Domain: 2nd Grade Math

Cluster: Operations and Algebraic Thinking

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

B. Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

C. Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends

Standards:

Represent and solve problems involving addition and subtraction.
CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

Add and subtract within 20.
CCSS.MATH.CONTENT.2.OA.B.2

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.
CCSS.MATH.CONTENT.2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

CCSS.MATH.CONTENT.2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
1) How do operations affect numbers? 2) How do we use addition and subtraction to solve problems? 3) How does addition relate to multiplication? 4) How do we use drawings to help solve word problems? 5) How do we use mental math to add and subtract? 6) How can I determine if a number is even? 7) How do we relate equal groups and multiplication? 8) How do we relate multiplication and division? 9) How do we relate repeated addition to multiplication? 10) How do we apply an operation to a real life situation? 11) How do we create our own multiplication sentence?	Students will: ● Represent and solve problems involving addition and subtraction. ● Add and subtract within 20. ● Work with equal groups of objects to gain foundations for multiplication. ● multiplication ● division ● odd and even numbers ● multiplication and division ● real-world problems ● use equal groups and repeated addition to multiply. ● create multiplication sentences and stories about pictures. ● divide to share equally. ● divide by repeated subtraction of equal groups. ● solve multiplication and division word problems ● multiplying by 2's, 3's, 4's, 5's and 10's using skip counting and dot paper ● division using related multiplication facts ● -skip-count by 2's, 3's, 4's, 5's, and 10's. ● solve multiplication and division word problems. ● identify related multiplication facts. ● formulate new multiplication facts by	● Addition and Subtraction fact practice ● Respond to Essential Questions at start and end of unit ● Use specific vocabulary in speaking and writing, as needed ● Let's Practice and Guided Practice problems from the textbook, workbook pages for homework ● Khan Academy tutorials and assignments ● Math Antics videos ● Lesson task cards ● Interactive notebook assignments ● IXL assignments ● Lesson foldables and flippables ● Error Analysis and critiquing the reasoning of others **<u>Activities</u>** **<u>Addition and subtraction</u>** ● **Bar models with clay:** Give each child some modeling clay. Have the children divide the clay into three pieces and then roll two of the pieces into different lengths. Have the children compare the lengths of the clay. Then with the third piece of clay have them make a piece that when added to the short piece equal the short piece ● **Add mentally!:** children work in groups of 2-4. Distribute dice, scissors and recording sheet (TR21). Cut out numbers 6-9. Read the directions. At the end repeat aloud the add 10 then subtract the extra ones strategy ● **Read aloud**: Quack and Count by Keith Baker. It's about a family of ducks and the many ways they can add ● **Mental Math Addition:** one child picks a two digit number and one child picks a one digit number. They add them together without paper. Then they swap roles. ● **Write real-world problems (addition or subtraction)**: place various small items in a "surprise" bag. Have a volunteer pick an item from the bag. Ask the child to say two names of two friends. Ask another child to give you two numbers with 3-digits or less. Model the activity by using the item, names and numbers to write either an addition or subtraction

12) How do we create our own division sentence?	using known multiplication facts. ● multiply by 2's, 3's, 4's, 5's, and 10's using dot paper. ● formulate related division facts using related multiplication facts. ● write a multiplication sentence and a related division sentence.	problem and a bar model to match. Have the students repeat with a different item, names, and numbers **<u>Multiplication</u>** ● **Dice roll:** Students will roll dice and record the number on a paper. They will then multiply the numbers ● **Multiplication spinner**- Students will spin numbers and record the digits on the paper. Students will then multiply the numbers ● **Multiplication word problem**: Have students create their own multiplication word problem and draw a picture to match. (use surprise bag, and one digit numbers)
Equipment Needed ● Number lines ● Place value charts ● Base-ten blocks ● Sentence strips ● Pre-made games ● Art paper ● Sheet protectors ● Dry-erase markers ● Whiteboards ● chromebooks ● Templates ● Foldables and flippables ● Graph paper ● Floor number lines ● Chart paper		**Teacher Resources** ● Math In Focus Textbook ● Khan Academy website ● Teacher Pay Teachers website ● IXL website ● ABCya website ● Kahoot ● Math Antics Website ● Pinterest ● Math seeds website ● Xtramath website ● Brainpop jr website

Domain: 2nd Grade Math
Cluster: Number and Operations in Base Ten
A. Understand place value 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

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

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.

Standards:

Understand place value.
CCSS.MATH.CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.MATH.CONTENT.2.NBT.A.1.A

100 can be thought of as a bundle of ten tens — called a "hundred."

CCSS.MATH.CONTENT.2.NBT.A.1.B

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.MATH.CONTENT.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.MATH.CONTENT.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.MATH.CONTENT.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.
CCSS.MATH.CONTENT.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CONTENT.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

CCSS.MATH.CONTENT.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.MATH.CONTENT.2.NBT.B.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

CCSS.MATH.CONTENT.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.1

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
1) How does a numbers position affect its value? 2) How do we say the same number in different ways? (7 tens or 70 ones) 3) How do we skip count by 5s? 4) How do we skip count by 10's? 5) How do we skip count by 100s?	Students will: ● count by 1s, 10s, 100s -place value ● compare numbers ● orders and patterns of numbers ● Understand place value. ● Use place value understanding and properties of operations to add and subtract ● recognize, read, and write numbers to 1,000.	● Multiplication fact practice ● Respond to Essential Questions at start and end of unit ● Use vocabulary in speaking and writing, as needed ● Let's Practice and Guided Practice problems from the textbook, workbook pages for homework ● Khan Academy tutorials and assignments ● Math Antics videos ● Lesson task cards ● Interactive notebook assignments ● IXL assignments ● Lesson foldables and flippables ● Error Analysis and critiquing the reasoning of others **Activities:** **Comparing/ordering numbers** ● **Dice roll:** Students will roll dice and record the number on a paper. They will then use inequalities to compare the numbers

6) How does skip counting help us? 7) How do we read and write numbers using words? 8) How do we write a number based on its place value? (expanded form) 9) How do we use >, =, and < symbols to record the results of comparisons? 10) How do we use place value to add and subtract? 11) How do we identify number patterns?	• count on by 1s, 10s, and 100s to 1,000. • read and write numbers to 1,000 in standard form, expanded form, and word form. • compare numbers using the terms greater than and less than. • compare numbers using symbols > and <. • order three digit numbers. • identify the greatest number and the least number. • identify number patterns. • addition without regrouping • addition with regrouping in the ones • addition with regrouping in the tens • addition with regrouping in the ones and tens • add up to three-digit numbers with and without regrouping. • solve real-world addition problems • subtraction without regrouping • subtraction with regrouping in the tens and ones	• **Compare spin**: Students will spin numbers and record the digits on the paper. Students will then compare the numbers using inequalities • **Order numbers**: break students into groups of 4. Give them each a number on an index card. Have them get in order from least to greatest or greatest to least. **<u>Place Value</u>** • **Checks for number forms!:** Have students write out checks for different amounts. Add a place on the check for expanded form. Students will practice writing the three different number forms • **Place value toss**: write a number on the board. Toss a ball to different students and ask them to either tell you the value, digit or place value of a number. Reverse the questions by giving them the place value and asking them to give you the digit or value **<u>Addition</u>** • **Number snake:** Students will work in groups to create a skip counting number snake. The students will glue together colored circles to make a snake and each circle will skip count by a certain number (5, 10, 100) • **Spinner Addition**- Students will spin numbers and record the digits on the paper. Students will then add the numbers • **Dice roll:** Students will roll dice and record the number on a paper. They will then add the numbers **<u>Subtraction</u>** • **Dice roll:** Students will roll dice and record the number on a paper. They will then subtract the numbers • **Subtraction spinner**- Students will spin numbers and record the digits on the paper. Students will then subtract the numbers

	• subtraction with regrouping in the hundreds and tens • subtraction with regrouping in the hundreds, tens, and ones • subtraction across the zeros • subtract from three-digit numbers with and without regrouping. • apply the inverse operations of addition and subtraction. • solve real-world subtraction problems.	
Equipment Needed • Number lines • Place value charts • Base-ten blocks • Sentence strips • Pre-made games • Art paper • Sheet protectors • Dry-erase markers • Whiteboards • chromebooks • Templates • Foldables and flippables • Graph paper • Floor number lines • Chart paper		**Teacher Resources** • Math In Focus Textbook • Khan Academy website • Teacher Pay Teachers website • IXL website • ABCya website • Kahoot • Math Antics Website • Pinterest • Math seeds website • Xtramath website • Brainpop jr website

Domain: 2nd Grade Math

Cluster: Measurement and Data

A. Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

B. Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

C. Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

D. Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Standards:

Measure and estimate lengths in standard units.
CCSS.MATH.CONTENT.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CCSS.MATH.CONTENT.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.MATH.CONTENT.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

CCSS.MATH.CONTENT.2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

CCSS.MATH.CONTENT.2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

CCSS.MATH.CONTENT.2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

CCSS.MATH.CONTENT.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

CCSS.MATH.CONTENT.2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
1) How do we choose the appropriate tool to measure?	• Measure and estimate lengths in standard units. • Relate addition and subtraction to length.	• Respond to Essential Questions at start and end of unit • Use specific vocabulary in speaking and writing, as needed • Let's Practice and Guided Practice problems from the textbook, workbook pages for homework • Khan Academy tutorials and assignments

2) How do different units of measurement relate? 3) How do we estimate lengths using different units? (inches, feet, centimeters, and meters) 4) How do we compare lengths? 5) How do we relate addition and subtraction to length? 6) How do we use addition and subtraction to solve word problems involving lengths? 7) How do we tell time by looking at a clock? 8) How do we know whether to write a.m. or p.m.? 9) How do we count money? 10) How do we represent data using a line plot? 11) How do we represent data using a picture graph or a bar graph?	• Work with time and money. • Represent and interpret data. • measuring in lengths in feet, inches, meters, and centimeters • comparing of different lengths in feet, inches, meters, and centimeters • solutions to real-world problems using customary and metric length • estimate and measure length using a centimeter ruler and meterstick. • measure and compare lengths. • find the difference in lengths of objects. • draw parts of lines of given lengths. • find the difference in centimeters and inches in lengths of objects. • measure the same objects in inches and feet. • understand how measurements relate to the sizes of units. • solve one-step and two-step problems involving length.	• Math Antics videos • Lesson task cards • Interactive notebook assignments • IXL assignments • Lesson foldables and flippables • Error Analysis and critiquing the reasoning of others • Measure objects with rulers • Count money **<u>Activities</u>** **<u>Money</u>** • **Class store:** Break the students in to groups. Students take turns being the store owner and the consumer. The consumer needs to put together the correct amount of money. The store owner must count the money to make sure it is correct and give back change if needed. • **Supermarket Project:** Students will create supermarket catalogs based upon real items from local supermarkets. They will choose 10 or more items and cut them out and paste them on a paper. They must come up with fair prices that would be accurate to a real supermarket • **Penny Problems:** Students explore the different combinations for the value of 100 pennies. Children work in groups of 4 to come up with as many combinations as possible of pennies, nickels, dimes and quarters that can be exchanged for 100 pennies • **Money Madness:** Students are given different amounts of school money in an envelope. The students count and add together the amount of money they are given. Have the students switch envelopes with their partner and check the amounts **<u>Measurement</u>** • **Measurement scavenger hunt:** Create a list of measurements (different lengths/units) Have students go around the classroom and find an item of each length. Record the item on a sheet. See how many different items were found. • **Precise alien drawing:** Students will be able to be creative and draw their own alien but it must match the measurements given for length. The head must be 4 in, body 7 in, feet 2 in, arms 5 in • **Our life in inches:** Students will be given a list of items they use everyday in the classroom. They will

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draw models to solve real-world problems.
measurement in kilograms, grams, and liters
comparisons of masses in kilograms and grams
solutions to real-world problems involving mass and volume
measure mass in kilograms and grams using a measuring scale.
explore and compare volume.
estimate, measure, and compare volume using liters,
compare and order masses.
solve real-world problems about mass using bar models.

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need to measure the length in inches and record it. (Game can be repeated for other units and compared)
● Estimation Game: Students will get a chart of items around the classroom. They will sit at their seat and make an estimate on the paper in marker. Then with a partner they will go around and record the actual measurement. The student with the most measurements correct or a range of 2 cm off wins!

<u>Time</u>
● Time Matching: Students will match digital time with pictures of clocks showing the sametime.
● Student schedule: Have students come up with a schedule of their day including am and pm. Have them tape the schedule on their desk. When changing subjects make mention of what time it is and point to the clock. Have the students visually see where the clock hands are at different points in the day.
● Program schedule: passout TV program guides, have students pair up to use the guide to see how long each show is
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Rulers
Tape measures
Meter Sticks
balance
School money (dollars and coins)
Clocks
Sentence strips
Pre-made games
Art paper
Sheet protectors
Dry-erase markers
Whiteboards
chromebooks

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Teacher Resources

Math In Focus Textbook
Khan Academy website
Teacher Pay Teachers website
IXL website
ABCya website
Kahoot
Math Antics Website
Pinterest
Math seeds website
Xtramath website
Brainpop jr website

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• Templates • Foldables and flippables • Graph paper • Chart paper	

Domain: 2nd Grade Math
Cluster: Geometry
A. Reason with shapes and their attributes. 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and desc`ibe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. **Standards:** Reason with shapes and their attributes. CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. CCSS.MATH.CONTENT.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. CCSS.MATH.CONTENT.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Essential Questions	**Enduring Understandings**	**Activities, Investigations and Student Experiences**
1) How do we identify a shape based on amount of sides?	Students will be able to • Reason with shapes and their attributes	• Respond to Essential Questions at start and end of unit

2) How do we identify a shape based on angles? 3) How do we identify a 3D shape based on number of faces? 4) How do we identify a triangle? 5) How do we identify a quadrilateral? 6) How do we identify a pentagon? 7) How do we identify a hexagon? 8) How do we identify a cube? 9) How do we use our knowledge of shapes to create different shapes? 10) How do we section a rectangle into equal parts?	• parts of lines and curves • flat and curved surfaces • recognize, identify, and describe parts of lines and curves. • draw parts of lines and curves. • identify, classify, and count flat and curved surfaces. • identify solids that can stack, slide, and/or roll. • plane shapes • quadrilaterals and pentagons • solid shapes • faces of a cube • Patterns • recognize and identify plane shapes. • combine smaller plane shapes to make larger plane shapes. • separate larger plane shapes into smaller plane shapes. • combine and separate plane shapes in figures. • draw plane shapes and figures on dot paper and square grid paper. • identify quadrilaterals and pentagons. • recognize and draw shapes having a given number of angles.	• Use specific vocabulary in speaking and writing, as needed • Let's Practice and Guided Practice problems from the textbook, workbook pages for homework • Khan Academy tutorials and assignments • Math Antics videos • Lesson task cards • Interactive notebook assignments • IXL assignments • Lesson foldables and flippables • Error Analysis and critiquing the reasoning of others **<u>Activities</u>** **<u>Shapes</u>** • **Shape sort:** children work in groups of 2-4. They sort shapes according to whether they can be stacked, slid and/or rolled • **Angles, faces and sides chart:** Have the students fill out a chart with all the angles, faces and sides of different shapes labeled a, b, c, etc. After the chart is filled out have the students name the different shapes. Ask how they were able to name the shapes based on the different attributes **<u>Lines and Curves</u>** • **Yarn:** Students will create parts of a curve or line using yarn on their desk. Have the students use their finger to trace the line or curve. Have them communicate to their shoulder partner how it is different tracing a line verse a curve • **Flower Drawing**: Have each student draw a flower- have them label all the parts of a line and parts of a curve

	• recognize and identify solid shapes. • build models using solid shapes. • combine and separate solid shapes. • identify and count the equal faces on a cube. • identify, describe, extend, and create patterns using different sizes, shapes, colors, and positions .	
Equipment Needed • 3-D shapes • Pattern blocks • Fraction bars • Graph paper • rulers • Place value charts • Sentence strips • Pre-made games • Art paper • Sheet protectors • Dry-erase markers • Whiteboards • chromebooks • Templates • Foldables and flippables • Chart paper		**Teacher Resources** • Math In Focus Textbook • Khan Academy website • Teacher Pay Teachers website • IXL website • ABCya website • Kahoot • Math Antics Website • Pinterest • Math seeds website • Xtramath website • Brainpop jr website