## **Grade 1 Mathematics**

## **Unit 1- Reason with Shapes and Their Attributes**

| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential<br>Questions                            | Concepts<br>(Know)  | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources  | Vocabulary   | Standards/ Eligible<br>Content   |
|----------------------------------|---|---|---|---|--|--|--|
| 9 days                           | Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location can be described quantitatively. | How can you define shapes and compose new shapes? | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-1: Use Attributes to Define 2-D shapes  Objective: Students will be able to use attributes to match shapes.  Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks | 2-D Shapes,<br>Sides, Vertices,<br>Circle, Square,<br>Rectangle,<br>Triangle,<br>Hexagon | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |
|                                  | Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location                                  | How can you define shapes and compose new shapes? | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-2: Defining and Non-Defining attributes of 2-D Shapes  Objective: Students will be able to define 2-D shapes by their attributes.   | 2-D Shapes,<br>Sides, Vertices,<br>Circle, Square,<br>Rectangle,<br>Triangle,<br>Hexagon | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |

| can be          |               |                     |                     | Resources: Activity    |                  |                       |
|-----------------|---------------|---------------------|---------------------|------------------------|------------------|-----------------------|
| described       |               |                     |                     | Centers, Digital       |                  |                       |
| quantitatively. |               |                     |                     | Resources, Shape       |                  |                       |
|                 |               |                     |                     | Manipulatives and      |                  |                       |
|                 |               |                     |                     | Pattern Blocks         |                  |                       |
| Two- and        | How can you   | One can identify    |                     | 14-3: Build and Draw   | 2-D Shapes,      | CC.2.3.1.A.1 Compose  |
| three           | define shapes | defining attributes |                     | 2-D Shapes By          | Sides, Vertices, | and distinguish       |
| dimensional     | and compose   | of shapes and       | Students should be  | Attributes             | Circle, Square,  | between two- and      |
| objects can be  | new shapes?   | distinguish         | able to distinguish |                        | Rectangle,       | three- dimensional    |
| described,      |               | between defining    | between shapes      | Objective: Students    | Triangle,        | shapes based on their |
| classified and  |               | attributes and      | and write how       | will be able to use    | Hexagon          | attributes.           |
| analyzed by     |               | non-defining        | many sides and      | materials to build and |                  |                       |
| their           |               | attributes.         | vertices each       | draw 2-D shapes.       |                  |                       |
| attributes, and |               |                     | shape has.          |                        |                  |                       |
| their location  |               |                     |                     | Resources: Activity    |                  |                       |
| can be          |               |                     |                     | Centers, Digital       |                  |                       |
| described       |               |                     |                     | Resources, Shape       |                  |                       |
| quantitatively. |               |                     |                     | Manipulatives and      |                  |                       |
|                 |               |                     |                     | Pattern Blocks         |                  |                       |
| Two- and        | How can you   | One can identify    | Students should be  | 14-4: Compose 2-D      | 2-D Shapes,      | CC.2.3.1.A.1 Compose  |
| three           | define shapes | defining attributes | able to distinguish | Shapes                 | Sides, Vertices, | and distinguish       |
| dimensional     | and compose   | of shapes and       | between shapes      |                        | Circle, Square,  | between two- and      |
| objects can be  | new shapes?   | distinguish         | and write how       | Objective: Students    | Rectangle,       | three- dimensional    |
| described,      |               | between defining    | many sides and      | will be able to        | Triangle,        | shapes based on their |
| classified and  |               | attributes and      | vertices each       | combine 2-D shapes     | Hexagon          | attributes.           |
| analyzed by     |               | non-defining        | shape has.          | to make another 2-D    |                  |                       |
| their           |               | attributes.         |                     | shape.                 |                  |                       |
| attributes, and |               |                     |                     |                        |                  |                       |
| their location  |               |                     |                     | Resources: Activity    |                  |                       |
| can be          |               |                     |                     | Centers, Digital       |                  |                       |
| described       |               |                     |                     | Resources, Shape       |                  |                       |
| quantitatively. |               |                     |                     | Manipulatives and      |                  |                       |
|                 |               |                     |                     | Pattern Blocks         |                  |                       |

| Two- and three dimension objects ca described, classified a analyzed by their attributes, their locat can be described quantitating  | nd y and on               | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-5: Compose New 2-D Shapes From 2-D Shapes  Objective: Students will be able to combine 2-D shapes to make another 2-D shape.  Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks                                  | 2-D Shapes,<br>Sides, Vertices,<br>Circle, Square,<br>Rectangle,<br>Triangle,<br>Hexagon                  | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |
|--|---------------------------|---|---|--|---|--|
| Two- and three dimension objects ca described, classified a analyzed by their attributes, their locat can be described quantitating. | new shapes?  nd y  and on | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-6: Use Attributes to Define 3-D Shapes  Objective: Students will be able to define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.  Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks | 3-D Shapes,<br>Edges, Faces,<br>Flat Surface,<br>Cube, Sphere,<br>Cone, Cylinder,<br>Rectangular<br>Prism | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |
| Two- and three dimension objects ca described,   |                           | One can identify defining attributes of shapes and distinguish between defining   | Students should be able to distinguish between shapes and write how many sides and                          | 14-7: Defining and<br>Non-Defining<br>Attributes of 3-D<br>Shapes  | 3-D Shapes,<br>Edges, Faces,<br>Flat Surface,<br>Cube, Sphere,<br>Cone, Cylinder,                         | CC.2.3.1.A.1 Compose<br>and distinguish<br>between two- and<br>three- dimensional                          |

| classified and analyzed by their attributes, and their location can be described quantitatively.  |   | attributes and non-defining attributes.   | vertices each shape has.  | Objective: Students will be able to choose defining attributes of 3-D shapes.  Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks                                    | Rectangular<br>Prism  | shapes based on their attributes.  |
|---|---|---|---|--|---|--|
| Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location can be described quantitatively. | How can you define shapes and compose new shapes? | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-8: Compose with 3-D Shapes  Objective: Students will be able to combine 3-D shapes to make another 3-D shape.  Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks | 3-D Shapes,<br>Edges, Faces,<br>Flat Surface,<br>Cube, Sphere,<br>Cone, Cylinder,<br>Rectangular<br>Prism | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |
| Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location can be                           | How can you define shapes and compose new shapes? | One can identify defining attributes of shapes and distinguish between defining attributes and non-defining attributes. | Students should be able to distinguish between shapes and write how many sides and vertices each shape has. | 14-9: Math Practices and Problem Solving: Make Sense and Persevere  Objective: Students will be able to find differences among various shapes.   | 3-D Shapes,<br>Edges, Faces,<br>Flat Surface,<br>Cube, Sphere,<br>Cone, Cylinder,<br>Rectangular<br>Prism | CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes. |

|                                  | described<br>quantitatively.  |   | Unit 2  | 2- Fluently Add  | Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks  and Subtract With  | in 10   |   |
|----------------------------------|---|---|---|--|--|---|---|
| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential<br>Questions                                    | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary                                    | Standards/ Eligible<br>Content  |
| 18 Days                          | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use while adding and subtracting? | Tell an addition<br>number story<br>when given a<br>pictorial<br>representation<br>that shows an<br>addition situation. | Tell and model addition stories to find how many there are in all. | 2-1: Count on to Add  Objectives: Students will be able to add by counting on from a number Resources: Activity Centers, Digital Resources, Number Line, Pages 79-84 | Number<br>Number Line<br>Addition<br>Count On | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
|                                  | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many                   | What strategies can you use while adding and subtracting? | Tell an addition<br>number story<br>when given a<br>pictorial<br>representation<br>that shows an<br>addition situation. | Tell and model addition stories to find how many there are in all. | 2-2: Doubles  Objectives: Use doubles to solve problems  Resources: Activity Centers, Digital Resources, Counters, Pages 85-90                                       | Number<br>Doubles Fact                        | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| equivalent forms.   |   |   |  |  |                            |   |
|---|---|---|--|--|----------------------------|---|
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use while adding and subtracting? | Tell an addition number story when given a pictorial representation that shows an addition situation. | Tell and model addition stories to find how many there are in all. | 2-3: Near Doubles  Objective: Students will be able to solve problems using near doubles facts  Resources: Activity Centers, Digital Resources, Counters, Pages 91-96  | Near Doubles<br>Fact       | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use while adding and subtracting? | Tell an addition number story when given a pictorial representation that shows an addition situation. | Tell and model addition stories to find how many there are in all. | 2-4: Facts with 5 on a Ten-Frame  Objective: Students will be able to use a ten-frame to solve addition facts with 5 and 10  Resources: Activity Centers, Digital Resources, Counters, Ten-Frame, Pages 97-102 | Ten-Frame                  | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical                                   | What strategies can you use while adding and subtracting? | Tell an addition number story when given a pictorial representation that shows an addition situation. | Tell and model addition stories to find how many there are in all. | 2-5: Add In Any Order  Objective: Students will be able to use the same addends to write two different   | Addends<br>Sum<br>Equation | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

|   | 1              |                 |                  | I                  |                         | I           | <del>,                                    </del> |
|---|----------------|-----------------|------------------|--------------------|-------------------------|-------------|--|
|   | situations and |                 |                  |                    | equations with the      |             |  |
|   | structures in  |                 |                  |                    | same sum.               |             |  |
|   | many           |                 |                  |                    |                         |             |  |
|   | equivalent     |                 |                  |                    | Resources: Activity     |             |  |
|   | forms.         |                 |                  |                    | Centers, Digital        |             |  |
|   |                |                 |                  |                    | Resources, Counters,    |             |  |
|   |                |                 |                  |                    | Pages 103-108           |             |  |
|   | Numbers,       | What strategies | Subtraction      | Use models to      | 2-6: Add in any Order   |             | CC.2.2.1.A.1 represent                           |
|   | measures,      | can you use     | involves 'taking | represent and      |                         | Subtract    | and solve problems                               |
|   | expressions,   | while adding    | away" an amount  | solve subtraction  | Objective: Students     | Count Back  | involving addition and                           |
|   | equations and  | and             | from the whole,  | situations.        | will be able to count   | Number Line | subtraction within 20.                           |
|   | inequalities   | subtracting?    | and finding "how |                    | back to solve           |             |  |
|   | can represent  | _               | many are left".  | Tell a subtraction | subtraction problems    |             |  |
|   | mathematical   |                 |                  | number story       |                         |             |  |
|   | situations and |                 |                  | given a picture    | Resources: Activity     |             |  |
|   | structures in  |                 |                  | that shows a       | Centers, Digital        |             |  |
|   | many           |                 |                  | subtraction        | Resources, Counters,    |             |  |
|   | equivalent     |                 |                  | situation.         | Number Line, Pages      |             |  |
|   | forms.         |                 |                  |                    | 109-114                 |             |  |
|   | Numbers,       | What strategies | Subtraction      | Use models to      | 2-7: Think Addition to  | Bar Model   | CC.2.2.1.A.1 represent                           |
|   | measures,      | can you use     | involves 'taking | represent and      | Subtract                | Part        | and solve problems                               |
|   | expressions,   | while adding    | away" an amount  | solve subtraction  |                         | Whole       | involving addition and                           |
|   | equations and  | and             | from the whole,  | situations.        | Objectives: Students    | Subtract    | subtraction within 20.                           |
|   | inequalities   | subtracting?    | and finding "how |                    | will be able to use     |             |  |
|   | can represent  | J               | many are left".  | Tell a subtraction | addition facts to 10 to |             |  |
|   | mathematical   |                 | ,                | number story       | solve subtraction       |             |  |
|   | situations and |                 |                  | given a picture    | problems                |             |  |
|   | structures in  |                 |                  | that shows a       |                         |             |  |
|   | many           |                 |                  | subtraction        | Resources: Bar Model,   |             |  |
|   | equivalent     |                 |                  | situation          | Activity Centers,       |             |  |
|   | forms.         |                 |                  |                    | Counters, Digital       |             |  |
|   |                |                 |                  |                    | Resources, Pages 115-   |             |  |
|   |                |                 |                  |                    | 120                     |             |  |
|   | Numbers,       | What strategies | Subtraction      | Use models to      | 2-8: Continue to Think  | Bar Model   | CC.2.2.1.A.1 represent                           |
|   | measures,      | can you use     | involves 'taking | represent and      | Addition to Subtract    |             | and solve problems                               |
| 1 |                |                 |                  |                    | 1                       | 1           |  |

| expressions,<br>equations and<br>inequalities<br>can represent   | while adding and subtracting?                             | away" an amount<br>from the whole,<br>and finding "how<br>many are left".                                    | solve subtraction situations.  Tell a subtraction                  | Objectives: Students will be able to use addition facts to 10 to  |   | involving addition and subtraction within 20.   |
|--|---|--|--|---|---|---|
| mathematical situations and structures in  |   |  | number story<br>given a picture<br>that shows a                    | solve subtraction problems  |   |   |
| many<br>equivalent<br>forms.   |   |  | subtraction<br>situation   | Resources: Bar Model,<br>Activity Centers,<br>Counters, Digital<br>Resources, Pages 121-<br>126   |   |   |
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use while adding and subtracting? | Subtraction<br>involves 'taking<br>away" an amount<br>from the whole,<br>and finding "how<br>many are left". | Use models to represent and solve subtraction situations.          | 2-9: Solve Word Problems with Facts to 10  Objective: Students will be able to solve word problems by drawing pictures and writing equations.  Resources: Activity Centers Paper/pencil, Digital Resources, Pages 127-132 | Equations<br>Sum<br>Difference<br>Addends | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and  | What strategies can you use while adding and subtracting? | Tell an addition or subtraction number story given a picture that shows addition and subtraction situations. | Tell and model addition stories to find how many there are in all. | 2-10: Math Practices and Problem Solving: Look for and Use Structure  Objectives: Students will be able to use structure and identify   | Equations<br>Sum<br>Addends               | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

|                     | structures in<br>many<br>equivalent<br>forms.   |   |  |   | patterns in order to<br>solve problems  Resources: Activity<br>Centers, Bar Model<br>Counters, Digital<br>Resources, Pages 133-<br>138                                      |                         |   |
|---------------------|---|---|--|---|---|-------------------------|---|
| Estimated           | Big Ideas   | Essential                                     | Concepts   | Competencies  | to 20: Use Strate   | gies                    | Standards/ Eligible   |
| Unit Time<br>Frames |   | Questions                                     | (Know)   | (Do)  | Resources   |                         | Content   |
| 10 days             | Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-1: Count on to Add  Objectives: Students will be able to count on to add using a number line.  Resources: Activity Centers, Digital Resources, Number line, Pages 155-160 | Count on<br>Number line | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
|                     | Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical                                   | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.   | 3-2: Count on to Add<br>Using an Open<br>Number Line<br>Objectives: Students<br>will be able to count   | Count on<br>Number line | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| situations and structures in many equivalent forms.   |   |  | Add within 20<br>demonstrating<br>fluency for<br>addition within 10   | on to add using an open number line.  Resources: Activity Centers, Digital Resources, Number line, Pages 161-166   |   |   |
|---|---|--|---|--|---|---|
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use for adding to 20?       | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-3: Doubles  Objectives: Students will be able to memorize doubles facts.  Resources: Activity Centers, Digital Resources, Cubes, Pages 167-172                                 | Doubles                                     | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies<br>can you use for<br>adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-4: Doubles Plus 1  Objectives: Students will be able to use doubles facts to solve doubles plus 1 facts.  Resources: Activity Centers, Digital Resources, Cubes, Pages 173-178 | Doubles<br>Doubles Plus 1<br>Addends<br>Sum | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,   | What strategies can you use for adding to 20?       | Relate counting to addition by                     | Students should be able to count on from the larger   | 3-5: Doubles Plus 2  | Doubles<br>Doubles Plus 2<br>Addends        | CC.2.2.1.A.1 represent and solve problems   |

| equations and inequalities can represent mathematical situations and structures in many equivalent forms.                                 |   | counting on to add.                                | number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10   | Objectives: Students will be able to use doubles facts to solve doubles plus two facts.  Resources: Activity Centers, Digital Resources, Cubes, Pages 179-184   | Sum       | involving addition and subtraction within 20.   |
|---|---|--|---|---|-----------|---|
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-6: Make 10 to Add  Objectives: Students will be able to make 10 to add numbers to 20.  Resources: Activity Centers, Digital Resources, Cubes, Pages 185-190   | Make 10   | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many                   | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-7: Continue to Make 10 to Add  Objectives: Students will be able to make 10 to add numbers to 20.  Resources: Activity Centers, Digital Resources, Cubes, Ten | Ten Frame | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| equivalent forms.  |   |  |   | Frame, Number line,<br>Pages 191-196   |                                    |   |
|--|---|--|---|--|------------------------------------|---|
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-8: Explain Addition Strategies  Objectives: Students will be able to solve addition problems using different strategies.  Resources: Activity Centers, Digital Resources, Counters, Connecting Cubes, Pages 197-202              | Doubles<br>Near Doubles<br>Make 10 | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.                                  | What strategies can you use for adding to 20? | Relate counting to addition by counting on to add. | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 3-9: Solve Addition Word Problems Facts to 20  Objectives: Students will be able to solve different types of addition word problems.  Resources: Activity Centers, Digital Resources, Counters, Cubes, Paper/Pencil, Pages 203-208 | More<br>Fewer                      | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| Numbe    | s, What strategies | Relate counting to | Students should be | 3-10: Math Practices     | Addends    | CC.2.2.1.A.1 represent |
|----------|--------------------|--------------------|--------------------|--------------------------|------------|------------------------|
| measur   | es, can you use    | addition by        | able to count on   | and Problem Solving:     | Sum        | and solve problems     |
| express  | ons, while adding  | counting on to     | from the larger    | Critique Reasoning       | Difference | involving addition and |
| equation | ns and and         | add.               | number by 1, 2, or |                          | Agree      | subtraction within 20. |
| inequal  | ties subtracting?  |                    | 3.                 | Objectives: Students     | Disagree   |                        |
| can rep  | esent              | Subtraction        |                    | will be able to critique | Equations  |                        |
| mather   | atical             | involves 'taking   | Add within 20      | the reasoning of         |            |                        |
| situatio | ns and             | away" an amount    | demonstrating      | others by using known    |            |                        |
| structu  | es in              | from the whole,    | fluency for        | information about        |            |                        |
| many     |                    | and finding "how   | addition within 10 | addition and             |            |                        |
| equival  | ent                | many are left".    |                    | subtraction.             |            |                        |
| forms.   |                    |                    |                    |                          |            |                        |
|          |                    |                    |                    | Resources: Activity      |            |                        |
|          |                    |                    |                    | Centers, Digital         |            |                        |
|          |                    |                    |                    | Resources, Number        |            |                        |
|          |                    |                    |                    | line, Pages 161-166      |            |                        |
|          |                    |                    |                    | -                        |            |                        |

## **Unit 4 – Subtraction Facts to 20: Use Strategies**

| Estimated Unit Time Frames | Big Ideas  | Essential<br>Questions                         | Concepts<br>(Know)   | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources   | Vocabulary                            | Standards/ Eligible<br>Content  |
|----------------------------|--|--|--|--|---|---------------------------------------|---|
| 11 days                    | Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many | What strategies can you use while subtracting? | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-1: Count to Subtract  Objectives: Students will be able to use a number line to subtract by counting on or counting back.  Resources: Number Lines, counters, Pages 231-236 | Count back<br>Subtract<br>Number Line | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| equivalent<br>forms.   |  | fluency for<br>subtraction within<br>10.  |  |   |  |   |
|--|--|---|--|---|--|---|
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use while subtracting? | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10. | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-2: Make 10 to Subtract  Objectives: Students will be able to make subtraction easier by making 10 to subtract.  Resources: Counters, Double-Ten Frame, Pages 237-242        | Count back<br>Subtract<br>Double Ten-<br>Frame | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use while subtracting? | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10. | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-3: Continue to Make 10 to Subtract  Objectives: Students will be able to count on to subtract using 10 as a landmark.  Resources: Counters, Double-Ten Frame, Pages 243-248 | Count back<br>Subtract<br>Double-Ten<br>Frame  | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| Numbers, measures, expressions, equations ar inequalities can represer mathematic situations ar structures in many equivalent forms. | subtracting? | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10. | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-4: Fact Families  Objectives: Students will be able to make addition and subtraction fact using the same three numbers.  Resources: Counters, Bar Model, Pages 249- 254 | Fact Family<br>Related Facts<br>Addition<br>Subtraction   | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
|--|--------------|---|--|---|---|---|
| Numbers, measures, expressions, equations ar inequalities can represer mathematic situations ar structures in many equivalent forms. | subtracting? | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10. | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-5: Use Addition to Subtract  Objectives: Students will be able to use addition facts to find subtraction facts.  Resources: Counters, Bar Model, Pages 255-260          | Addition<br>Subtraction<br>Fact Families<br>Related Facts | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,<br>equations a<br>inequalities   |              | You can count back using the numbers 1, 2 or 3 to find the difference.  | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-6: Continue to Use<br>Addition to Subtract<br>Objectives: Students<br>will be able to use   | Addition<br>Subtraction<br>Fact Families<br>Related Facts | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| mathe                     | lent  | Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.   |  | addition facts to find<br>subtraction facts.<br>Resources: Counters,<br>Bar Model, Pages 261-<br>266   |   |   |
|---------------------------|---|---|--|--|---|---|
| inequa<br>can re<br>mathe | res, sions, ons and alities present matical ons and ures in | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10. | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-7: Explain Subtraction Strategies  Objectives: Students will be able to explain strategies used to solve subtraction problems.  Resources: Counters, Double-Ten Frame, Pages 267-272 | Number line<br>Double-Ten<br>Frame<br>Bar Model | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| inequa<br>can re<br>mathe | res, sions, ons and slittles present matical ons and        | You can count back using the numbers 1, 2 or 3 to find the difference.  Relate counting to addition or subtraction.   | Students should be able to use manipulatives to count back by 1, 2 or 3. | 4-8: Solve Word Problems with Facts to 20  Objectives: Students will be able to solve different types of addition and subtraction problems   | Unknowns<br>Bar Model<br>Number line            | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| equivalent     |                 | Subtract within 20 |                    | with unknowns in       |               |                        |
|----------------|-----------------|--------------------|--------------------|------------------------|---------------|------------------------|
| forms.         |                 | demonstrating      |                    | different positions.   |               |                        |
|                |                 | fluency for        |                    |                        |               |                        |
|                |                 | subtraction within |                    | Resources: Counters,   |               |                        |
|                |                 | 10.                |                    | Bar Model,             |               |                        |
|                |                 |                    |                    | Pencil/Paper, Pages    |               |                        |
|                |                 |                    |                    | 273-278                |               |                        |
| Numbers,       | What strategies | You can count      | Students should be | 4-9: Math Practices    | Equation      | CC.2.2.1.A.1 represent |
| measures,      | can you use     | back using the     | able to use        | and Problem Solving:   | Story Problem | and solve problems     |
| expressions,   | while           | numbers 1, 2 or 3  | manipulatives to   | Reasoning              |               | involving addition and |
| equations and  | subtracting?    | to find the        | count back by 1, 2 |                        |               | subtraction within 20. |
| inequalities   |                 | difference.        | or 3.              | Objectives: Students   |               |                        |
| can represent  |                 |                    |                    | will be able to use    |               |                        |
| mathematical   |                 | Relate counting to |                    | reasoning to write and |               |                        |
| situations and |                 | addition or        |                    | solve number stories.  |               |                        |
| structures in  |                 | subtraction.       |                    |                        |               |                        |
| many           |                 | Subtract within 20 |                    | Resources: Counters,   |               |                        |
| equivalent     |                 | demonstrating      |                    | Pencil/Paper, Pages    |               |                        |
| forms.         |                 | fluency for        |                    | 279-284                |               |                        |
|                |                 | subtraction within |                    |                        |               |                        |
|                |                 | 10.                |                    |                        |               |                        |
|                |                 |                    |                    |                        |               |                        |

## **Unit 5 - Work with Addition and Subtraction Equations**

| Estimated Unit Time Frames | Big Ideas                             | Essential<br>Questions                   | Concepts<br>(Know)                            | Competencies<br>(Do)                                | Lessons/ Suggested<br>Resources           | Vocabulary                   | Standards/ Eligible<br>Content                                   |
|----------------------------|---------------------------------------|--|---|---|---|------------------------------|--|
| 10 days                    | Numbers,<br>measures,<br>expressions, | What strategies can you use while adding | Relate counting to addition by counting on to | Students should be able to count on from the larger | 5-1: Find the<br>Unknown Numbers          | Addends<br>Sum<br>Difference | CC.2.2.1.A.1 represent and solve problems involving addition and |
|                            | equations and inequalities            | and subtracting?                         | add.  | number by 1, 2, or 3.                               | Objectives: Students will be able to find | Equations                    | subtraction within 20.   |

| can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms.   |   | Subtraction<br>involves 'taking<br>away" an amount<br>from the whole,<br>and finding "how<br>many are left".                                      | Add within 20<br>demonstrating<br>fluency for<br>addition within 10   | the unknown number in an equation.  Resources: Counters, Activity Centers, Bar Model, Number Cards, Pages 299-304  |   |   |
|--|---|---|---|--|---|---|
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use while adding and subtracting? | Relate counting to addition by counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left". | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 5-2: True or False Equations  Objectives: Students will be able to determine if addition and subtraction equations are true or false.  Resources: Activity Centers, Digital Resources, Counters, Pages 305-310 | Addends Sum Difference True False Equations       | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many                         | What strategies can you use while adding and subtracting? | Relate counting to addition by counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left". | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 5-3: Make True Equations  Objectives: Students will be able to find the missing numbers in equations to make them true.  Resources: Activity Centers, Digital  | Addends<br>Sum<br>Difference<br>True<br>Equations | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |

| equivalent forms.   |   |   |   | Resources, Counters,<br>Pages 311-316   |                              |   |
|---|---|---|---|---|------------------------------|---|
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use while adding and subtracting? | Relate counting to addition by counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left". | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 5-4: Word Problems with Three Addends  Objectives: Students will be able to use different strategies to solve word problems with three addends.  Resources: Activity Centers, Digital Resources, Color Tiles, Small Boxes Pages 317-322 | Addends                      | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms. | What strategies can you use while adding and subtracting? | Relate counting to addition by counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left". | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 5-5: Add Three Numbers  Objectives: Students will be able to use different strategies to add three numbers.  Resources: Activity Centers, Digital Resources, Connecting Cubes, Pages 323-328  | Addends<br>Sum               | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |
| Numbers,<br>measures,<br>expressions,   | What strategies can you use while adding                  | Relate counting to addition by  | Students should be able to count on from the larger   | 5-6: Solve Addition<br>and Subtraction Word<br>Problems   | Addends<br>Sum<br>Difference | CC.2.2.1.A.1 represent and solve problems   |

|                                  | equations and inequalities can represent mathematical situations and structures in many equivalent forms.  | and subtracting?  | counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left".                                | number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10   | Objectives: Students will be able to solve word problems involving comparisons.  Resources: Activity Centers, Digital Resources, Counters, Pages 329-334  |   | involving addition and subtraction within 20.   |  |  |  |
|----------------------------------|--|---|---|---|---|---|---|--|--|--|
|                                  | Numbers,<br>measures,<br>expressions,<br>equations and<br>inequalities<br>can represent<br>mathematical<br>situations and<br>structures in<br>many<br>equivalent<br>forms. | What strategies can you use while adding and subtracting? | Relate counting to addition by counting on to add.  Subtraction involves 'taking away" an amount from the whole, and finding "how many are left". | Students should be able to count on from the larger number by 1, 2, or 3.  Add within 20 demonstrating fluency for addition within 10 | 5-7: Math Practices and Problem Solving: Precision  Objectives: Students will be able to use precision to determine the missing number or symbol in an equation.  Resources: Activity Centers, Digital Resources, Counters, Pages 335-340 | Addends<br>Sum<br>Difference<br>Equations | CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20. |  |  |  |
|                                  | Unit 6 – Extend the Counting Sequence  |   |   |   |   |   |   |  |  |  |
| Estimated<br>Unit Time<br>Frames | Big Ideas  | Essential<br>Questions                                    | Concepts<br>(Know)  | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary                                | Standards/ Eligible<br>Content  |  |  |  |

| 10 days | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can you use what you already know about counting to count past 100? | Extend the counting sequence to count to 120, starting with any number less than 120. In this range, read and write numerals and represent a number of objects within a numeral. | Student should be able to use place value models, count the hundreds, tens and ones and then write it as a whole number.  Students should be able to count to, identify, read and  | 7-1: Count by 10s to 120  Objective: Students will be able to count by 10s to 120  Resources: Index cards, ten-frames, Activity Centers, Digital Resources, pages 395-400         | Ten<br>Ten-frame  | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|---------|---|---|--|--|---|---|--|
|         | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can you use what you already know about counting to count past 100? | Extend the counting sequence to count to 120, starting with any number less than 120. In this range, read and write numerals and represent a number of objects within a numeral. | write numbers to 120.  Student should be able to use place value models, count the hundreds, tens and ones and then write it as a whole number.  Students should be able to count to, identify, read and write numbers to 120. | 7-2: Count by 1s to 120  Objective: Students will be able to count by 1s to 120  Resources: Place- Value Blocks, index cards, Activity Centers, Digital Resources, pages 401- 406 | Ones<br>Tens<br>Place-value<br>blocks                               | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|         | The base-ten number system is a way to organize, represent and compare  | How can you use what you already know about counting to count past 100? | Extend the counting sequence to count to 120, starting with any number less than 120. In this range, read and write  | Student should be able to use place value models, count the hundreds, tens and ones and then   | 7-3: Count On A Number Chart  Objective: Students will be able to count on a number chart to 120  | Hundred Chart<br>Number Chart<br>Ones digit<br>Tens digit<br>column | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |

| numbers using    |                | numerals and        | write it as a whole |                        |              |                        |
|------------------|----------------|---------------------|---------------------|------------------------|--------------|------------------------|
| groups of tens   |                | represent a         | number.             | Resources: Blank       |              |                        |
| and place        |                | number of objects   | Students should be  | hundred-chart, paper   |              |                        |
| values.          |                | within a numeral.   | able to count to,   | squares, Center        |              |                        |
| values.          |                | Within a nameral.   | identify, read and  | Activities, Digital    |              |                        |
|                  |                |                     | write numbers to    | Resources, pages 407-  |              |                        |
|                  |                |                     | 120.                | 412                    |              |                        |
| The base-ten     | How can you    | Extend the          | Student should be   | 7-4: Count by 1s or    | Number Chart | CC.2.1.1.B.2 use place |
| number           | use what you   |                     | able to use place   | 10s to 120             | Tens         | value to represent     |
|                  | •              | counting sequence   | •                   | 105 (0 120             |              | '                      |
| system is a      | already know   | to count to 120,    | value models,       | Objective Children     | Patterns     | amounts of tens and    |
| way to           | about counting | starting with any   | count the           | Objective: Students    |              | ones and to compare    |
| organize,        | to count past  | number less than    | hundreds, tens and  | will be able to count  |              | two digit numbers.     |
| represent and    | 100?           | 120. In this range, | ones and then       | by 1s or 10s to 120.   |              |                        |
| compare          |                | read and write      | write it as a whole |                        |              |                        |
| numbers using    |                | numerals and        | number.             | Resources: Counters,   |              |                        |
| groups of tens   |                | represent a         | Students should be  | 120 Chart,             |              |                        |
| and place        |                | number of objects   | able to count to,   | pencils/crayons,       |              |                        |
| values.          |                | within a numeral.   | identify, read and  | Activity Centers,      |              |                        |
|                  |                |                     | write numbers to    | Digital Resources,     |              |                        |
|                  |                |                     | 120.                | pages 413-418          |              |                        |
| <br>The base-ten | How can you    | Extend the          | Student should be   | 7-5: Count on an       | Open number  | CC.2.1.1.B.2 use place |
| number           | use what you   | counting sequence   | able to use place   | Open Number Line       | line         | value to represent     |
| system is a      | already know   | to count to 120,    | value models,       | open manner zine       | Count on     | amounts of tens and    |
| way to           | about counting | starting with any   | count the           | Objective: Students    | Ones         | ones and to compare    |
| organize,        | to count past  | number less than    | hundreds, tens and  | will be able to count  | Tens         | two digit numbers.     |
| represent and    | 100?           | 120. In this range, | ones and then       | to 120 using an open   | 10113        | ewo algie nambers.     |
| compare          | 100.           | read and write      | write it as a whole | number line            |              |                        |
| numbers using    |                | numerals and        | number.             | number line            |              |                        |
| groups of tens   |                | represent a         | Students should be  | Resources:             |              |                        |
| and place        |                | number of objects   | able to count to,   | pencil/paper, Activity |              |                        |
| values.          |                | within a numeral.   | identify, read and  | Centers, Digital       |              |                        |
| values.          |                | within a numeral.   | write numbers to    |                        |              |                        |
|                  |                |                     | 120.                | Resources, pages 419-  |              |                        |
|                  |                |                     | 120.                | 424                    |              |                        |

|                |                |                     | I                   |                          |           |                        |
|----------------|----------------|---------------------|---------------------|--------------------------|-----------|------------------------|
| The base-ten   | How can you    | Extend the          | Student should be   | 7-6: Count and Write     | Numerals  | CC.2.1.1.B.2 use place |
| number         | use what you   | counting sequence   | able to use place   | Numerals                 | Row       | value to represent     |
| system is a    | already know   | to count to 120,    | value models,       |                          | Column    | amounts of tens and    |
| way to         | about counting | starting with any   | count the           | Objective: Students      |           | ones and to compare    |
| organize,      | to count past  | number less than    | hundreds, tens and  | will be able to write    |           | two digit numbers.     |
| represent and  | 100?           | 120. In this range, | ones and then       | numerals to show         |           |                        |
| compare        |                | read and write      | write it as a whole | how many objects are     |           |                        |
| numbers using  |                | numerals and        | number.             | in a group               |           |                        |
| groups of tens |                | represent a         | Students should be  |                          |           |                        |
| and place      |                | number of objects   | able to count to,   | Resources: Place-        |           |                        |
| values.        |                | within a numeral.   | identify, read and  | value blocks (ones and   |           |                        |
|                |                |                     | write numbers to    | tens), Activity Centers, |           |                        |
|                |                |                     | 120.                | Digital Resources,       |           |                        |
|                |                |                     |                     | pages 425-430            |           |                        |
| The base-ten   | How can you    | Extend the          | Student should be   | 7-7: Math Practices      | Reasoning | CC.2.1.1.B.2 use place |
| number         | use what you   | counting sequence   | able to use place   | and Problem Solving:     |           | value to represent     |
| system is a    | already know   | to count to 120,    | value models,       | Repeated Reasoning       |           | amounts of tens and    |
| way to         | about counting | starting with any   | count the           |                          |           | ones and to compare    |
| organize,      | to count past  | number less than    | hundreds, tens and  | Objective: Students      |           | two digit numbers.     |
| represent and  | 100?           | 120. In this range, | ones and then       | will be able to find     |           |                        |
| compare        |                | read and write      | write it as a whole | better and faster ways   |           |                        |
| numbers using  |                | numerals and        | number.             | to solve problems        |           |                        |
| groups of tens |                | represent a         | Students should be  |                          |           |                        |
| and place      |                | number of objects   | able to count to,   | Resources: Large bag,    |           |                        |
| values.        |                | within a numeral.   | identify, read and  | 3 number cards (with     |           |                        |
|                |                |                     | write numbers to    | the numbers 18, 23       |           |                        |
|                |                |                     | 120.                | and 31 on them), 60      |           |                        |
|                |                |                     |                     | counters, Activity       |           |                        |
|                |                |                     |                     | Centers, Digital         |           |                        |
|                |                |                     |                     | Resources, pages 431-    |           |                        |
|                |                |                     |                     | 436                      |           |                        |

| Estimated | Big Ideas   | Essential  | Concepts   | Competencies   | Lessons/ Suggested  | Vocabulary  | Standards/ Eligible                                  |
|-----------|---|--|--|--|---|---|--|
| Unit Time |   | Questions  | (Know)   | (Do)   | Resources   |   | Content  |
| Frames    |   |  |  |  |   |   |  |
| 5 days    | Some questions can be answered by collecting, organizing, representing, and analyzing data, and the question to be answered determines the data collected, how to best collect it and how to best represent it. | What are some ways you can collect, show, and understand data? | One can take a survey and record data form the survey using tally marks.  Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in the one category. | Student should be able to ask questions from a survey and record the answers using tally marks, as well as counting tally marks from a graph with data recorded. | 6-1: Organize Data Into Three Categories  Objective: The students will organize data into categories.  Resources: activity centers, digital resources, pgs. 353-358 and library books | Tally marks<br>Data<br>tally chart                    | CC.2.4.1.A.4 Represent data using tables and graphs. |
|           | Some questions can be answered by collecting, organizing, representing, and analyzing data, and the question to be answered determines the data   | What are some ways you can collect, show, and understand data? | One can organize data with up to three categories in picture graphs.  Organize, represent, and interpret data with up to three categories; ask and answer questions about the total  | Student should be able to make and read a picture graph.   | 6-2: Collect and Represent Data  Objective: The students will collect and organize information using a picture graph.  Resources: activity centers, digital                           | Picture graph<br>Survey<br>Tally marks<br>Tally chart | CC.2.4.1.A.4 Represent data using tables and graphs. |

| t i | collected, how<br>to best collect<br>it and how to<br>best represent<br>it.   |  | number of data<br>points, how many<br>in each category,<br>and how many<br>more or less are in<br>the one category.   |   | resources, pgs. 359-<br>364   |  |  |
|-----|---|--|---|---|---|--|--|
|     | some questions can be answered by collecting, organizing, representing, and analyzing data, and the question to be answered determines the data collected, how to best collect it and how to best represent it. | What are some ways you can collect, show, and understand data? | One can interpret data with up to three categories in picture graphs.  Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in the one category. | Student should be able to interpret information from a picture graph. | 6-3: Interpret Data  Objective: The students will interpret organized data.  Resources: activity centers, digital resources, blank picture graphs, pgs. 365-370 | Tally marks Tally chart Picture graph Data | CC.2.4.1.A.4 Represent data using tables and graphs. |
|     | Some questions can be answered by collecting, organizing, representing, and analyzing data, and the question to be  | What are some ways you can collect, show, and understand data? | One can interpret data with up to three categories on a bar graph.  Organize, represent, and interpret data with up to three  | Student should be able to collect data to make a bar graph.           | 6-4: Continue to Interpret Data  Objective: The students will use a picture graph to interpret data.  | Tally marks Tally chart Picture graph data | CC.2.4.1.A.4 Represent data using tables and graphs. |

| answered determines the data collected, how to best collect it and how to best represent it.  |  | categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in the one category.  |   | Resources: activity<br>centers, digital<br>resources, pgs. 371-<br>376   |  |  |
|---|--|--|---|--|--|--|
| Some questions can be answered by collecting, organizing, representing, and analyzing data, and the question to be answered determines the data collected, how to best collect it and how to best represent it. | What are some ways you can collect, show, and understand data? | One can interpret data with up to three categories on a bar graph.  Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in the one category. | Student should be able to collect data to make a bar graph. | 6-5: Math Practices and Problem Solving: Make Sense and Persevere  Objective: The students will use perseverance to solve problems about sets of data.  Resources: activity centers, digital resources, pgs. 377-382 | Data Tally marks Tally chart Picture graph | CC.2.4.1.A.4 Represent data using tables and graphs. |

**Unit 8 – Understand Place Value** 

| Estimated Unit Time Frames | Big Ideas   | Essential<br>Questions                         | Concepts<br>(Know)   | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary | Standards/ Eligible<br>Content   |
|----------------------------|---|--|--|--|--|------------|--|
| 8 days                     | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can you count and add using tens and ones? | Numbers greater than 9 are composed of tens and ones.  10 can be thought of as a bundle of ten ones – called a "ten"     | Students should be able to count and write numbers with tens and ones. | 8-1: Make Numbers 11-19  Objective: Students will be able to read and write numbers 11-19.  Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 449-454                 | Tens, ones | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|                            | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can you count and add using tens and ones? | The numbers greater than 9 are composed of tens and ones.  10 can be thought of as a bundle of ten ones – called a "ten" | Students should be able to count and write numbers with tens and ones. | 8-2: Numbers Made with Tens  Objective: Students will be able to show groups of ten with connecting cubes.  Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 455-460 | Tens, ones | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |

| 1              |                |                     |                    |                       | 1          |                        |
|----------------|----------------|---------------------|--------------------|-----------------------|------------|------------------------|
| The base-ten   | How can you    | The numbers         | Students should be | 8-3: Count with       | Tens, ones | CC.2.1.1.B.2 use place |
| number         | count and add  | greater than 9 are  | able to count and  | Groups of Tens and    |            | value to represent     |
| system is a    | using tens and | composed of tens    | write numbers      | Leftovers             |            | amounts of tens and    |
| way to         | ones?          | and ones.           | with tens and      |                       |            | ones and to compare    |
| organize,      |                |                     | ones.              | Objective: Students   |            | two digit numbers.     |
| represent and  |                | 10 can be thought   |                    | will be able to group |            |                        |
| compare        |                | of as a bundle of   |                    | tens to solve         |            |                        |
| numbers using  |                | ten ones – called a |                    | problems.             |            |                        |
| groups of tens |                | "ten"               |                    |                       |            |                        |
| and place      |                |                     |                    | Resources: Activity   |            |                        |
| values.        |                |                     |                    | Centers, Digital      |            |                        |
|                |                |                     |                    | Resources,            |            |                        |
|                |                |                     |                    | Counters/Cubes,       |            |                        |
|                |                |                     |                    | Double Ten Frame,     |            |                        |
|                |                |                     |                    | Number Cards, pgs.    |            |                        |
|                |                |                     |                    | 461-466               |            |                        |
| The base-ten   | How can you    | The numbers         | Students should be | 8-4: Tens and Ones    | Tens, ones | CC.2.1.1.B.2 use place |
| number         | count and add  | greater than 9 are  | able to count and  |                       | ·          | value to represent     |
| system is a    | using tens and | composed of tens    | write numbers      | Objective: Students   |            | amounts of tens and    |
| way to         | ones?          | and ones.           | with tens and      | will be able to count |            | ones and to compare    |
| organize,      |                |                     | ones.              | tens and ones to find |            | two digit numbers.     |
| represent and  |                | 10 can be thought   |                    | a two-digit number.   |            | -                      |
| compare        |                | of as a bundle of   |                    | _                     |            |                        |
| numbers using  |                | ten ones – called a |                    | Resources: Activity   |            |                        |
| groups of tens |                | "ten"               |                    | Centers, Digital      |            |                        |
| and place      |                |                     |                    | Resources,            |            |                        |
| values.        |                |                     |                    | Counters/Cubes,       |            |                        |
|                |                |                     |                    | Double Ten Frame,     |            |                        |
|                |                |                     |                    | Number Cards, pgs.    |            |                        |
|                |                |                     |                    | 467-472               |            |                        |
| The base-ten   | How can you    | The numbers         | Students should be | 8-5: Continue with    | Tens, ones | CC.2.1.1.B.2 use place |
| number         | count and add  | greater than 9 are  | able to count and  | Tens and Ones         |            | value to represent     |
| system is a    | using tens and | composed of tens    | write numbers      |                       |            | amounts of tens and    |
| way to         | ones?          | and ones.           | with tens and      | Objective: Students   |            | ones and to compare    |
| organize,      |                |                     | ones.              | will be able to use   |            | two digit numbers.     |
|                |                | •                   | •                  |                       | •          |                        |

| T r s s v c r c r c r s s a a a a a a a a a a a a a a a a a | represent and compare numbers using groups of tens and place values.  The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can you count and add using tens and ones? | 10 can be thought of as a bundle of ten ones – called a "ten"  The numbers greater than 9 are composed of tens and ones.  10 can be thought of as a bundle of ten ones – called a "ten" | Students should be able to count and write numbers with tens and ones. | drawings to solve problems with tens and ones.  Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 473-478  8-6: Math Practices and Problem Solving: Look for and Use Structure  Objective: Students will be able to use tens and ones to make numbers in different ways.  Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. | Tens, ones | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|---|---|--|---|--|---|------------|--|
|   |   |  |   |  | Number Cards, pgs.<br>479-484   |            |  |
| Estimated Unit E  | Big Ideas   | Essential                                      | Unit 9  | 9- Compare Two   | o-Digit Numbers  Lessons/ Suggested   | Vocabulary | Standards/ Eligible  |
| Time Frames   |   | Questions                                      | (Know)  | (Do)   | Resources   | -          | Content  |

| 8 days | The base-ten<br>number system<br>is a way to<br>organize,<br>represent and<br>compare<br>numbers using<br>groups of tens<br>and place<br>values. | What are ways to compare numbers to 120? | Use place value understanding and properties of operations to add and subtract.  Given a two-digit number, mentally find 10 more or 10 less than the number, without counting and explain the reasoning used.                | Students should be able to find a number that is either 1 more, 1 less, 10 more or 10 less than a given number. | 9-1: One More, One<br>Less; Ten More, Ten Less<br>Objective: Students will<br>be able to find numbers<br>that are more or less<br>than a given number<br>Resources: Place value<br>blocks, activity centers,<br>digital resources, pages<br>497-502 | more<br>less<br>ones<br>tens                 | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|--------|--|--|--|---|---|--|--|
|        | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.                            | What are ways to compare numbers to 120? | Use place value understanding and properties of operations to add and subtract.  Given a two-digit number, use a hundreds chart to find 10 more or 10 less than the number, without counting and explain the reasoning used. | Students should be able to find a number that is either 1 more, 1 less, 10 more or 10 less than a given number. | 9-2: Make Numbers on a Hundred Chart Objective: Students will be able to use hundred chart to find one more, one less, and ten more, ten less  Resources: hundred chart, place value blocks, activity centers, digital resource, pages 503-508      | Hundred chart<br>More<br>Less<br>Ten<br>Ones | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |
|        | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.                            | What are ways to compare numbers to 120? | One can use models to compare two digit numbers based on the meaning of the tens and the ones digits, recording the results of comparisons with the symbols >, <, and =.   | Students should be able to use models to compare numbers.   | 9-3 Compare Numbers Objective: Students will be able to use place value blocks to compare 2 digit numbers   | Compare<br>Greater Than ><br>Less Than <     | CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers. |

|                |               | l                  |                    |                        | l              |                        |
|----------------|---------------|--------------------|--------------------|------------------------|----------------|------------------------|
|                |               |                    |                    | Resources: tens and    |                |                        |
|                |               |                    |                    | ones chart, place      |                |                        |
|                |               |                    |                    | value blocks, activity |                |                        |
|                |               |                    |                    | centers and digital    |                |                        |
|                |               |                    |                    | resources              |                |                        |
|                |               |                    |                    | Pgs. 509-514           |                |                        |
| The base-ten   | What are ways | One can use        | Students should be | 9-4 Compare            | Greater than > | CC.2.1.1.B.2 use place |
| number         | to compare    | models to          | able to use models | Numbers with           | Less Than <    | value to represent     |
| system is a    | numbers to    | compare two digit  | to compare         | Symbols                | Equal To =     | amounts of tens and    |
| way to         | 120?          | numbers based on   | numbers.           | Objective: Students    |                | ones and to compare    |
| organize,      |               | the meaning of the |                    | will be able to        |                | two digit numbers.     |
| represent and  |               | tens and the ones  |                    | compare two            |                |                        |
| compare        |               | digits, recording  |                    | numbers using a great  |                |                        |
| numbers using  |               | the results of     |                    | than, a less than, or  |                |                        |
| groups of tens |               | comparisons with   |                    | an equal to sign.      |                |                        |
| and place      |               | the symbols >, <,  |                    |                        |                |                        |
| values.        |               | and =.             |                    | Resources: place       |                |                        |
|                |               |                    |                    | value blocks, center   |                |                        |
|                |               |                    |                    | activities and digital |                |                        |
|                |               |                    |                    | resources pgs. 515-    |                |                        |
|                |               |                    |                    | 520                    |                |                        |
| The base-ten   | What are ways | One can use        | Students should be | 9-5 Compare            | Greater than > | CC.2.1.1.B.2 use place |
| number         | to compare    | models to          | able to use models | Numbers on a           | Less Than <    | value to represent     |
| system is a    | numbers to    | compare two digit  | to compare         | Number Line            | Equal To =     | amounts of tens and    |
| way to         | 120?          | numbers based on   | numbers.           |                        |                | ones and to compare    |
| organize,      |               | the meaning of the |                    | Objective: The         |                | two digit numbers.     |
| represent and  |               | tens and the ones  |                    | students will be able  |                |                        |
| compare        |               | digits, recording  |                    | compare and write 2    |                |                        |
| numbers using  |               | the results of     |                    | digit numbers that are |                |                        |
| groups of tens |               | comparisons with   |                    | greater than or less   |                |                        |
| and place      |               | the symbols >, <,  |                    | than other 2 digit     |                |                        |
| values.        |               | and =.             |                    | numbers.               |                |                        |
|                |               |                    |                    |                        |                |                        |
|                |               |                    |                    | Resources: index       |                |                        |
|                |               |                    |                    | cards with symbols     |                |                        |

|                              | Unit 10- Us   | e Models and St                      | trategies to Ado   | chart pgs. 527-532  Tens and Ones           |           |                        |
|------------------------------|---------------|--------------------------------------|--------------------|---|-----------|------------------------|
|                              |               |                                      |                    | chart pgs. 527-532                          |           |                        |
| values.                      |               | and =.                               |                    | Resources: hundred                          |           |                        |
| and place                    |               | the symbols >, <,                    |                    | best way to solve it.                       |           |                        |
| numbers using groups of tens |               | the results of comparisons with      |                    | problem and find the                        |           |                        |
| compare                      |               | digits, recording                    |                    | students will be able<br>to make sense of a |           |                        |
| organize, represent and      |               | the meaning of the tens and the ones |                    | Objective: The                              |           | two digit numbers.     |
| way to                       | 120?          | numbers based on                     | numbers.           | Persevere                                   |           | ones and to compare    |
| system is a                  | numbers to    | compare two digit                    | to compare         | Make Sense and                              |           | amounts of tens and    |
| number                       | to compare    | models to                            | able to use models | and Problem Solving:                        | perserere | value to represent     |
| The base-ten                 | What are ways | One can use                          | Students should be | 9-6 Math Practices                          | persevere | CC.2.1.1.B.2 use place |
|                              |               |                                      |                    | digital resources pgs. 521-526              |           |                        |
|                              |               |                                      |                    | center activities and                       |           |                        |
|                              |               |                                      |                    | and numbers 33-45,                          |           |                        |

548, connecting

0-11

cubes, number cards

operations to add

including adding a

two-digit number

within 100,

groups of tens

and place

values.

|                |               | and a single digit |                     |                       |             |                         |
|----------------|---------------|--------------------|---------------------|-----------------------|-------------|-------------------------|
|                |               | number, and        |                     |                       |             |                         |
|                |               | adding a two-digit |                     |                       |             |                         |
|                |               | number and a       |                     |                       |             |                         |
|                |               | multiple of 10,    |                     |                       |             |                         |
|                |               | using concrete     |                     |                       |             |                         |
|                |               | models or          |                     |                       |             |                         |
|                |               | drawings and       |                     |                       |             |                         |
|                |               | strategies based   |                     |                       |             |                         |
|                |               | on place value.    |                     |                       |             |                         |
|                |               | Understand that in |                     |                       |             |                         |
|                |               | adding two digit   |                     |                       |             |                         |
|                |               | numbers, one adds  |                     |                       |             |                         |
|                |               | the tens and tens, |                     |                       |             |                         |
|                |               | ones and ones;     |                     |                       |             |                         |
|                |               | and sometimes it   |                     |                       |             |                         |
|                |               | is necessary to    |                     |                       |             |                         |
|                |               | compose a ten.     |                     |                       |             |                         |
| The base-ten   | How can I add | One can count on   | Students should be  | 10-2: Mental Math:    | Tens, ones, | CC.2.1.1.B.3 Use place- |
| number         | and subtract  | to a two-digit     | able to add groups  | Ten More Than a       | more than   | value concepts and      |
| system is a    | two-digit     | number using tens  | of tens to find the | Number                |             | properties of           |
| way to         | numbers?      | and ones.          | sum.                |                       |             | operations to add and   |
| organize,      |               | Use place-value    |                     | Objective: Students   |             | subtract within 100.    |
| represent and  |               | concepts and       |                     | will use mental math  |             |                         |
| compare        |               | properties of      |                     | to add tens to a two- |             |                         |
| numbers using  |               | operations to add  |                     | digit number          |             |                         |
| groups of tens |               | within 100,        |                     |                       |             |                         |
| and place      |               | including adding a |                     | Resources: Pages 549- |             |                         |
| values.        |               | two-digit number   |                     | 554, place-value      |             |                         |
|                |               | and a single digit |                     | blocks                |             |                         |
|                |               | number, and        |                     |                       |             |                         |
|                |               | adding a two-digit |                     |                       |             |                         |
|                |               | number and a       |                     |                       |             |                         |
|                |               | multiple of 10,    |                     |                       |             |                         |
|                |               | using concrete     |                     |                       |             |                         |

|   |   | models or drawings and strategies based on place value. Understand that in adding two digit numbers, one adds the tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  |   |  |                              |  |
|---|---|--|---|--|------------------------------|--|
| The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can I add and subtract two-digit numbers? | One can count on to a two-digit number using tens and ones. Use place-value concepts and properties of operations to add within 100, including adding a two-digit number and a single digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value. Understand that in adding two digit | Students should be able to add groups of tens and ones to find the sum. | 10-3: Add Tens and Ones Using a Hundred Chart  Objective: Students will use a hundred chart to add tens and ones.  Resources: pages 555-560, hundred chart, connecting cubes | Tens, ones,<br>hundred chart | CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100. |

|   |   | numbers, one adds<br>the tens and tens,<br>ones and ones;<br>and sometimes it<br>is necessary to<br>compose a ten.   |   |   |                              |  |
|---|---|--|---|---|------------------------------|--|
| The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can I add and subtract two-digit numbers? | One can count on to a two-digit number using tens and ones. Use place-value concepts and properties of operations to add within 100, including adding a two-digit number and a single digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value. Understand that in adding two digit numbers, one adds the tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | Students should be able to add groups of tens and ones to find the sum. | 10-4: Add Tens and Ones Using an Open Number Line  Objective: Students will use a number line to solve addition problems  Resources: pages 561-566, open number lines | Tens, ones, open number line | CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100. |

| The base-ten   | How can I add | One can count on   | Students should be  | 10-5: Add Tens and    | Tens and ones | CC.2.1.1.B.3 Use place- |
|----------------|---------------|--------------------|---------------------|-----------------------|---------------|-------------------------|
| number         | and subtract  | to a two-digit     | able to add groups  | Ones Using Models     |               | value concepts and      |
| system is a    | two-digit     | number using tens  | of tens and ones to |                       |               | properties of           |
| way to         | numbers?      | and ones.          | find the sum.       | Objective: Students   |               | operations to add and   |
| organize,      |               | Use place-value    |                     | will solve addition   |               | subtract within 100.    |
| represent and  |               | concepts and       |                     | problems by using     |               |                         |
| compare        |               | properties of      |                     | blocks or drawings    |               |                         |
| numbers using  |               | operations to add  |                     |                       |               |                         |
| groups of tens |               | within 100,        |                     | Resources: pages 567- |               |                         |
| and place      |               | including adding a |                     | 572, connecting       |               |                         |
| values.        |               | two-digit number   |                     | cubes, place-value    |               |                         |
|                |               | and a single digit |                     | blocks                |               |                         |
|                |               | number, and        |                     |                       |               |                         |
|                |               | adding a two-digit |                     |                       |               |                         |
|                |               | number and a       |                     |                       |               |                         |
|                |               | multiple of 10,    |                     |                       |               |                         |
|                |               | using concrete     |                     |                       |               |                         |
|                |               | models or          |                     |                       |               |                         |
|                |               | drawings and       |                     |                       |               |                         |
|                |               | strategies based   |                     |                       |               |                         |
|                |               | on place value.    |                     |                       |               |                         |
|                |               | Understand that in |                     |                       |               |                         |
|                |               | adding two digit   |                     |                       |               |                         |
|                |               | numbers, one adds  |                     |                       |               |                         |
|                |               | the tens and tens, |                     |                       |               |                         |
|                |               | ones and ones;     |                     |                       |               |                         |
|                |               | and sometimes it   |                     |                       |               |                         |
|                |               | is necessary to    |                     |                       |               |                         |
|                |               | compose a ten.     | 0. 1                | 40.6 44.1 = :         |               | 0001100::               |
| The base-ten   | How can I add | One can count on   | Students should be  | 10-6: Make a Ten to   | none          | CC.2.1.1.B.3 Use place- |
| number<br>     | and subtract  | to a two-digit     | able to add groups  | Add                   |               | value concepts and      |
| system is a    | two-digit     | number using tens  | of tens and ones to | Objective C. J. J.    |               | properties of           |
| way to         | numbers?      | and ones.          | find the sum.       | Objective: Students   |               | operations to add and   |
| organize,      |               | Use place-value    |                     | will make a ten to    |               | subtract within 100.    |
| represent and  |               | concepts and       |                     |                       |               |                         |

| compare        |               | properties of      |                     | help solve addition   |      |                         |
|----------------|---------------|--------------------|---------------------|-----------------------|------|-------------------------|
| numbers using  |               | operations to add  |                     | problems              |      |                         |
| groups of tens |               | within 100,        |                     | problems              |      |                         |
| and place      |               | including adding a |                     | Resources: pages 573- |      |                         |
| values.        |               | two-digit number   |                     | 578. Place-value      |      |                         |
| values.        |               | _                  |                     |                       |      |                         |
|                |               | and a single digit |                     | blocks                |      |                         |
|                |               | number, and        |                     |                       |      |                         |
|                |               | adding a two-digit |                     |                       |      |                         |
|                |               | number and a       |                     |                       |      |                         |
|                |               | multiple of 10,    |                     |                       |      |                         |
|                |               | using concrete     |                     |                       |      |                         |
|                |               | models or          |                     |                       |      |                         |
|                |               | drawings and       |                     |                       |      |                         |
|                |               | strategies based   |                     |                       |      |                         |
|                |               | on place value.    |                     |                       |      |                         |
|                |               | Understand that in |                     |                       |      |                         |
|                |               | adding two digit   |                     |                       |      |                         |
|                |               | numbers, one adds  |                     |                       |      |                         |
|                |               | the tens and tens, |                     |                       |      |                         |
|                |               | ones and ones;     |                     |                       |      |                         |
|                |               | and sometimes it   |                     |                       |      |                         |
|                |               | is necessary to    |                     |                       |      |                         |
|                |               | compose a ten.     |                     |                       |      |                         |
| The base-ten   | How can I add | One can count on   | Students should be  | 10-7: Add Using Place | none | CC.2.1.1.B.3 Use place- |
| number         | and subtract  | to a two-digit     | able to add groups  | Value                 |      | value concepts and      |
| system is a    | two-digit     | number using tens  | of tens and ones to |                       |      | properties of           |
| way to         | numbers?      | and ones.          | find the sum.       | Objective: Students   |      | operations to add and   |
| organize,      |               | Use place-value    |                     | will add 2 two-digit  |      | subtract within 100.    |
| represent and  |               | concepts and       |                     | numbers.              |      |                         |
| compare        |               | properties of      |                     |                       |      |                         |
| numbers using  |               | operations to add  |                     | Resources: pages 579- |      |                         |
| groups of tens |               | within 100,        |                     | 584. Place-value      |      |                         |
| and place      |               | including adding a |                     | blocks, tens and ones |      |                         |
| values.        |               | two-digit number   |                     | chart                 |      |                         |
| values.        |               | and a single digit |                     | Citart                |      |                         |
|                |               | and a single digit |                     |                       |      |                         |

|  | The base-ten number system is a way to organize, represent and | How can I add<br>and subtract<br>two-digit<br>numbers? | number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value. Understand that in adding two digit numbers, one adds the tens and tens, ones and ones; and sometimes it is necessary to compose a ten.  One can count on to a two-digit number using tens and ones. Use place-value concepts and | Students should be able to add groups of tens and ones to find the sum. | 10-8: Practice Adding Using Strategies  Objective: Students will solve addition problems using different strategies | none | CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100. |
|--|--|--|--|---|---|------|--|
|  |  |  |  |   |   |      |  |
|  |  |  | ,  |   |   |      |  |
|  |  |  | ,  |   |   |      |  |
|  |  |  |  |   |   |      |  |
|  |  |  |  |   |   |      |  |
|  | The base ton   | How can Ladd   | •  | Students should be  | 10 9: Dractice Adding   | nono | CC 2.1.1 P.2 Uso place   |
|  |  |  |  |   | _   | none | -  |
|  |  |  |  |   | Osing Strategies  |      | -  |
|  |  | _  | _  |   | Objective: Students   |      |  |
|  | · · · · · · · · · · · · · · · · · · ·                          |  | Use place-value  |   | •   |      | -  |
|  |  |  | I  |   | problems using  |      |  |
|  | compare  |  | properties of  |   | different strategies.   |      |  |
|  | numbers using  |  | operations to add  |   |   |      |  |
|  | groups of tens   |  | within 100,  |   | Resources: pages 585-   |      |  |
|  | and place  |  | including adding a   |   | 590. Place-value  |      |  |
|  | values.  |  | two-digit number   |   | blocks  |      |  |
|  |  |  | and a single digit   |   |   |      |  |
|  |  |  | number, and adding a two-digit   |   |   |      |  |
|  | I  |  |  |   |   |      |  |
|  |  |  | I number and a   |   |   |      |  |
|  |  |  | number and a multiple of 10.   |   |   |      |  |
|  |  |  | multiple of 10,<br>using concrete  |   |   |      |  |

|                                  |   | Unit 11- U                                    | the tens and tens, ones and ones; and sometimes it is necessary to compose a ten.   | Strategies to Su   | btract Tens   |   |  |
|----------------------------------|---|---|---|--|---|---|--|
| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential<br>Questions                        | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources   | Vocabulary                                | Standards/ Eligible<br>Content   |
| 9 days                           | The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values. | How can I add and subtract two-digit numbers? | Use place-value concepts and properties of operations to add and subtract within 100, including adding a two digit number and a single digit number, and adding a two digit number and a multiple of 10, using concrete models or drawings and strategies based on place value. | Students should be able to subtract groups of tens to find the difference. | 11-1: Subtract Tens Using Models  Objective: Students will use models to subtract tens  Resources: Pages 611- 616, place-value blocks | difference<br>place value<br>tens<br>ones | CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100. |
|                                  | The base-ten number   | How can I add and subtract                    | Use place-value concepts and  | Students should be able to subtract  | 11-2: Subtract Tens Using a Hundred   | difference<br>place value                 | CC.2.1.1.B.3 Use place-<br>value concepts and  |
|                                  | system is a   | 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2      | properties of   |  | Chart   | tens                                      | properties of  |

| way to         | two-digit     | operations to add                     | groups of tens to    |  | onos        | operations to add and   |
|----------------|---------------|---------------------------------------|----------------------|--|-------------|-------------------------|
| way to         | numbers?      | and subtract                          | find the difference. | Objective: Students                    | ones        | subtract within 100.    |
| organize,      | numbers:      | within 100,                           | inia the amerence.   | Objective: Students will use a hundred |             | Subtract Within 100.    |
| represent and  |               | · · · · · · · · · · · · · · · · · · · |                      | chart to subtract a                    |             |                         |
| compare        |               | including adding a                    |                      |  |             |                         |
| numbers using  |               | two digit number                      |                      | multiple of 10 from                    |             |                         |
| groups of tens |               | and a single digit                    |                      | another multiple of 10                 |             |                         |
| and place      |               | number, and                           |                      |  |             |                         |
| values.        |               | adding a two digit                    |                      | Resources: pages 617-                  |             |                         |
|                |               | number and a                          |                      | 622, hundred chart                     |             |                         |
|                |               | multiple of 10,                       |                      |  |             |                         |
|                |               | using concrete                        |                      |  |             |                         |
|                |               | models or                             |                      |  |             |                         |
|                |               | drawings and                          |                      |  |             |                         |
|                |               | strategies based                      |                      |  |             |                         |
|                |               | on place value.                       |                      |  |             |                         |
| The base-ten   | How can I add | Use place-value                       | Students should be   | 11-3: Subtract Tens                    | difference  | CC.2.1.1.B.3 Use place- |
| number         | and subtract  | concepts and                          | able to subtract     | Using an Open                          | place value | value concepts and      |
| system is a    | two-digit     | properties of                         | groups of tens to    | Number Line                            | tens        | properties of           |
| way to         | numbers?      | operations to add                     | find the difference. |  | ones        | operations to add and   |
| organize,      |               | and subtract                          |                      | Objective: Students                    |             | subtract within 100.    |
| represent and  |               | within 100,                           |                      | will use an open                       |             |                         |
| compare        |               | including adding a                    |                      | number line to solve                   |             |                         |
| numbers using  |               | two digit number                      |                      | subtraction problems                   |             |                         |
| groups of tens |               | and a single digit                    |                      | ·                                      |             |                         |
| and place      |               | number, and                           |                      | Resources: pages 623-                  |             |                         |
| values.        |               | adding a two digit                    |                      | 628, open number                       |             |                         |
|                |               | number and a                          |                      | lines                                  |             |                         |
|                |               | multiple of 10,                       |                      |  |             |                         |
|                |               | using concrete                        |                      |  |             |                         |
|                |               | models or                             |                      |  |             |                         |
|                |               | drawings and                          |                      |  |             |                         |
|                |               | strategies based                      |                      |  |             |                         |
|                |               | on place value.                       |                      |  |             |                         |
| The base-ten   | How can I add | Use place-value                       | Students should be   | 11-4: Use Addition to                  | difference  | CC.2.1.1.B.3 Use place- |
| number         | and subtract  | concepts and                          | able to subtract     | Subtract Tens                          | place value | value concepts and      |
|                |               |                                       |                      |  | 1 1         |                         |

| system is a    | two-digit     | properties of      | groups of tens to    |                        | tens        | properties of           |
|----------------|---------------|--------------------|----------------------|------------------------|-------------|-------------------------|
| way to         | numbers?      | operations to add  | find the difference. | Objective: Students    | ones        | operations to add and   |
| organize,      | mambers.      | and subtract       | inia the amerence.   | will use addition to   | 01103       | subtract within 100.    |
| represent and  |               | within 100,        |                      | subtract tens          |             | Subtract Within 2001    |
| compare        |               | including adding a |                      | Subtract terrs         |             |                         |
| numbers using  |               | two digit number   |                      | Resources: pages 629-  |             |                         |
| groups of tens |               | and a single digit |                      | 634, place-value       |             |                         |
| and place      |               | number, and        |                      | blocks, hundred chart, |             |                         |
| values.        |               | adding a two digit |                      | open number lines      |             |                         |
| varaes.        |               | number and a       |                      | open number mies       |             |                         |
|                |               | multiple of 10,    |                      |                        |             |                         |
|                |               | using concrete     |                      |                        |             |                         |
|                |               | models or          |                      |                        |             |                         |
|                |               | drawings and       |                      |                        |             |                         |
|                |               | strategies based   |                      |                        |             |                         |
|                |               | on place value.    |                      |                        |             |                         |
| The base-ten   | How can I add | Use place-value    | Students should be   | 11-5: Mental Math-     | difference  | CC.2.1.1.B.3 Use place- |
| number         | and subtract  | concepts and       | able to subtract     | Ten Less Than a        | place value | value concepts and      |
| system is a    | two-digit     | properties of      | groups of tens to    | Number                 | tens        | properties of           |
| way to         | numbers?      | operations to add  | find the difference. |                        | ones        | operations to add and   |
| organize,      |               | and subtract       |                      | Objective: Students    |             | subtract within 100.    |
| represent and  |               | within 100,        |                      | will use mental math   |             |                         |
| compare        |               | including adding a |                      | to subtract ten from a |             |                         |
| numbers using  |               | two digit number   |                      | two-digit number       |             |                         |
| groups of tens |               | and a single digit |                      |                        |             |                         |
| and place      |               | number, and        |                      | Resources: pages 635-  |             |                         |
| values.        |               | adding a two digit |                      | 640, blank double ten- |             |                         |
|                |               | number and a       |                      | frames                 |             |                         |
|                |               | multiple of 10,    |                      |                        |             |                         |
|                |               | using concrete     |                      |                        |             |                         |
|                |               | models or          |                      |                        |             |                         |
|                |               | drawings and       |                      |                        |             |                         |
|                |               | strategies based   |                      |                        |             |                         |
|                |               | on place value.    |                      |                        |             |                         |

| The base too   | المساممة المطط | Lice place value   | Students should be   | 11 Culled Stratogics   | difference  | CC 2.1.1 D 2 Uso place  |
|----------------|----------------|--------------------|----------------------|------------------------|-------------|-------------------------|
| The base-ten   | How can I add  | Use place-value    |                      | 11-6: Use Strategies   |             | CC.2.1.1.B.3 Use place- |
| number<br>     | and subtract   | concepts and       | able to subtract     | to Practice            | place value | value concepts and      |
| system is a    | two-digit      | properties of      | groups of tens to    | Subtraction            | tens        | properties of           |
| way to         | numbers?       | operations to add  | find the difference. |                        | ones        | operations to add and   |
| organize,      |                | and subtract       |                      | Objective: Students    |             | subtract within 100.    |
| represent and  |                | within 100,        |                      | will use different     |             |                         |
| compare        |                | including adding a |                      | strategies to subtract |             |                         |
| numbers using  |                | two digit number   |                      |                        |             |                         |
| groups of tens |                | and a single digit |                      | Resources: pages 641-  |             |                         |
| and place      |                | number, and        |                      | 646, place-value       |             |                         |
| values.        |                | adding a two digit |                      | blocks, hundred chart, |             |                         |
|                |                | number and a       |                      | open number lines,     |             |                         |
|                |                | multiple of 10,    |                      | index cards            |             |                         |
|                |                | using concrete     |                      |                        |             |                         |
|                |                | models or          |                      |                        |             |                         |
|                |                | drawings and       |                      |                        |             |                         |
|                |                | strategies based   |                      |                        |             |                         |
|                |                | on place value.    |                      |                        |             |                         |
| The base-ten   | How can I add  | Use place-value    | Students should be   | 11-7:Math Practices    | difference  | CC.2.1.1.B.3 Use place- |
| number         | and subtract   | concepts and       | able to subtract     | and Problem Solving    | place value | value concepts and      |
| system is a    | two-digit      | properties of      | groups of tens to    | · ·                    | tens        | properties of           |
| way to         | numbers?       | operations to add  | find the difference. | Objective: The         | ones        | operations to add and   |
| organize,      |                | and subtract       |                      | students will model    |             | subtract within 100.    |
| represent and  |                | within 100,        |                      | thinking to solve      |             |                         |
| compare        |                | including adding a |                      | problems.              |             |                         |
| numbers using  |                | two digit number   |                      | p. 6 5.1.6.1           |             |                         |
| groups of tens |                | and a single digit |                      | Resources: pages 647-  |             |                         |
| and place      |                | number, and        |                      | 652, connecting cubes  |             |                         |
| values.        |                | adding a two digit |                      | 032, connecting cubes  |             |                         |
| values.        |                | number and a       |                      |                        |             |                         |
|                |                | multiple of 10,    |                      |                        |             |                         |
|                |                | using concrete     |                      |                        |             |                         |
|                |                | models or          |                      |                        |             |                         |
|                |                |                    |                      |                        |             |                         |
|                |                | drawings and       |                      |                        |             |                         |

|                                  |   |                                  | strategies based on place value.   |   |   |  |   |  |  |  |  |  |
|----------------------------------|---|----------------------------------|--|---|---|--|---|--|--|--|--|--|
|                                  | Unit 12- Measure Lengths  |                                  |  |   |   |  |   |  |  |  |  |  |
| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential<br>Questions           | Concepts<br>(Know)   | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary                                       | Standards/ Eligible<br>Content  |  |  |  |  |  |
| 6 days                           | Some attributes of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I<br>determine<br>length? | One can order three objects by length, by comparing the length of two objects indirectly using a third object. | Students should be able to compare the lengths of objects using indirect measurement. | 12-1: Compare and Order by Length  Objective: Students will order objects by length  Resources: pages 667-672, pencil-longer than marker and paintbrush, paintbrush-shorter than marker, classroom objects of varying lengths | Length, longer,<br>longest, shorter,<br>shortest | CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeated length units. |  |  |  |  |  |
|                                  | Some attributes of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I<br>determine<br>length? | One can order three objects by length, by comparing the length of two objects indirectly using a third object. | Students should be able to compare the lengths of objects using indirect measurement. | 12-2: Indirect Measurement  Objective: Students will indirectly compare objects by length  Resources: pages 673- 678, yarn, classroom objects, construction   | Length, longer,<br>longest, shorter,<br>shortest | CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeated length units. |  |  |  |  |  |

|   |                            |  |  | paper, glue, crayons,<br>string, shoe and |                      |   |
|---|----------------------------|--|--|---|----------------------|---|
| Some attributes of objects are measurable, e.g. length, mass, capacity, and it can be quantified. | How do I determine length? | One can measure the length of common objects using nonstandard units.  Express the length of an object as a whole number of lengths units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length of the object is the number of same size length units that span it with not gaps or overlaps. Limit the contexts where the object being measured is spanned by a | Students should be able to measure common objects or pictures using nonstandard units of measure such as pennies or connecting cubes |   | measure, length unit | CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeated length units. |
|   |                            | whole number of length units with no gaps or overlaps.   |  |   |                      |   |

| _             |           | _                   |                    |                       | I    |                        |
|---------------|-----------|---------------------|--------------------|-----------------------|------|------------------------|
| Some          | How do I  | One can measure     | Students should be | 12-4: Continue to     | none | CC.2.4.1.A.1 Order     |
| attributes of | determine | the length of       | able to measure    | Measure Length        |      | lengths and measure    |
| objects are   | length?   | common objects      | common objects     |                       |      | them both indirectly   |
| measurable,   |           | using nonstandard   | or pictures using  | Objective: Students   |      | and by repeated length |
| e.g. length,  |           | units.              | nonstandard units  | will use cubes and    |      | units.                 |
| mass,         |           |                     | of measure such as | other units to        |      |                        |
| capacity, and |           | Express the length  | pennies or         | compare lengths and   |      |                        |
| it can be     |           | of an object as a   | connecting cubes   | heights of objects    |      |                        |
| quantified.   |           | whole number of     |                    |                       |      |                        |
|               |           | lengths units, by   |                    | Resources: pages 685- |      |                        |
|               |           | laying multiple     |                    | 690, connecting       |      |                        |
|               |           | copies of a shorter |                    | cubes, pennies, paper |      |                        |
|               |           | object (the length  |                    | clips                 |      |                        |
|               |           | unit) end to end;   |                    |                       |      |                        |
|               |           | understand that     |                    |                       |      |                        |
|               |           | the length of the   |                    |                       |      |                        |
|               |           | object is the       |                    |                       |      |                        |
|               |           | number of same      |                    |                       |      |                        |
|               |           | size length units   |                    |                       |      |                        |
|               |           | that span it with   |                    |                       |      |                        |
|               |           | not gaps or         |                    |                       |      |                        |
|               |           | overlaps. Limit the |                    |                       |      |                        |
|               |           | contexts where      |                    |                       |      |                        |
|               |           | the object being    |                    |                       |      |                        |
|               |           | measured is         |                    |                       |      |                        |
|               |           | spanned by a        |                    |                       |      |                        |
|               |           | whole number of     |                    |                       |      |                        |
|               |           | length units with   |                    |                       |      |                        |
|               |           | no gaps or          |                    |                       |      |                        |
|               |           | overlaps.           |                    |                       |      |                        |
| Some          | How do I  | One can measure     | Students should be | 12-5: Math Practices  | none | CC.2.4.1.A.1 Order     |
| attributes of | determine | the length of       | able to measure    | and Problem Solving-  |      | lengths and measure    |
| objects are   | length?   | common objects      | common objects     | Use Appropriate Tools |      | them both indirectly   |
| measurable,   |           | using nonstandard   | or pictures using  |                       |      | and by repeated length |
| e.g. length,  |           | units.              | nonstandard units  |                       |      | units.                 |

|                  | mass,         |           |                     | of measure such as | Objective: Students   |                  |                       |
|------------------|---------------|-----------|---------------------|--------------------|-----------------------|------------------|-----------------------|
|                  | capacity, and |           | Express the length  | pennies or         | will choose an        |                  |                       |
|                  | it can be     |           | of an object as a   | connecting cubes   | appropriate tool and  |                  |                       |
|                  | quantified.   |           | whole number of     |                    | use it to measure a   |                  |                       |
|                  |               |           | lengths units, by   |                    | given object          |                  |                       |
|                  |               |           | laying multiple     |                    |                       |                  |                       |
|                  |               |           | copies of a shorter |                    | Resources: pages 691- |                  |                       |
|                  |               |           | object (the length  |                    | 696, connecting       |                  |                       |
|                  |               |           | unit) end to end;   |                    | cubes, paper clips,   |                  |                       |
|                  |               |           | understand that     |                    | string                |                  |                       |
|                  |               |           | the length of the   |                    |                       |                  |                       |
|                  |               |           | object is the       |                    |                       |                  |                       |
|                  |               |           | number of same      |                    |                       |                  |                       |
|                  |               |           | size length units   |                    |                       |                  |                       |
|                  |               |           | that span it with   |                    |                       |                  |                       |
|                  |               |           | not gaps or         |                    |                       |                  |                       |
|                  |               |           | overlaps. Limit the |                    |                       |                  |                       |
|                  |               |           | contexts where      |                    |                       |                  |                       |
|                  |               |           | the object being    |                    |                       |                  |                       |
|                  |               |           | measured is         |                    |                       |                  |                       |
|                  |               |           | spanned by a        |                    |                       |                  |                       |
|                  |               |           | whole number of     |                    |                       |                  |                       |
|                  |               |           | length units with   |                    |                       |                  |                       |
|                  |               |           | _                   |                    |                       |                  |                       |
|                  |               |           | no gaps or          |                    |                       |                  |                       |
|                  |               |           | overlaps.           | 11 '1 42 T'        |                       |                  |                       |
|                  |               |           |                     | Unit 13-Time       |                       |                  |                       |
|                  |               |           |                     |                    |                       |                  |                       |
|                  |               |           |                     |                    |                       |                  |                       |
| Estimated        | Big Ideas     | Essential | Concepts            | Competencies       | Lessons/ Suggested    | Vocabulary       | Standards/ Eligible   |
| <b>Unit Time</b> |               | Questions | (Know)              | (Do)               | Resources             |                  | Content               |
| Frames           |               |           |                     |                    |                       |                  |                       |
| 6 days           | Some          | How do I  | One can tell and    | Students should be | 13-1: Understand the  | hour, hour hand, | CC.2.4.1.A.2 Tell and |
|                  | attributes of | determine | write time to the   | able to learn how  | Hour and Minute       | minute, minute   | write time to the     |
|                  | attributes of | determine | write time to the   | able to learn now  | riour and williate    | minute, minute   | write time to the     |

| measurable,   |           | hour on an analog   | time to the hour    |                       |                  | both analog and digital |
|---------------|-----------|---------------------|---------------------|-----------------------|------------------|-------------------------|
| e.g. length,  |           | clock.              | on an analog clock. | Objectives: Students  |                  | clocks.                 |
| mass,         |           |                     |                     | will tell time to the |                  |                         |
| capacity, and |           | Tell and write time |                     | hour                  |                  |                         |
| it can be     |           | in hours and half-  |                     |                       |                  |                         |
| quantified.   |           | hours using analog  |                     | Resources: pages 709- |                  |                         |
|               |           | and digital clocks  |                     | 714, geared           |                  |                         |
|               |           |                     |                     | demonstration clock   |                  |                         |
| Some          | How do I  | One can tell and    | Students should be  | 13-2: Tell and Write  | hour, hour hand, | CC.2.4.1.A.2 Tell and   |
| attributes of | determine | write time to the   | able to learn how   | Time to the Hour      | minute, minute   | write time to the       |
| objects are   | time?     | hour on an analog   | to read and write   |                       | hand, o'clock    | nearest half hour using |
| measurable,   |           | clock.              | time to the hour    | Objective: Students   |                  | both analog and digital |
| e.g. length,  |           |                     | on an analog clock. | will tell time to the |                  | clocks.                 |
| mass,         |           | Tell and write time |                     | hour using analog and |                  |                         |
| capacity, and |           | in hours and half-  |                     | digital clocks        |                  |                         |
| it can be     |           | hours using analog  |                     |                       |                  |                         |
| quantified.   |           | and digital clocks  |                     | Resources: pages 715- |                  |                         |
|               |           |                     |                     | 720, analog clock,    |                  |                         |
|               |           |                     |                     | geared demonstration  |                  |                         |
|               |           |                     |                     | clock                 |                  |                         |
| Some          | How do I  | One can tell and    | Students should be  | 13-3: Tell and Write  | hour, hour hand, | CC.2.4.1.A.2 Tell and   |
| attributes of | determine | write time to the   | able to learn how   | Time to the Half Hour | half hour,       | write time to the       |
| objects are   | time?     | hour on an analog   | to read and write   |                       | minute, minute   | nearest half hour using |
| measurable,   |           | clock.              | time to the hour    | Objective: Students   | hand, o'clock    | both analog and digital |
| e.g. length,  |           |                     | and half hour on    | will tell time to the |                  | clocks.                 |
| mass,         |           | Tell and write time | an analog clock     | half hour             |                  |                         |
| capacity, and |           | in hours and half-  |                     |                       |                  |                         |
| it can be     |           | hours using analog  |                     | Resources: pages 721- |                  |                         |
| quantified.   |           | and digital clocks  |                     | 726, analog clock,    |                  |                         |
|               |           |                     |                     | geared demonstration  |                  |                         |
|               |           |                     | 2. 1                | clock                 |                  |                         |
| Some          | How do I  | One can tell and    | Students should be  | 13-4: Math Practices  | hour, hour hand, | CC.2.4.1.A.2 Tell and   |
| attributes of | determine | write time to the   | able to learn how   | and Problem Solving-  | minute, minute   | write time to the       |
| objects are   | time?     | hour on an analog   | to read and write   | Reasoning             | hand, o'clock    | nearest half hour using |
| measurable,   |           | clock.              | time to the hour    |                       |                  |                         |

|                                  | e.g. length,<br>mass,<br>capacity, and<br>it can be<br>quantified.  |                                   | Tell and write time<br>in hours and half-<br>hours using analog<br>and digital clocks  | and half hour on<br>an analog clock                                       | Objective: Students will use reasoning to tell and write time  Resources: pages 727- 732, chart paper, markers  |              | both analog and digital clocks.   |
|----------------------------------|---|-----------------------------------|--|---|---|--------------|---|
|                                  |   | ι                                 | Jnit 14-Equal Sh   | ares of Circles a   | nd Rectangles   |              |   |
| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential<br>Questions            | Concepts<br>(Know)   | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary   | Standards/ Eligible<br>Content  |
| 6 days                           | Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location can be described quantitatively. | How can I recognize equal shares? | One can show how a whole shape can be separated into equal parts, or equal shares.  Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters. Describe the whole as two of, or four of the shares.  Understand for these examples that decomposing into more equal | Students should be able to determine the number of equal parts in a whole | 15-1: Make Equal Shares  Objective: Students will determine whether shapes are divided into equal shares  Resources: pages 817- 822, paper rectangles and circles | Equal shares | CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters. |

|                 |                 | shares creates smaller shares. |                     |                         |                  |                        |
|-----------------|-----------------|--------------------------------|---------------------|-------------------------|------------------|------------------------|
| Two- and        | How can I       | One can show how               | Students should be  | 15-2: Make Halves       | Equal shares,    | CC.2.3.1.A.2 Use the   |
| three           | recognize equal | a whole shape can              | able to identify    | and Fourths of          | halves, fourths, | understanding of       |
| dimensional     | shares?         | be separated into              | halves and cut a    | Rectangles and Circles  | quarters         | fractions to partition |
| objects can be  |                 | equal parts, or                | whole into two      | _                       |                  | shapes into halves and |
| described,      |                 | equal shares.                  | equal parts.        | Objective: Students     |                  | quarters.              |
| classified and  |                 |                                | Students should be  | will divide shapes into |                  |                        |
| analyzed by     |                 | Partition circles              | able to identify    | 2 and 4 equal shares    |                  |                        |
| their           |                 | and rectangles into            | fourths or quarters | and use words to        |                  |                        |
| attributes, and |                 | two and four equal             | and cut a whole     | describe those shares   |                  |                        |
| their location  |                 | shares, describe               | into four equal     |                         |                  |                        |
| can be          |                 | the shares using               | parts.              | Resources: pages 823-   |                  |                        |
| described       |                 | the words halves,              |                     | 828, crayons            |                  |                        |
| quantitatively. |                 | fourths, and                   |                     |                         |                  |                        |
|                 |                 | quarters. Describe             |                     |                         |                  |                        |
|                 |                 | the whole as two               |                     |                         |                  |                        |
|                 |                 | of, or four of the             |                     |                         |                  |                        |
|                 |                 | shares.                        |                     |                         |                  |                        |
|                 |                 | Understand for                 |                     |                         |                  |                        |
|                 |                 | these examples                 |                     |                         |                  |                        |
|                 |                 | that decomposing               |                     |                         |                  |                        |
|                 |                 | into more equal                |                     |                         |                  |                        |
|                 |                 | shares creates                 |                     |                         |                  |                        |
|                 |                 | smaller shares.                |                     |                         |                  |                        |
| Two- and        | How can I       | One can show how               | Students should be  | 15-3: Understand        | Equal shares,    | CC.2.3.1.A.2 Use the   |
| three           | recognize equal | a whole shape can              | able to identify    | Halves and Fourths      | halves, fourths, | understanding of       |
| dimensional     | shares?         | be separated into              | halves and cut a    |                         | quarters         | fractions to partition |
| objects can be  |                 | equal parts, or                | whole into two      | Objective: Students     |                  | shapes into halves and |
| described,      |                 | equal shares.                  | equal parts.        | will understand that    |                  | quarters.              |
| classified and  |                 |                                | Students should be  | more equal shares of    |                  |                        |
| analyzed by     |                 | Partition circles              | able to identify    | the same whole          |                  |                        |
| their           |                 | and rectangles into            | fourths or quarters | create smaller shapes   |                  |                        |
| attributes, and |                 | two and four equal             | and cut a whole     |                         |                  |                        |
| their location  |                 | shares, describe               |                     |                         |                  |                        |

| can be          |                 | the shares using    | into four equal | Resources: pages 829-  |                  |                        |
|-----------------|-----------------|---------------------|-----------------|------------------------|------------------|------------------------|
| described       |                 | the words halves,   | parts.          | 834, sheets of paper,  |                  |                        |
| quantitatively. |                 | fourths, and        | '               | crayons or colored     |                  |                        |
| ,               |                 | quarters. Describe  |                 | pencils, fractions of  |                  |                        |
|                 |                 | the whole as two    |                 | circles, fractions of  |                  |                        |
|                 |                 | of, or four of the  |                 | rectangles             |                  |                        |
|                 |                 | shares.             |                 |                        |                  |                        |
|                 |                 | Understand for      |                 |                        |                  |                        |
|                 |                 | these examples      |                 |                        |                  |                        |
|                 |                 | that decomposing    |                 |                        |                  |                        |
|                 |                 | into more equal     |                 |                        |                  |                        |
|                 |                 | shares creates      |                 |                        |                  |                        |
|                 |                 | smaller shares.     |                 |                        |                  |                        |
| Two- and        | How can I       | One can show how    |                 | 15-4: Math Practices   | Equal shares,    | CC.2.3.1.A.2 Use the   |
| three           | recognize equal | a whole shape can   |                 | and Problem Solving-   | halves, fourths, | understanding of       |
| dimensional     | shares?         | be separated into   |                 | Model with Math        | quarters         | fractions to partition |
| objects can be  |                 | equal parts, or     |                 |                        |                  | shapes into halves and |
| described,      |                 | equal shares.       |                 | Objective: Students    |                  | quarters.              |
| classified and  |                 |                     |                 | will make a drawing or |                  |                        |
| analyzed by     |                 | Partition circles   |                 | diagram to show a      |                  |                        |
| their           |                 | and rectangles into |                 | problem about equal    |                  |                        |
| attributes, and |                 | two and four equal  |                 | shares                 |                  |                        |
| their location  |                 | shares, describe    |                 |                        |                  |                        |
| can be          |                 | the shares using    |                 | Resources: pages 835-  |                  |                        |
| described       |                 | the words halves,   |                 | 840, crayons           |                  |                        |
| quantitatively. |                 | fourths, and        |                 |                        |                  |                        |
|                 |                 | quarters. Describe  |                 |                        |                  |                        |
|                 |                 | the whole as two    |                 |                        |                  |                        |
|                 |                 | of, or four of the  |                 |                        |                  |                        |
|                 |                 | shares.             |                 |                        |                  |                        |
|                 |                 | Understand for      |                 |                        |                  |                        |
|                 |                 | these examples      |                 |                        |                  |                        |
|                 |                 | that decomposing    |                 |                        |                  |                        |
|                 |                 | into more equal     |                 |                        |                  |                        |

|  |  | shares creates  |  |  |
|--|--|-----------------|--|--|
|  |  | smaller shares. |  |  |