



## PACING SUGGESTIONS FOR GRADE 2

### MODULE 1

No changes

### MODULE 2

Combine lessons 2 & 3	If pacing is a challenge, consider the following modifications and omissions. If students show conceptual understanding of iterated length units in lesson 1, consider consolidating lessons 2 and 3. If consolidated, students can apply the “mark and move forward” strategy to making a ruler.
Combine lessons 4 & 5	Omit lesson 24 if Application Problems are completed daily and if students have completed lessons 22 and 23, which also focus on solving word problems.
Omit lesson 8	lesson 8 could be omitted unless students demonstrate a need to use the number line to solve addition and subtraction problems.

### MODULE 3

Omit lesson 10	Omit lesson 10 and use it instead as an extension for early finishers or as a center activity during a different time of day (e.g., RTI time, economics, morning work, or problem of the week).
Combine lessons 17 and 18	Consolidate lessons 17 and 18, or perhaps use lesson 18 as an activity for centers to allow students continued practice comparing numbers when represented in different forms.
Omit lesson 21	Consider using lesson 21 as either a center activity or morning work.

### MODULE 4

Combine lessons 18 & 19	
Omit lesson 20	
Omit lessons 29 & 30	Introduce the concept of “Total Below” in lesson 21. Continue to embed “Totals Below” in the Concept Development or in the Debrief of subsequent lessons.

## MODULE 5

Omit lesson 8

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Omit lesson 10

## MODULE 6

Combine lessons 1 & 2

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Omit lesson 3

Use lesson 3's Problem Set and Homework as a center activity for early finishers or for a future date when additional review homework is needed.

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Omit lesson 8

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Omit lesson 10

## MODULE 7

Combine lessons 1 & 2

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Combine lessons 3 & 4

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Combine lessons 11 & 12

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Combine lessons 17 & 18

## MODULE 8

Combine lessons 9 & 10

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