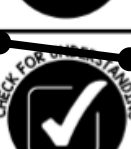
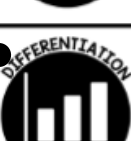
Skill-focused mini lesson

Quick assessments

Independent practice

Materials have matching icons for routine & easy organization

Differentiation options

UNIT 1: PLACE VALUE		LESSON 1.1 Counting to 120	
 LESSON OBJECTIVE	Count to 120 by 1s from any number. Read and write numbers to 120.	 MATERIALS	<input type="checkbox"/> Lesson 1.1 teaching slides <input type="checkbox"/> Lesson 1.1 copies <input type="checkbox"/> 120 chart
 WARM-UP	Using the 120 chart slide, count as a whole group by number and count on to 120. Continue until you feel counting on from any number. *If you feel that your students need movement before your lesson, use movement as you count (i.e. Jumping jacks from 83 to 120).		
 MATH CHAT	*Introduce <u>Math Chat expectations</u> beforehand. <u>Mystery Number</u> : I have covered a number on the 120 chart and you have to figure out what it is. Use the chart to figure it out. When you have it, put your thumb up.		
 MINI-LESSON	Use the teaching slides to show the 120 chart puzzle instructions. Use these puzzles as a deep-dive discussion into using a 100 or 120 chart. Use the 100 or 120 chart to add 10, and take away 1 or 10 by moving around on the chart. Allow students to practice by taking turns filling in missing numbers on the board or on their own recording sheet: "Piecing 120".		
 COLLABORATIVE HANDS-ON TASKS	<u>120 Chart Puzzles</u> : Print 120 chart cards on different colored paper (enough for 1 per small group) and cut out. Give the students the cards and have them build the 120 chart with their group. *Note: If you print and laminate, you can use these again and again!		
 INDEPENDENT PRACTICE	<u>120 Chart Detective</u> : Students fill in the missing numbers.		
 CHECK FOR UNDERSTANDING	<u>Counting to 120</u> : Students fill in the missing numbers on each section of a 120 chart.		
 DIFFERENTIATION	INTERVENTION : Counting to 120: Cover random numbers on a 120 chart with sticky notes and have students count to 120 filling in the missing numbers as they go. EXTENSION : Skip Counting to 120: Have students use a personal 120 chart in a dry-erase		

TEACHING SLIDES

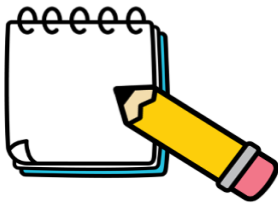


I.1 MINI-LESSON

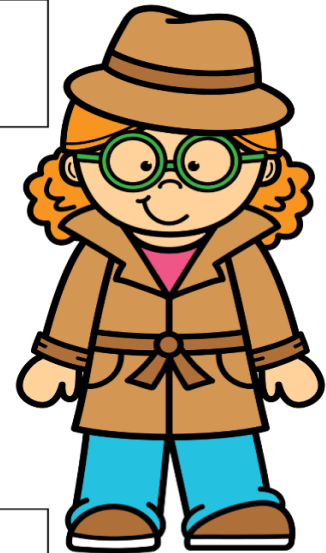
LET'S PRACTICE TOGETHER!

Using the recording sheet or by writing on the board, fill in the missing numbers.

CHART D



11			15
		23	
	42		
51			



NEXT →



I WILL BE ABLE TO...

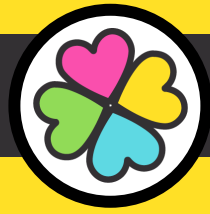
Count to 120 by 1s from any number.
Read and write numbers to 120.



NEXT →

Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS



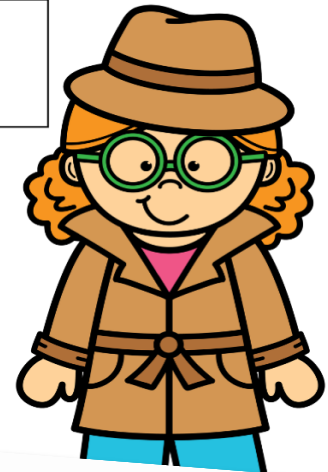
I.I MINI-LESSON

LET'S PRACTICE TOGETHER!

Using the recording sheet or by writing on the board, fill in the missing numbers.

CHART D

11			15
		23	
	42		
51			



Name _____

PIECING TOGETHER THE PUZZLE

Directions: Fill in the missing numbers on the 120 chart puzzles below.



COUNTING TO 120

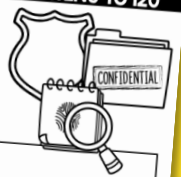


CHART A

		79	
	97	99	
			110
		118	

CHART B

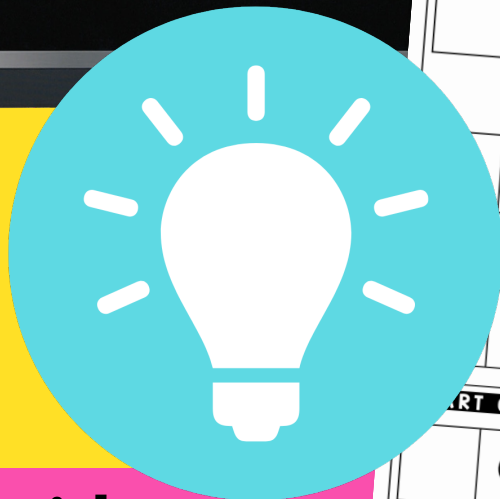
	32		
		44	
			65

CHART C

	62			
			84	
	92			
		103		

CHART D

11			15
		23	
	42		
51			



Provides
instruction &
scaffolded
practice with
the skill.

COLLABORATION



SKIP COUNTING TO THE STARS



SKIP COUNTING 5 AND 10

Directions: Spin to decide who goes first- highest number wins! On your turn, spin the spinner and move ahead that many spaces. Follow the directions on the space stopping at 120. The game ends when a player reaches the winner star!



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Hands-on activities for students to practice the skill in fun ways with partners and groups

INDEPENDENT WORK



Name _____



SKIP COUNTING 5 AND 10

COUNTING CONSTELLATIONS

Directions: Connect the dots to form the constellations. Start with the smallest number and remember that the star has two different numbers because that will be the end. Fill in the boxes with the numbers that would come next.

Little Dipper (Ursa Minor)
Count by fives

80 • 75 • 85 • 90 ★ 70 • 65 • 60 • 55

What would come next?

85			
----	--	--	--

Big Dipper (Ursa Major)
Count by tens

20 • 30 • 40 • 50 ★ 90 • 80 • 70 • 60

What would come next?

90			
----	--	--	--

Orion
Count by fives

10 • 5 • 15 • 20 • 25 • 30 • 35 • 40 ★ 60 • 45 • 50 • 55

What would come next?

60			
----	--	--	--

Cassiopeia
Count by tens

20 • 30 • 40 • 50 • 60

What would come next?

60			
----	--	--	--

Leo
Count by fives

30 • 25 • 35 • 40 ★ 70 • 45 • 50

What would come next?

--	--	--	--

Aries
Count by tens

30 • 20 • 10 • 0

What would come next?

40			
----	--	--	--

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Worksheets that align with the lesson theme provide opportunities for student independence and mastery.

CHECK UNDERSTANDING



Name _____

CHECK FOR UNDERSTANDING
Finish the pattern by counting by 10s.

60	70					
10	20					

Finish the pattern by counting by 5s.

5	10							
---	----	--	--	--	--	--	--	--

☒ SKIP COUNTING 5 AND 10

___ / 4



Name _____

CHECK FOR UNDERSTANDING
Finish the pattern by counting by 10s.

60	70					
10	20					

Finish the pattern by counting by 5s.

5	10							
50	55							

☒ SKIP COUNTING 5 AND 10

___ / 4

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

DIFFERENTIATION



Intervention & extension tasks can be kept on a ring at your teacher table for easy access!

SKIP COUNTING 5s



5	10	15	20	25	30
35	40	45	50	55	60
65	70	75	80	85	90
95	100	105	110	115	120

SKIP COUNTING 10s

10	20	30	40
50	60	70	80
90	100	110	120

SUPPLIES:

- 120's chart
- Sticky Notes
- Marker

INTERVENTION:

- Cover random numbers on the 120's chart (as many as you would like- the difficulty increases as your covered numbers increase).
- Working 1-on-1 or in a small group, have the students count to 120 saying even the numbers that are covered.
- As they say the covered numbers, have them write the missing number on the sticky note.

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SUPPLIES:

- Skip Counting by 5s and 10s cards (cut out)

INTERVENTION:

- Have students sort and order the counting by 5s or counting by 10s cards
- Once they have done each set, see if they can speed sort a set.
- How fast can they go?
- If you took away a number, can they tell you what belongs there?

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SUPPLIES:

- Personal 120's chart per student in a dry erase sheet (Lesson 1.1)
- Dry-erase markers

EXTENSION:

- Start by having the students circle the 10's column and practice counting by 10's.
- Next, have the students circle the numbers you say when you count by 5's. Practice counting by 5's.
- Practice counting by 5's and 10's starting at any number and reaching 120.
- If students are ready, you can extend this to skip counting by 2's.

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SUPPLIES:

- Dry-erase boards (optional)
- Dry-erase markers (optional)

EXTENSION:

- Explain that skip counting by 5s and 10s beyond 120 in the same pattern.
- Have students practice this by counting writing the numbers on a dry-erase board.
- Start at random numbers and have them count by 5s or 10s (e.g., 220, 225, 230, etc.)
- Practice counting by 10s from numbers in zero (43, 53, 63... or 672, 682, 692)

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EXAMPLE MATERIALS



UNIT 1: PLACE VALUE

LESSON 1.3
EVEN AND ODD / COUNTING BY TWOS

GOALS:

- Determine if a number is even or odd. Skip count by twos to 120.
- Have students stand in a circle with a 120 chart visible. Say, "Yesterday, we did the game counting by ones today, we are going to count by twos. When I point to you, say the number that comes next, then point to another student and sit down." Start at 10. Stop once everyone in the circle has had a turn. Do this as many times as you'd like, starting from random numbers within 120. Challenge: See if your students can go beyond 120!
- Word Problem: Each student has 10 fingers. There are 6 students. How many fingers are there in all? (Students will use skip-counting from yesterday's lesson to solve this problem.)
- Print out a set of ten frame cards and cut them out. Have students work together (this can be done whole-group or in small groups) to sort the ten frames into two piles. Ask: "How did we sort the cards? What do you notice about the cards in each pile?" Guide students to understand that in one pile, the cards show every odd number and the cards in the other pile do not. On the teaching slides, have students help you record the even and odd numbers that were shown on the frames. Teach that we can tell if a number is even or odd by looking at a group of objects and seeing if there is an "odd man out".
- Shopping Sprint Game:** Put students into pairs (or groups of 3) to play this game. They roll the die to see who goes first. Then, they roll, move, and complete the task on each space out loud. The first person to the finish line wins.
- Even or odd?** Students count the objects and write the total, coloring if it is even or odd. Students will also count by 2s to find the total amount of objects.
- Even and Odd / Skip Counting by 2s:** Students will write the even and odd numbers, determine if a group of objects is even or odd, and fill in the blanks counting by 2s.
- INTERVENTION: (Odd/Even)** Use bingo chips or counters to build numbers (like ten-frames) and discuss odd and even numbers. (Skip Counting by 2s) Popsicle Stick Sort.
- EXTENSION: (Odd/Even)** Numbers can be classified as even and odd no matter how big the number gets. Use the even and odd sort to teach how we always look at the ones place to decide if it's even or odd. (Skip Counting by 2s) Extending counting by 2s on a number line.

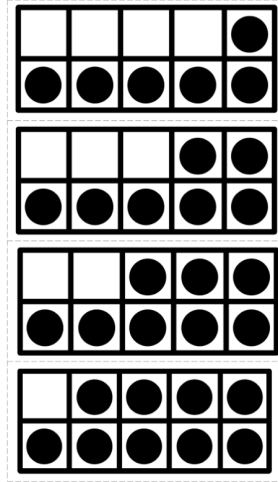
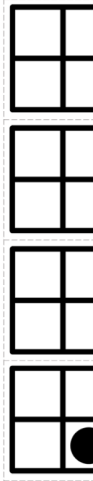
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SORTING TEN FRAMES

Teacher Directions: Print and cut the ten frames on both pages and have students sort into two piles. This is a discovery activity, however, the end-goal is that they have a group of even numbers and odd numbers.

SORTING

Teacher Directions: students sort into 2 piles that they have a

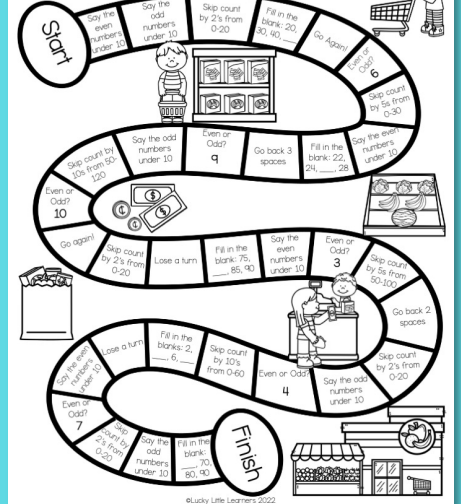


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SHOPPING SPRINT

Directions: Roll the die to decide who goes first. On your roll, move that many spaces and follow the directions on the spot. You can land in the same space as your opponent. The first one to the finish wins!



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Name _____

EVEN OR ODD?

Directions: Help the grocery store workers figure out how many of each product the store has. Color the even or odd box.

Total: _____	Total: _____	Total: _____
even odd	even odd	even odd

Total: _____	Total: _____	Total: _____
even odd	even odd	even odd

Count the objects by counting by 2s.

2 4		

2 4		

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Name _____

EVEN AND ODD SORT

Directions: To determine if a number is odd or even, you look at the ones digit. If it is 0, 2, 4, 6, or 8, the number is even. If the ones digit has a 1, 3, 5, 7, or 9, it is an odd number. Cut and sort the numbers below.

EVEN	ODD
59	24
72	43
	65
	18
	10
	105

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Name _____

CHECK FOR UNDERSTANDING

Directions: Follow the directions in each box below.

Write the even numbers from 0-10.	Write the odd numbers from 0-10.
_____	_____
Is this number even or odd?	Fill in the blanks, skip counting by 2s.
Number: _____	_____, 2, _____, 6, _____, 10
Even _____	
Odd _____	

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Name _____

CHECK FOR UNDERSTANDING

Directions: Follow the directions in each box below.

Write the even numbers from 0-10.	Write the odd numbers from 0-10.
_____	_____
Is this number even or odd?	Fill in the blanks, skip counting by 2s.
Number: _____	_____, 2, _____, 6, _____, 10
Even _____	
Odd _____	

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MATH CHAT EXPECTATIONS

- BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
 - THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
 - TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
 - STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
 - LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).
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MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

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MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
WORD PROBLEM	Students will work out word problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

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About the Author



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 600 resources and is one of the top primary sellers on Teachers Pay Teachers.

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