

2-Math MLS

Mathematics

Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

Course Description

This course will build upon students' addition and subtraction skills from grade 1. Students will extend their knowledge from addition and subtraction within 20 to addition and subtraction within 1000. This course will also build upon students measurement and money skills to include estimating and counting change. It will allow students to expand their knowledge of graphical data and geometric shapes to include interpreting different types of graphs and identifying various shapes.

Timeframe	Unit	Scope And Sequence Instructional Topics
21 Day(s)	Unit 1: Relationships and Algebraic Thinking	1. Topic 1: Fluently Add and Subtract Within 20 2. Topic 2: Work With Equal Groups
25 Day(s)	Unit 2: Number Sense and Operations in Base Ten - Adding	1. Topic 3: Add Within 100 Using Strategies 2. Topic 4: Fluently Add Within 100
30 Day(s)	Unit 3: Number Sense and Operations in Base 10 - Subtracting and Problem Solving	1. Topic 5: Subtract Within 100 Using Strategies 2. Topic 6: Fluently Subtract Within 100
28 Day(s)	Unit 4: Geometry and Measurement - Time and Money	1. Topic 8: Work with Time and Money
30 Day(s)	Unit 5: Number Sense and Operations in Base 10 - Using Numbers Up to 1,000	1. Topic 9: Numbers to 1,000 2. Topic 11: Subtract Within 1,000 Using Models and Strategies
19 Day(s)	Unit 6: Geometry and Measurement - Estimating Measurement	1. Topic 12: Measuring Length 2. Topic 13: More Addition, Subtraction, and Length
11 Day(s)	Unit 7: Data and Statistics - Represent and Interpret Data	1. Topic 14: Graphs and Data
10 Day(s)	Unit 8: Geometry and Measurement - Shapes	1. Topic 15: Shapes and their Attributes

Course Instructional Resources/Textbook

enVision math 2.0 Teacher Book 1
enVision math 2.0 Teacher Book 2
enVision math 2.0 Today's Challenge Teacher Guide
enVision math 2.0 Program Overview

Course Details

Unit: Unit 1: Relationships and Algebraic Thinking

Duration: 21 Day(s)

Unit Description

Add and subtract within 20. Develop foundations for multiplication and division.

Enduring Understandings/Essential Learner Outcomes

Demonstrate fluency with addition and subtraction within 20. Determine if a set of objects has an odd or even number of members. Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

Academic Vocabulary

equations
addends
sum
doubles
near doubles
difference
even
odd
array
rows
columns
bar diagram

Assessment

Lesson Assessments
Benchmark
Mastery Connect
Topic Assessments: Topic 1 and 2

Topic: Topic 1: Fluently Add and Subtract Within 20

Duration: 15 Day(s)

Description

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Required Course

Focuses on addition and subtraction within 20 using strategies such as counting on, counting back, doubles, near doubles, and make 10.

Academic Vocabulary (What terms will students need to know?)

equation
addends
sum
doubles
near doubles
difference

Definition of Mastery

Students will be able to add and subtract within 20 using various strategies, as well as relate addition and subtraction. Students will also be able to apply the commutative property. Mastery will be assessed using enVisions assessment.

Learning Targets

I can use the relationship between addition and subtraction to solve problems.

I can fluently add and subtract within 20.

Topic: Topic 2: Work With Equal Groups

Duration: 6 Day(s)

Description

Students will learn to determine whether a number is even or odd, as well as work with equal groups of objects to gain foundations for multiplication.

Academic Vocabulary (What terms will students need to know?)

even
odd
array
rows
columns
bar diagram

Definition of Mastery

Students will be able to understand odd and even numbers as well as make arrays to model. Mastery will be assessed using enVisions assessments.

Learning Targets

I can determine if a set of objects is even or odd.

I can show even numbers as pairs of 2.

I can write an equation using even numbers in groups of 2.

I can show even numbers as 2 equal groups.

I can write an equation using doubles to express even numbers.

I can use an array to find a total number of objects.

I can use repeated addition to write an equation to represent an array.

Unit: Unit 2: Number Sense and Operations in Base Ten -
Adding

Duration: 25 Day(s)

Unit Description

Adding within 100. Use place value understanding and properties of operations to add. Represent and solve problems involving addition.

Enduring Understandings/Essential Learner Outcomes

Understand place value of up to three digit numbers. Use place value understanding and properties of operations to add and subtract. Represent and solve problems involving addition and subtraction.

Academic Vocabulary

tens
ones
open number line
mental math
break apart
compensation
partial sum
regroup
compatible numbers

Assessment

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Mastery Connect
Daily Quick Check
Benchmark
Topic Assessments

Topic: Topic 3: Add Within 100 Using Strategies

Duration: 12 Day(s)

Description

Use place value understanding and properties of operations to add and subtract.

Academic Vocabulary (What terms will students need to know?)

bar diagram
break apart
compensation
mental math
ones
open number line
tens

Definition of Mastery

Students will be able to understand place value of three digit numbers. Students will be able to use place value understanding and properties of operations to add and subtract. Students will be able to represent and solve problems involving addition and subtraction. Mastery will be assessed using enVisions assessments.

Learning Targets

I can understand three-digit numbers are composed of hundreds, tens, and ones.

I can understand that 100 is 10 tens.

I can fluently add within 100.

I can use the relationship between addition and subtraction to solve problems.

Topic: Topic 4: Fluently Add Within 100

Duration: 13 Day(s)

Description

Use place value and understandings to fluently add within 100.

Academic Vocabulary (What terms will students need to know?)

partial sum
regroup
compatible numbers

Definition of Mastery

Students will be able to understand place value of three digit numbers. Students will be able to use place value understanding and properties of operations to add and subtract. Students will be able to represent and solve problems involving addition and subtraction. Mastery will be assessed using enVisions assessments.

Learning Targets

I can fluently add within 100.

I can add up to four two-digit numbers.

I can write and solve problems involving addition within 100.

Unit: Unit 3: Number Sense and Operations in Base 10 -
Subtracting and Problem Solving

Duration: 30 Day(s)

Unit Description

Subtracting within 100. Use place value understanding and properties of operations to subtract. Represent and solve problems involving subtraction.

Enduring Understandings/Essential Learner Outcomes

Subtracting within 100. Use place value understanding and properties of operations to subtract. Represent and solve problems involving subtraction.

Academic Vocabulary

difference
regroup
*any vocabulary teacher feels needs review during instruction

Assessment

Mastery Connect
Daily Quick Check
Benchmark

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Required Course

Topic Assessments

Topic: Topic 5: Subtract Within 100 Using Strategies

Duration: 15 Day(s)

Description

Use strategies to subtract within 100.

Academic Vocabulary (What terms will students need to know?)

difference

*any other terms the teacher feels needs to be reviewed

Definition of Mastery

Students will be able to subtract within 100. Students will be able to use place value understanding and properties of operations to subtract. Students will be able to represent and solve problems involving subtraction.

Learning Targets

I can understand that three-digit numbers are composed of hundreds, tens and ones.

I can fluently subtract within 100.

I can use the relationship between addition and subtraction to solve problems.

I can subtract mentally 10 or 100 from a number within 1000.

I can write and solve problems involving subtraction within 100.

Topic: Topic 6: Fluently Subtract Within 100

Duration: 15 Day(s)

Description

Use strategies to fluently subtract within 100.

Academic Vocabulary (What terms will students need to know?)

difference

*any other terms the teacher feels needs to be reviewed

Definition of Mastery

Students will be able to subtract within 100. Students will be able to use place value understanding and properties of operations to subtract. Students will be able to represent and solve problems involving subtraction.

Learning Targets

I can fluently subtract within 100.

I can use the relationship between addition and subtraction to solve problems.

I can write and solve problems involving subtraction within 100.

Unit: Unit 4: Geometry and Measurement -Time and Money

Duration: 28 Day(s)

Unit Description

Working with time and money.

Enduring Understandings/Essential Learner Outcomes

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately. Find combinations of coins that equal a given amount.

Academic Vocabulary

dime

nickel

penny

quarter

cents

greatest value

least value

dollar

dollar sign

dollar bills

tally mark

a.m.

p.m.

Assessment

Mastery Connect

Daily Quick Check

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Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

Topic Assessments

Topic: Topic 8: Work with Time and Money

Duration: 28 Day(s)

Description

Count pennies, nickels, dimes, quarters, and dollars using dollars and cents signs correctly. Use a digital clock and an analog clock to tell time to the nearest 5 minutes using a.m. and p.m. correctly.

Academic Vocabulary (What terms will students need to know?)

penny
dime
nickel
quarter
cents
greatest value
least value
dollar
dollar sign
dollar bills
tally mark
a.m.
p.m.

Definition of Mastery

Students mastery will be assessed using benchmarks and end of topic exam.

Learning Targets

I can tell and write time to the nearest five minutes.

I can describe time on a clock.

I can relate time on a digital clock to an analog clock.

I can find the value of combinations of dollar bills and coins.

I can find combinations of coins that equal a given amount.

Unit: Unit 5: Number Sense and Operations in Base 10 - Using
Numbers Up to 1,000

Duration: 30 Day(s)

Unit Description

Subtracting within 100. Use place value understanding and properties of operations to subtract. Represent and solve problems involving subtraction.

Enduring Understandings/Essential Learner Outcomes

Students will use place value with three-digit numbers. Students will use various number forms. Students will decompose numbers. Students will identify number patterns. Students will skip count by 5s, 10s, and 100s. Students will subtract within 1,000 using models and strategies.

Academic Vocabulary

hundred
thousand
digits
place-value charts
expanded form
standard form
word form
compare
greater than
less than
equals
increase
decrease

Assessment

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Topic Assessments

Topic: Topic 9: Numbers to 1,000

Duration: 15 Day(s)

Description

Working with place-value within 1,000.

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Required Course

Academic Vocabulary (What terms will students need to know?)

hundred
thousand
digits
place-value
expanded form
word form
standard form
compare
greater than
less than
equals
increase
decrease

Learning Targets

I can understand three-digit numbers are made up of hundreds, tens, and ones.

I can understand that ten 10s is 100.

I can read and write numbers to 1,000 using different forms.

I can count within 1000 by 1s.

I can count within 1,000 by 10s.

I can count within 1,000 by 100s.

I can compare two three-digit numbers.

Topic: Topic 11: Subtract Within 1,000 Using Models and Strategies

Duration: 15 Day(s)

Description

Subtract within 1,000 using models and strategies.

Academic Vocabulary (What terms will students need to know?)

difference
regrouping

Learning Targets

I can add or subtract mentally from a number within 1,000.

I can subtract within 1,000 and justify my answer.

Unit: Unit 6: Geometry and Measurement - Estimating
Measurement

Duration: 19 Day(s)

Unit Description

Use appropriate tools to measure and estimate lengths in standard units. Relate addition and subtraction to length.

Enduring Understandings/Essential Learner Outcomes

Students will estimate realistic measurements.
Students will use appropriate tools to measure in customary and metric units.
Students will choose appropriate tools and units.
Students will use addition and subtraction to compare two lengths.
Students will determine whether to add or subtract to solve problem.
Students will add and subtract using equations and drawings.
Students will add and subtract using number lines.

Academic Vocabulary

estimate
inch
foot
yard
length
height
nearest inch
centimeter
meter
nearest centimeter

Assessment

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Benchmark
Topic Assessments

Topic: Topic 12: Measuring Length

Duration: 12 Day(s)

Description

Use appropriate tools to measure and estimate.

Academic Vocabulary (What terms will students need to know?)

estimate
inch
foot
yard
length
height
nearest inch
centimeter
meter
nearest centimeter

Definition of Mastery

Students will estimate realistic measurements.
Students will use appropriate tools to measure in customary and metric units.
Students will choose appropriate tools and units.
Students will use addition and subtraction to compare two lengths.

Learning Targets

I can measure the length of an object by selecting and using appropriate tools.
I can analyze the results of measuring the same object with different units.
I can estimate lengths using different units.
I can measure to determine how much longer one object is than another.

Topic: Topic 13: More Addition, Subtraction, and Length

Duration: 7 Day(s)

Description

Relate addition and subtraction to length.

Academic Vocabulary (What terms will students need to know?)

sum
difference
measurement
length
distance

Definition of Mastery

Students will use addition to solve problems involving lengths that in the same units.
Students will use subtraction to solve problems involving lengths that are the same units.
Students will represent whole-number sums of lengths on a number line.
Students will represent differences of lengths on a number line.

Learning Targets

I can use addition to solve problems involving lengths that are in the same units.
I can use subtraction to solve problems involving lengths that are the same units.
I can represent whole-number sums of lengths on a number line.
I can represent differences of lengths on a number line.

Unit: Unit 7: Data and Statistics - Represent and Interpret Data

Duration: 11 Day(s)

Unit Description

Interpreting graphical data using picture graphs, line plots, and bar graphs.

Enduring Understandings/Essential Learner Outcomes

Students will understand line plots.
Students will understand bar graphs and picture graphs.
Students will interpret data on a graph.

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Academic Vocabulary

data
line plot
bar graph
symbol
picture graph

Assessment

Mastery Connect
Daily Quick Check
Benchmark
Topic Assessments

Topic: Topic 14: Graphs and Data

Duration: 11 Day(s)

Description

Represent and Interpret Graphical Data

Academic Vocabulary (What terms will students need to know?)

data
line plot
bar graph
symbol
picture graph

Definition of Mastery

Students will create a line plot to represent data.
Students will collect measurement data to create a line plot.
Students will draw a picture graph to show data.
Students will draw a bar graph to show data.
Students will solve problems using various types of graphs.
Students will draw conclusions from various types of graphs.

Learning Targets

I can create line plot to represent data.

I can collect measurement data to create a line plot.

I can draw a picture graph to show data.

I can draw a bar graph to show data.

I can solve problems using various types of graphs.

I can draw conclusions from various types of graphs.

Unit: Unit 8: Geometry and Measurement - Shapes

Duration: 10 Day(s)

Unit Description

Reason with shapes and their attributes.

Enduring Understandings/Essential Learner Outcomes

Students will recognize 2-D shapes.
Students will classify cubes.
Students will partition rectangles.
Students will understand equal shares.
Students will use repeated addition.

Academic Vocabulary

vertices
quadrilateral
pentagon
hexagon
polygon
angle
right angle
cube
face
edge
equal shares
halves
thirds
fourths

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Assessment

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Benchmark
Topic Assessments

Topic: Topic 15: Shapes and their Attributes

Duration: 10 Day(s)

Description

Describing shapes and their attributes

Academic Vocabulary (What terms will students need to know?)

vertices
quadrilateral
pentagon
hexagon
polygon
angle
right angle
cube
face
edge
equal shares
halves
thirds
fourths

Learning Targets

I can recognize and draw specific shapes.

I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.

I can identify the faces of three-dimensional objects.

I can partition a rectangle into rows and columns.

I can partition circles and rectangles into equal shares.

I can demonstrate that equal shares can have different shapes.

Activities (Lesson Plans)

Unit 1: Relationships and Algebraic Thinking

Topic 1: Fluently Add and Subtract Within 20

Lesson 1.0: Topic Introduction

Students will be introduced to vocabulary for this topic as well as introduced to fluently adding and subtracting within 20.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.1 Addition Fact Strategies

Students will learn that counting on is a strategy that can be used to find sums. The order of the addends does not change the sum.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.10: Construct Arguments

Students will use words, pictures, numbers, and symbols to construct viable math arguments.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.2: Doubles and Near Doubles

Use doubles and near doubles to add quickly and accurately within in 20.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.3: Make a 10 to Add

Use the strategy of making a ten to add quickly and accurately.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.4: Addition Fact Patterns

Students will use number patterns on an addition facts table to complete related addition equations that show basic facts.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.5: Count On and Count Back To Subtract

Students will count on and count back on a number line to subtract.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

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Lesson 1.6: Think Addition to Subtract

Students will fluently add and subtract within 20 using mental strategies.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.7: Make A 10 Subtract

Students will make a 10 to subtract quickly and accurately.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.8: Practice Add. and Subtraction Facts

Students will add subtract quickly and accurately using mental math strategies.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 1.9: Solve Add and Sub. Word Problems

Students will use addition and subtraction to solve word problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 1: Reteach and Review

Students will review and be retaught based on need.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Unit 1 Intro

Introduction to Fluently Adding and Subtracting Within 20

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic Test 1

Topic Test 1

Author: Laura Filiatreau

Shared: Yes

Type: Educator Submitted

Topic 2: Work With Equal Groups

Lesson 2.0: Introduction

Students will be introduced to vocabulary for this topic as well as introduced to working with equal groups.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 2.1: Even and Odd Numbers

Students will tell if a group of objects is even or odd.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 2.2: Continue Even and Odd Numbers

Students will use different ways to tell if a group of objects shows an even or odd number.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 2.3: Use Arrays To Find Totals

Students will find the total number of objects in a set of rows and columns.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 2.4: Make Arrays to Find Totals

Students will make arrays with equal rows or equal columns to solve addition problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 2.5: Model With Math

Students will model problems using equations, drawings, arrays, and bar diagrams.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 2: Reteach and Review

Students will review and be retaught based on need.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 2 Assessment

The students will take an assessment over topic 2-odd and even numbers.

Author: Marie Behle

Shared: Yes

Type: Educator Submitted

Unit 2: Number Sense and Operations in Base Ten - Adding

Topic 3: Add Within 100 Using Strategies

Lesson 3.0: Topic Introduction

Students will be introduced to vocabulary for this topic as well as introduced to adding within 100 using strategies.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Lesson 3.1: Add Tens and Ones on a Hundred Chart

Students will add within 100 using place-value strategies and a hundred chart.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

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Lesson 3.2: Add Tens On An Open Number Line Students will add tens to two-digit numbers using an open number line. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.3: Add Tens/Ones on an Open Number Line Students will use an open number line to add tens and ones within 100. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.4: Break Apart Numbers to Add Students will add within 100 using place value strategies. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.5: Continue to Break Apart #s to Add Students will break apart numbers into tens and ones to find their sum. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.6: Add Using Compensation Students will break apart addends and combine them in different ways to make numbers that are easy to add mentally. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.7: Practice Adding Using Strategies Students will choose and use any strategy to add two-digit numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.8: Solve One-Step and Two-Step Students will use drawings and equations to solve one-step and two-step problems. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Lesson 3.9: Use Appropriate Tools Students will choose an appropriate tool and use it to solve a math problem. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Topic 3 Review and Reteach Students will review and be retaught based on need. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted

Topic 4: Fluently Add Within 100

4.0: Introduction Students will be introduced to fluently adding within 100. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.1: Add with Partial Sums Students will add using place value and partial sums. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.2: Continue to Add with Partial Sums Students will add numbers using partial sums. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.3: Models to Add Two-Digit Numbers Students will use models two-digit numbers and then explain the work. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.4: Add Two-Digit Numbers Students will add two-digit numbers and then explain the work. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.5: Add More than 2 Two-Digit Numbers Students will add three or four two-digit numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.6: Practice Adding Students will use mental math strategies and models to add more than two numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.7: Solve One-Step and Two-Step Problems Students will use drawings, models, and equations to solve one- and two-step problems. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
4.8: Model with Math Students will make models to help solve two digit addition problems. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Topic 4 Review and Reteach Students will review and be retaught based on need. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted

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Unit 3: Number Sense and Operations in Base 10 - Subtracting and Problem Solving

Topic 5: Subtract Within 100 Using Strategies

5.0: Introduction Students will be introduced to subtracting within 100 using strategies. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.1: Subtract Tens and Ones on a Hundred Chart Students will use a hundred chart to subtract tens and ones. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.2: Count Back & Subtract on an Open Number Line Students will use an open number line to subtract tens. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.3: Continue to Subtract on an Open Number Line Students will use an open number line to subtract tens and ones. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.4: Add Up to Subtract Using an Open Number Line Students will add up to subtract using an open number line. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.5: Break Apart Numbers to Subtract Students will break apart 1-digit numbers to make it easier to subtract mentally. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.6: Continue to Break Apart Numbers to Subtract Students will break apart two-digit numbers to make it easier to subtract. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.7: Subtraction Using Compensation Students will make numbers that are easier to subtract and use mental math to find the difference. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
5.8: Solve One-Step and Two-Step Problems Students will solve one- and two-step problems using addition and subtraction. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
Topic 5 Review and Reteach Students will review and be retaught based on need. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted

Topic 6: Fluently Subtract Within 100

6.0: Introduction Students will be introduced to subtracting within 100 using strategies. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.1: Regroup 1 Ten for 10 ones Students will exchange one ten for ten ones. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.2: Models to Subtract Two-Digit and One-Digit # Students will use place value and models to subtract two-digit and one-digit numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.3: Subtract Two-Digit and One-Digit Numbers Students will use place value and regrouping to subtract. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.4: Models to Subtract Two-Digit Numbers Students will use place value and models to subtract two-digit numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.5: Subtract Two-Digit Numbers Students will use place value to subtract two-digit numbers. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.6: Use Addition to Check Subtraction Students will add to check subtraction. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted
6.7: Practice Subtracting Students will subtract two-digit numbers and decide when to regroup and when not to regroup. Author: Ashley McRoy Shared: Yes	Type: Educator Submitted

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6.8: Solve One-Step and Two-Step Problems

Students will use models and equations to solve word problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 6 Review Reteach

Students will review and be retaught based on need.

Students will review and be retaught based on need.

Students will review and be retaught based on need.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Unit 4: Geometry and Measurement -Time and Money

Topic 8: Work with Time and Money

8.0: Introduction

Students will be introduced to counting money and telling time.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.1: Solve Problems with Coins

Students will solve problems with coins.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.2: Continue to Solve Problems with Coins

Students will solve problems with coins.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.3: Solve Problems with Dollar Bills

Students will solve problems with dollar bills and coins that model 100 cents.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.4: Continue to Solve Problems with Dollar Bills

Students will solve problems with dollar bills.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.6: Tell Time to Five Minutes

Students will tell time the nearest five minutes.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

8.8: A.M. and P.M.

Students will tell time and decide if an event is happening in the A.M. and P.M.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Unit 5: Number Sense and Operations in Base 10 - Using Numbers Up to 1,000

Topic 9: Numbers to 1,000

9.0: Introduction

Students will be introduced to numbers to 1,000.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.1: Understand 100s

Students will understand place value and count by hundreds to 1000.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.2: Models and 3-Digit Numbers

Students will understand that numbers are composed of hundreds, tens, and ones.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.3: Name Place Values

Students will tell the value of a digit by its location.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.4: Read and Write 3-Digit Numbers

Students will read and write 3-digit numbers in expanded, standard, and word form.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.6: Place Value Patterns with Numbers

Students will use place value patterns to mentally count by ones and tens.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.7: Skip Count By 5s, 10s, and 100s to 1,000

Students will skip count by 5s, 10s, and 100s using a number line.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

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Mathematics

Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

9.8: Compare Numbers Using Place Value

Students will compare numbers using place value.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

9.10: Look For and Use Structure

Students will look for patterns to help when solving problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 9 Review and Reteach

Students will review and be retaught based on need.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 11: Subtract Within 1,000 Using Models and Strategies

11.0: Introduction

Students will be introduced to subtracting within 1,000.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

11.4: Subtract Using Mental Math

Students will use place value understanding and properties of operations to add and subtract.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

11.5: Use Models to Subtract

Students will use place value understanding and properties of operations to add and subtract.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

11.6: Explain Subtraction Strategies

Students will use place value understanding and properties of operations to add and subtract.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Unit 6: Geometry and Measurement - Estimating Measurement

Topic 12: Measuring Length

12.0: Introduction

Students will be introduced to measuring length.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.1: Estimating Length

Students will estimate the length of an object by relating the length of the object to a measurement they know.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.2: Measure with Inches

Students will estimate measures and use a ruler to measure length and height to the nearest inch.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.3: Inches, Feet, and Yards

Students will estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.4: Measure Length Using Different Units

Students will estimate and measure the length and height of objects in inches, feet, and yards.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.5: Measure with Centimeters

Students will estimate measures and use a ruler to measure length and height to the nearest centimeter.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.6: Centimeters and Meters

Students will estimate measures and use a ruler, meter stick, or tape measurer to measure length and height to the nearest centimeter or meter.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.7: Measure Length Using Different Metric Units

Students will measure the length and height of objects using metric units.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

12.8: Compare Lengths

Students will tell how much longer one object is than another.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 12 Review and Reteach

Students review measuring and be retaught as needed.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

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Mathematics

Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

Topic 13: More Addition, Subtraction, and Length

13.0: Introduction

Students will have a foundation for relating addition and subtraction to length.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

13.1: Add and Subtract with Measurements

Students will solve problems by adding or subtracting length measurements.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

13.2: Find Unknown Measurements

Students will add or subtract to solve problems about measurements.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

13.3: Continue to Find Unknown Measurements

Students will add and subtract to solve measurement problems by using drawings and equations.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

13.4: Add and Subtract on a Number Line

Students will Add and Subtract on a Number Line.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

13.5: Use Appropriate Tools

Students will choose the best tool to use to solve the problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Unit 7: Data and Statistics - Represent and Interpret Data

Topic 14: Graphs and Data

14.0: Introduction

Students will be introduced graphical data.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

14.1: Line Plots

Students will measure the lengths of objects and make a line plot to organize the data.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

14.2: More Line Plots

Students will measure the lengths of objects then make a line plot to organize the data.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

14.3: Bar Graphs

Students will draw bar graphs and use them to solve problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

14.4: Picture Graphs

Students will draw picture graphs and use them to solve problems.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

14.5: Draw Conclusions from Graphs

Students will draw conclusions from graphs.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Topic 14 Review and Reteach

Students will review interpreting graphical data.

Author: Ashley McRoy

Shared: Yes

Type: Educator Submitted

Learning Targets

I can count within 1,000 by 10s.

I can add or subtract mentally from a number within 1,000.

I can add up to four two-digit numbers.

I can analyze the results of measuring the same object with different units.

I can collect measurement data to create a line plot.

I can compare two three-digit numbers.

I can count by 2s to 100 starting with any even number.

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Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

I can count within 1,000 by 100s.

I can count within 1000 by 1s.

I can create line plot to represent data.

I can demonstrate that equal shares can have different shapes.

I can describe time on a clock.

I can determine if a set of objects is even or odd.

I can draw a bar graph to show data.

I can draw a picture graph to show data.

I can draw conclusions from various types of graphs.

I can estimate lengths using different units.

I can find combinations of coins that equal a given amount.

I can find the value of combinations of dollar bills and coins.

I can fluently add and subtract within 20.

I can fluently add within 100.

I can fluently add within 100.

I can fluently subtract within 100.

I can identify the faces of three-dimensional objects.

I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.

I can measure the length of an object by selecting and using appropriate tools.

I can measure to determine how much longer one object is than another.

I can partition a rectangle into rows and columns.

I can partition circles and rectangles into equal shares.

I can read and write numbers to 1,000 using different forms.

I can recognize and draw specific shapes.

I can relate time on a digital clock to an analog clock.

I can represent differences of lengths on a number line.

I can represent whole-number sums of lengths on a number line.

I can show even numbers as 2 equal groups.

I can show even numbers as pairs of 2.

I can solve problems using various types of graphs.

I can subtract mentally 10 or 100 from a number within 1000.

I can subtract within 1,000 and justify my answer.

I can tell and write time to the nearest five minutes.

I can understand that 100 is 10 tens.

I can understand that ten 10s is 100.

I can understand that three-digit numbers are composed of hundreds, tens and ones.

I can understand three-digit numbers are composed of hundreds, tens, and ones.

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Mathematics

Grade(s) 2nd, Duration 1 Year, 1 Credit
Required Course

I can understand three-digit numbers are made up of hundreds, tens, and ones.

I can use addition to solve problems involving lengths that are in the same units.

I can use an array to find a total number of objects.

I can use repeated addition to write an equation to represent an array.

I can use subtraction to solve problems involving lengths that are the same units.

I can use the relationship between addition and subtraction to solve problems.

I can use the relationship between addition and subtraction to solve problems.

I can use the relationship between addition and subtraction to solve problems.

I can write an equation using doubles to express even numbers.

I can write an equation using even numbers in groups of 2.

I can write and solve problems involving addition within 100.

I can write and solve problems involving subtraction within 100.
