

Grade 1 Mathematics

Unit 1- Reason with Shapes and Their Attributes

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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, Sides, Vertices, Circle, Square, Rectangle, Triangle, 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, Sides, Vertices, Circle, Square, Rectangle, Triangle, Hexagon	CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes.

	can be described quantitatively.				Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks		
	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.	<p>14-3: Build and Draw 2-D Shapes By Attributes</p> <p>Objective: Students will be able to use materials to build and draw 2-D shapes.</p> <p>Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks</p>	2-D Shapes, Sides, Vertices, Circle, Square, Rectangle, Triangle, 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 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.	<p>14-4: Compose 2-D Shapes</p> <p>Objective: Students will be able to combine 2-D shapes to make another 2-D shape.</p> <p>Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks</p>	2-D Shapes, Sides, Vertices, Circle, Square, Rectangle, Triangle, 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 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.	<p>14-5: Compose New 2-D Shapes From 2-D Shapes</p> <p>Objective: Students will be able to combine 2-D shapes to make another 2-D shape.</p> <p>Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks</p>	2-D Shapes, Sides, Vertices, Circle, Square, Rectangle, Triangle, 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 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.	<p>14-6: Use Attributes to Define 3-D Shapes</p> <p>Objective: Students will be able to define 3-D shapes by their number of edges, vertices, and faces or flat surfaces.</p> <p>Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks</p>	3-D Shapes, Edges, Faces, Flat Surface, Cube, Sphere, Cone, Cylinder, Rectangular 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,	How can you define shapes and compose new shapes?	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 Non-Defining Attributes of 3-D Shapes	3-D Shapes, Edges, Faces, Flat Surface, Cube, Sphere, Cone, Cylinder,	CC.2.3.1.A.1 Compose and distinguish between two- and 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 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, Edges, Faces, Flat Surface, Cube, Sphere, Cone, Cylinder, Rectangular 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, Edges, Faces, Flat Surface, Cube, Sphere, Cone, Cylinder, Rectangular Prism	CC.2.3.1.A.1 Compose and distinguish between two- and three- dimensional shapes based on their attributes.

	described quantitatively.				Resources: Activity Centers, Digital Resources, Shape Manipulatives and Pattern Blocks		
Unit 2- Fluently Add and Subtract Within 10							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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 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.	2-1: 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 Number Line Addition 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 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.	2-2: Doubles Objectives: Use doubles to solve problems Resources: Activity Centers, Digital Resources, Counters, Pages 85-90	Number 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.	<p>2-3: Near Doubles</p> <p>Objective: Students will be able to solve problems using near doubles facts</p> <p>Resources: Activity Centers, Digital Resources, Counters, Pages 91-96</p>	Near Doubles 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.	<p>2-4: Facts with 5 on a Ten-Frame</p> <p>Objective: Students will be able to use a ten-frame to solve addition facts with 5 and 10</p> <p>Resources: Activity Centers, Digital Resources, Counters, Ten-Frame, Pages 97-102</p>	Ten-Frame	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	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.	<p>2-5: Add In Any Order</p> <p>Objective: Students will be able to use the same addends to write two different</p>	Addends Sum Equation	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.

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

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

	structures in many equivalent forms.				patterns in order to solve problems Resources: Activity Centers, Bar Model Counters, Digital Resources, Pages 133-138		
Unit 3- Addition Facts to 20: Use Strategies							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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 Number line	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	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 Using an Open Number Line Objectives: Students will be able to count	Count on 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 demonstrating fluency for 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 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	3-4: 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 Doubles Plus 1 Addends Sum	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.
	Numbers, measures, 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 Doubles Plus 2 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, Pages 191-196		
	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	3-8: 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 Near Doubles 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 Fewer	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?	<p>Relate counting to addition by counting on to add.</p> <p>Subtraction involves ‘taking away’ an amount from the whole, and finding “how many are left”.</p>	<p>Students should be able to count on from the larger number by 1, 2, or 3.</p> <p>Add within 20 demonstrating fluency for addition within 10</p>	<p>3-10: Math Practices and Problem Solving: Critique Reasoning</p> <p>Objectives: Students will be able to critique the reasoning of others by using known information about addition and subtraction.</p> <p>Resources: Activity Centers, Digital Resources, Number line, Pages 161-166</p>	<p>Addends</p> <p>Sum</p> <p>Difference</p> <p>Agree</p> <p>Disagree</p> <p>Equations</p>	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.
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Unit 4 – Subtraction Facts to 20: Use Strategies

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

	equivalent forms.		fluency for subtraction within 10.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What strategies can you use while subtracting?	<p>You can count back using the numbers 1, 2 or 3 to find the difference.</p> <p>Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.</p>	Students should be able to use manipulatives to count back by 1, 2 or 3.	<p>4-2: Make 10 to Subtract</p> <p>Objectives: Students will be able to make subtraction easier by making 10 to subtract.</p> <p>Resources: Counters, Double-Ten Frame, Pages 237-242</p>	Count back Subtract Double Ten-Frame	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 subtracting?	<p>You can count back using the numbers 1, 2 or 3 to find the difference.</p> <p>Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.</p>	Students should be able to use manipulatives to count back by 1, 2 or 3.	<p>4-3: Continue to Make 10 to Subtract</p> <p>Objectives: Students will be able to count on to subtract using 10 as a landmark.</p> <p>Resources: Counters, Double-Ten Frame, Pages 243-248</p>	Count back Subtract Double-Ten Frame	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 subtracting?	<p>You can count back using the numbers 1, 2 or 3 to find the difference.</p> <p>Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.</p>	Students should be able to use manipulatives to count back by 1, 2 or 3.	<p>4-4: Fact Families</p> <p>Objectives: Students will be able to make addition and subtraction fact using the same three numbers.</p> <p>Resources: Counters, Bar Model, Pages 249-254</p>	Fact Family Related Facts Addition Subtraction	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 subtracting?	<p>You can count back using the numbers 1, 2 or 3 to find the difference.</p> <p>Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.</p>	Students should be able to use manipulatives to count back by 1, 2 or 3.	<p>4-5: Use Addition to Subtract</p> <p>Objectives: Students will be able to use addition facts to find subtraction facts.</p> <p>Resources: Counters, Bar Model, Pages 255-260</p>	Addition Subtraction Fact Families Related Facts	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.
	Numbers, measures, expressions, equations and inequalities	What strategies can you use while subtracting?	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.	<p>4-6: Continue to Use Addition to Subtract</p> <p>Objectives: Students will be able to use</p>	Addition Subtraction Fact Families Related Facts	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.

	can represent mathematical situations and structures in many equivalent forms.		Relate counting to addition or subtraction. Subtract within 20 demonstrating fluency for subtraction within 10.		addition facts to find subtraction facts. Resources: Counters, Bar Model, Pages 261-266		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent 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.	4-7: 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 Double-Ten Frame Bar Model	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 subtracting?	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 Bar Model Number line	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.

	equivalent forms.		Subtract within 20 demonstrating fluency for subtraction within 10.		with unknowns in different positions. Resources: Counters, Bar Model, Pencil/Paper, Pages 273-278		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent 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.	4-9: Math Practices and Problem Solving: Reasoning Objectives: Students will be able to use reasoning to write and solve number stories. Resources: Counters, Pencil/Paper, Pages 279-284	Equation Story Problem	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.

Unit 5 - Work with Addition and Subtraction Equations

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

	can represent mathematical situations and structures in many equivalent forms.		Subtraction involves 'taking away' an amount from the whole, and finding "how many are left".	Add within 20 demonstrating fluency for addition within 10	the unknown number in an equation. Resources: Counters, Activity Centers, Bar Model, Number Cards, Pages 299-304		
	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	5-2: 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, measures, expressions, equations and inequalities can represent mathematical situations and structures in 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 Sum Difference True Equations	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.

	equivalent forms.				Resources, Counters, 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?	<p>Relate counting to addition by counting on to add.</p> <p>Subtraction involves ‘taking away’ an amount from the whole, and finding “how many are left”.</p>	<p>Students should be able to count on from the larger number by 1, 2, or 3.</p> <p>Add within 20 demonstrating fluency for addition within 10</p>	<p>5-4: Word Problems with Three Addends</p> <p>Objectives: Students will be able to use different strategies to solve word problems with three addends.</p> <p>Resources: Activity Centers, Digital Resources, Color Tiles, Small Boxes Pages 317-322</p>	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?	<p>Relate counting to addition by counting on to add.</p> <p>Subtraction involves ‘taking away’ an amount from the whole, and finding “how many are left”.</p>	<p>Students should be able to count on from the larger number by 1, 2, or 3.</p> <p>Add within 20 demonstrating fluency for addition within 10</p>	<p>5-5: Add Three Numbers</p> <p>Objectives: Students will be able to use different strategies to add three numbers.</p> <p>Resources: Activity Centers, Digital Resources, Connecting Cubes, Pages 323-328</p>	Addends Sum	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.
	Numbers, measures, 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 and Subtraction Word Problems	Addends Sum 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, 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	5-7: 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 Sum Difference Equations	CC.2.2.1.A.1 represent and solve problems involving addition and subtraction within 20.
Unit 6 – Extend the Counting Sequence							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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 write numbers to 120.	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 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.	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 Tens Place-value 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 Number Chart Ones digit Tens digit 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 groups of tens and place values.		numerals and represent a number of objects within a numeral.	write it as a whole number. Students should be able to count to, identify, read and write numbers to 120.	Resources: Blank hundred-chart, paper squares, Center Activities, Digital Resources, pages 407-412		
	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 write numbers to 120.	7-4: Count by 1s or 10s to 120 Objective: Students will be able to count by 1s or 10s to 120. Resources: Counters, 120 Chart, pencils/crayons, Activity Centers, Digital Resources, pages 413-418	Number Chart Tens Patterns	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.	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.	7-5: Count on an Open Number Line Objective: Students will be able to count to 120 using an open number line Resources: pencil/paper, Activity Centers, Digital Resources, pages 419-424	Open number line Count on Ones 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.	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 write numbers to 120.	7-6: Count and Write Numerals Objective: Students will be able to write numerals to show how many objects are in a group Resources: Place-value blocks (ones and tens), Activity Centers, Digital Resources, pages 425-430	Numerals Row Column	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.	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.	7-7: Math Practices and Problem Solving: Repeated Reasoning Objective: Students will be able to find better and faster ways to solve problems Resources: Large bag, 3 number cards (with the numbers 18, 23 and 31 on them), 60 counters, Activity Centers, Digital Resources, pages 431-436	Reasoning	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.

Unit 7 – Represent and Interpret Data

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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?	<p>One can take a survey and record data form the survey using tally marks.</p> <p>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.</p>	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.	<p>6-1: Organize Data Into Three Categories</p> <p>Objective: The students will organize data into categories.</p> <p>Resources: activity centers, digital resources, pgs. 353-358 and library books</p>	Tally marks Data 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?	<p>One can organize data with up to three categories in picture graphs.</p> <p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total</p>	Student should be able to make and read a picture graph.	<p>6-2: Collect and Represent Data</p> <p>Objective: The students will collect and organize information using a picture graph.</p> <p>Resources: activity centers, digital</p>	Picture graph Survey Tally marks Tally chart	CC.2.4.1.A.4 Represent data using tables and graphs.

	collected, how to best collect it and how to best represent it.		number of data points, how many in each category, and how many more or less are in the one category.		resources, pgs. 359-364		
	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?	<p>One can interpret data with up to three categories in picture graphs.</p> <p>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.</p>	Student should be able to interpret information from a picture graph.	<p>6-3: Interpret Data</p> <p>Objective: The students will interpret organized data.</p> <p>Resources: activity centers, digital resources, blank picture graphs, pgs. 365-370</p>	<p>Tally marks</p> <p>Tally chart</p> <p>Picture graph</p> <p>Data</p>	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?	<p>One can interpret data with up to three categories on a bar graph.</p> <p>Organize, represent, and interpret data with up to three</p>	Student should be able to collect data to make a bar graph.	<p>6-4: Continue to Interpret Data</p> <p>Objective: The students will use a picture graph to interpret data.</p>	<p>Tally marks</p> <p>Tally chart</p> <p>Picture graph</p> <p>data</p>	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 centers, digital resources, pgs. 371-376		
	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 Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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?	<p>Numbers greater than 9 are composed of tens and ones.</p> <p>10 can be thought of as a bundle of ten ones – called a “ten”</p>	Students should be able to count and write numbers with tens and ones.	<p>8-1: Make Numbers 11-19</p> <p>Objective: Students will be able to read and write numbers 11-19.</p> <p>Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 449-454</p>	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?	<p>The numbers greater than 9 are composed of tens and ones.</p> <p>10 can be thought of as a bundle of ten ones – called a “ten”</p>	Students should be able to count and write numbers with tens and ones.	<p>8-2: Numbers Made with Tens</p> <p>Objective: Students will be able to show groups of ten with connecting cubes.</p> <p>Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 455-460</p>	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?	<p>The numbers greater than 9 are composed of tens and ones.</p> <p>10 can be thought of as a bundle of ten ones – called a “ten”</p>	Students should be able to count and write numbers with tens and ones.	<p>8-3: Count with Groups of Tens and Leftovers</p> <p>Objective: Students will be able to group tens to solve problems.</p> <p>Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 461-466</p>	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?	<p>The numbers greater than 9 are composed of tens and ones.</p> <p>10 can be thought of as a bundle of ten ones – called a “ten”</p>	Students should be able to count and write numbers with tens and ones.	<p>8-4: Tens and Ones</p> <p>Objective: Students will be able to count tens and ones to find a two-digit number.</p> <p>Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 467-472</p>	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,	How can you count and add using tens and ones?	The numbers greater than 9 are composed of tens and ones.	Students should be able to count and write numbers with tens and ones.	<p>8-5: Continue with Tens and Ones</p> <p>Objective: Students will be able to use</p>	Tens, ones	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.

	represent and compare numbers using groups of tens and place values.		10 can be thought of as a bundle of ten ones – called a “ten”		drawings to solve problems with tens and ones. Resources: Activity Centers, Digital Resources, Counters/Cubes, Double Ten Frame, Number Cards, pgs. 473-478		
	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.	8-6: 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. 479-484	Tens, ones	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.
Unit 9- Compare Two-Digit Numbers							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

8 days	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, 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 Less; Ten More, Ten Less Objective: Students will be able to find numbers that are more or less than a given number Resources: Place value blocks, activity centers, digital resources, pages 497-502	more less ones 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 More Less Ten 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 Greater Than $>$ Less Than $<$	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.

					Resources: tens and ones chart, place value blocks, activity centers and digital resources Pgs. 509-514		
	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.	9-4 Compare Numbers with Symbols Objective: Students will be able to compare two numbers using a great than, a less than, or an equal to sign. Resources: place value blocks, center activities and digital resources pgs. 515-520	Greater than $>$ Less Than $<$ Equal To $=$	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.	9-5 Compare Numbers on a Number Line Objective: The students will be able compare and write 2 digit numbers that are greater than or less than other 2 digit numbers. Resources: index cards with symbols	Greater than $>$ Less Than $<$ Equal To $=$	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.

					and numbers 33-45, center activities and digital resources pgs. 521-526		
	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.	9-6 Math Practices and Problem Solving: Make Sense and Persevere Objective: The students will be able to make sense of a problem and find the best way to solve it. Resources: hundred chart pgs. 527-532	persevere	CC.2.1.1.B.2 use place value to represent amounts of tens and ones and to compare two digit numbers.

Unit 10- Use Models and Strategies to Add Tens and Ones

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
11 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?	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	Students should be able to add groups of tens to find the sum.	10-1: Add Tens Using Models Objective: Students will add groups of tens using models Resources: pages 543-548, connecting cubes, number cards 0-11	Tens, ones	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

			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 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	Students should be able to add groups of tens to find the sum.	10-2: Mental Math: Ten More Than a Number Objective: Students will use mental math to add tens to a two-digit number Resources: Pages 549-554, place-value blocks	Tens, ones, more than	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

			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, 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 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 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.

	<p>The base-ten number system is a way to organize, represent and compare numbers using groups of tens and place values.</p>	<p>How can I add and subtract two-digit numbers?</p>	<p>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.</p>	<p>Students should be able to add groups of tens and ones to find the sum.</p>	<p>10-5: Add Tens and Ones Using Models</p> <p>Objective: Students will solve addition problems by using blocks or drawings</p> <p>Resources: pages 567-572, connecting cubes, place-value blocks</p>	<p>Tens and ones</p>	<p>CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.</p>
	<p>The base-ten number system is a way to organize, represent and</p>	<p>How can I add and subtract two-digit numbers?</p>	<p>One can count on to a two-digit number using tens and ones. Use place-value concepts and</p>	<p>Students should be able to add groups of tens and ones to find the sum.</p>	<p>10-6: Make a Ten to Add</p> <p>Objective: Students will make a ten to</p>	<p>none</p>	<p>CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.</p>

	compare numbers using groups of tens and place values.		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.		help solve addition problems Resources: pages 573-578. Place-value blocks		
	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	Students should be able to add groups of tens and ones to find the sum.	10-7: Add Using Place Value Objective: Students will add 2 two-digit numbers. Resources: pages 579-584. Place-value blocks, tens and ones chart	none	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

			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	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. Resources: pages 585-590. Place-value blocks	none	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

			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 numbers, one adds	Students should be able to add groups of tens and ones to find the sum.	10-9: Math Practices and Problem Solving Objective: The students will model and solve problems by drawing a picture and writing an equation. Resources: pages 591-596. Place-value blocks, open number lines	none	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

			the tens and tens, ones and ones; and sometimes it is necessary to compose a ten.				
Unit 11- Use Models and Strategies to Subtract Tens							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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 place value tens 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 system is a	How can I add and subtract	Use place-value concepts and properties of	Students should be able to subtract	11-2: Subtract Tens Using a Hundred Chart	difference place value tens	CC.2.1.1.B.3 Use place-value concepts and properties of

	way to organize, represent and compare numbers using groups of tens and place values.	two-digit numbers?	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.	groups of tens to find the difference.	Objective: Students will use a hundred chart to subtract a multiple of 10 from another multiple of 10 Resources: pages 617-622, hundred chart	ones	operations to add and subtract within 100.
	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.	11-3: Subtract Tens Using an Open Number Line Objective: Students will use an open number line to solve subtraction problems Resources: pages 623-628, open number lines	difference place value tens 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	11-4: Use Addition to Subtract Tens	difference place value	CC.2.1.1.B.3 Use place-value concepts and

	system is a way to organize, represent and compare numbers using groups of tens and place values.	two-digit numbers?	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.	groups of tens to find the difference.	Objective: Students will use addition to subtract tens Resources: pages 629-634, place-value blocks, hundred chart, open number lines	tens ones	properties of operations to add and subtract within 100.
	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.	11-5: Mental Math-Ten Less Than a Number Objective: Students will use mental math to subtract ten from a two-digit number Resources: pages 635-640, blank double ten-frames	difference place value tens 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 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.	11-6: Use Strategies to Practice Subtraction Objective: Students will use different strategies to subtract Resources: pages 641-646, place-value blocks, hundred chart, open number lines, index cards	difference place value tens 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 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	Students should be able to subtract groups of tens to find the difference.	11-7:Math Practices and Problem Solving Objective: The students will model thinking to solve problems. Resources: pages 647-652, connecting cubes	difference place value tens ones	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.

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

					paper, glue, crayons, string, shoe and colored pencils		
	Some attributes of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	How do I determine length?	<p>One can measure the length of common objects using nonstandard units.</p> <p>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 whole number of length units with no gaps or overlaps.</p>	Students should be able to measure common objects or pictures using nonstandard units of measure such as pennies or connecting cubes	<p>12-3: Use Units to Measure Length</p> <p>Objective: Students will use objects to measure length</p> <p>Resources: pages 679-684, connecting cubes, classroom objects, string, paper clips</p>	measure, length unit	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 determine length?	<p>One can measure the length of common objects using nonstandard units.</p> <p>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 whole number of length units with no gaps or overlaps.</p>	Students should be able to measure common objects or pictures using nonstandard units of measure such as pennies or connecting cubes	<p>12-4: Continue to Measure Length</p> <p>Objective: Students will use cubes and other units to compare lengths and heights of objects</p> <p>Resources: pages 685-690, connecting cubes, pennies, paper clips</p>	none	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,	How do I determine length?	One can measure the length of common objects using nonstandard units.	Students should be able to measure common objects or pictures using nonstandard units	12-5: Math Practices and Problem Solving- Use Appropriate Tools	none	CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeated length units.

	mass, capacity, and it can be quantified.		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 whole number of length units with no gaps or overlaps.	of measure such as pennies or connecting cubes	Objective: Students will choose an appropriate tool and use it to measure a given object Resources: pages 691-696, connecting cubes, paper clips, string		
Unit 13-Time							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 days	Some attributes of objects are	How do I determine time?	One can tell and write time to the	Students should be able to learn how to read and write	13-1: Understand the Hour and Minute Hands	hour, hour hand, minute, minute hand, o'clock	CC.2.4.1.A.2 Tell and write time to the nearest half hour using

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

	e.g. length, mass, capacity, and it can be quantified.		Tell and write time in hours and half-hours using analog and digital clocks	and half hour on 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.
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Unit 14-Equal Shares of Circles and Rectangles

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible 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 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?	<p>One can show how a whole shape can be separated into equal parts, or equal shares.</p> <p>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 shares creates smaller shares.</p>	Students should be able to identify halves and cut a whole into two equal parts. Students should be able to identify fourths or quarters and cut a whole into four equal parts.	<p>15-2: Make Halves and Fourths of Rectangles and Circles</p> <p>Objective: Students will divide shapes into 2 and 4 equal shares and use words to describe those shares</p> <p>Resources: pages 823-828, crayons</p>	Equal shares, halves, fourths, quarters	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.
	Two- and three dimensional objects can be described, classified and analyzed by their attributes, and their location	How can I recognize equal shares?	<p>One can show how a whole shape can be separated into equal parts, or equal shares.</p> <p>Partition circles and rectangles into two and four equal shares, describe</p>	Students should be able to identify halves and cut a whole into two equal parts. Students should be able to identify fourths or quarters and cut a whole	<p>15-3: Understand Halves and Fourths</p> <p>Objective: Students will understand that more equal shares of the same whole create smaller shapes</p>	Equal shares, halves, fourths, quarters	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.

	can be described quantitatively.		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 shares creates smaller shares.	into four equal parts.	Resources: pages 829-834, sheets of paper, crayons or colored pencils, fractions of circles, fractions of rectangles		
	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?	<p>One can show how a whole shape can be separated into equal parts, or equal shares.</p> <p>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</p>		<p>15-4: Math Practices and Problem Solving-Model with Math</p> <p>Objective: Students will make a drawing or diagram to show a problem about equal shares</p> <p>Resources: pages 835-840, crayons</p>	Equal shares, halves, fourths, quarters	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.

			shares creates smaller shares.				
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