

## Math – Second Grade

### First Quarter 2024-2025

#### **Week 1...Aug. 5-9...2 Digit Place Value Review**

**2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form.) For example, write 234 as  $200 + 30 + 4$ .

**Mathematical Practices (MP1-MP8)** – Set-up problem solving routines that are ongoing for the year.

Complete beginning of the year assessments (readiness assessment, diagnostic...etc.)

#### **Week 2...Aug. 12-16...Topic 1: Fluently Add & Subtract Within 30**

**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

#### **Week 3...Aug. 19-23...Topic 1: Fluently Add & Subtract Within 30 Cont.**

**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

**2.OA.A.1** Add and subtract within ~~100~~(20) to solve **one**- and **two**-step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

#### **Week 4...Aug. 26-30...Topic 1: Fluently Add & Subtract Within 30 Cont.**

##### **Begin Topic 2: Equal Groups**

**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

**2.OA.A.1** Add and subtraction within ~~100~~(20) to solve **one**- and **two**-step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

**2.OA.C.3** Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.

#### **Week 5...Aug. 28-Sept. 1...Topic 2: Equal Groups**

**2.OA.B.2** Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

**2.OA.C.3** Determine whether a group of objects (up to 20) has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.

**2.OA.C.4** Use repeated 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. For example, a 3 by 4 array can be expressed as  $3 + 3 + 3 + 3 = 12$  or  $4 + 4 + 4 = 12$ .

**2.OA.A.1** Add and subtraction within ~~100~~(20) to solve **one**- and **two**-step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

Updated April 29, 2024

## Math – Second Grade

### First Quarter 2024-2025

#### **Week 6...Sept. 2-6...Topic 4: Fluently Add within 100**

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

**2.OA.A.1** Add and subtract within 100 to solve **one-** and **two-**step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

#### **Week 7...Sept. 9-13...Topic 4: Fluently Add within 100 Cont.**

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

**2.OA.A.1** Add and subtract within 100 to solve **one-** and **two-**step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

**2.NBT.B.6** Add up to four two-digit numbers using properties of operations and strategies based on place value.

#### **Week 8...Sept. 16-20...Topic 3: Addition within 100 Using Strategies**

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

#### **Week 9...Sept. 25-29...Topic 3: Addition within 100 Using Strategies Cont.**

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

**2.OA.A.1** Add and subtract within 100 to solve **one-** and **two-**step contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations)**

**2.OA.D.5** Identify arithmetic patterns in an addition or hundreds chart and explain them using properties of operations. For example, analyze patterns in the addition chart and observe an alternating pattern of even and odd numbers (because each time we move to the right on box or down one box, we are adding one more to our sum):  $(2 + 3) + 1 = 2 + (3 + 1) = 2 + 4$  which uses the associative property of addition). (See Table 3 - Properties of Operations)

Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

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### Second Quarter 2024-2025

**Week 1...Oct. 14-18...Topic 6: Fluently Subtract Within 100**

**2.OA.B.2** Fluently ~~add and~~ subtract within 30 using mental strategies. By the end of 2nd grade, know all sums of two one-digit numbers and related subtraction facts.

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

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**Week 2...Oct. 21-25...Topic 6: Fluently Subtract Within 100 Cont.**

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

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**Week 3...Oct. 28-Nov. 1...Topic 5: Subtract Within 100 Using Strategies**

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

**Week 4...Nov. 4-8...Topic 5: Subtract Within 100 Using Strategies Cont.**

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

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**Week 5...Nov. 11-15...Topic 7: Problem Solving With Addition & Subtraction**

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

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**Week 6...Nov. 18-22...Topic 7: Problem Solving With Addition & Subtraction**

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

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

## Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

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### Second Quarter 2024-2025

**Week 7...Nov. 25-29...Topic 7: Problem Solving With Addition & Subtraction Cont.**

2.NBT.B.5, 2.OA.A.1, 2.OA.B.2, 2.OA.D.5

**Thanksgiving Week**

**Week 8...Dec. 2-6...Topic 8: Money**

**2.MD.C.8** Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$100 using the \$ symbol appropriately.

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ...; 370, 380, 390, ...; 100, 200, 300...; etc.

**Week 9...Dec. 9-13...Topic 8: Time**

**2.MD.C.7** Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ...; 370, 380, 390, ...; 100, 200, 300...; etc.

**Week 10...Dec. 16-20...Topic 8: Time and Money**

**2.MD.C.8** Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$100 using the \$ symbol appropriately.

**2.MD.C.7** Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.

## Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

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## Math – Second Grade

### Third Quarter 2024-2025

**Week 1...Jan. 6-10...Topic 8: Time and Money Cont.**

**2.MD.C.8** Solve contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$100 using the \$ symbol appropriately.

**2.MD.C.7** Tell and write time in quarter hours and to the nearest five minutes (in a.m. and p.m.) using analog and digital clocks.

**Week 2...Jan. 13-17...Topic 9: Numbers to 1,000**

**2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

**2.NBT.A.3** Read and write numbers to 1000 using standard form, word form, and expanded form. For example, write 234 as  $200 + 30 + 4$ .

**Week 3...Jan. 20-24...Topic 9: Numbers to 1,000 Cont.**

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ... ; 370, 380, 390, ... ; 100, 200, 300...; etc.

**2.NBT.A.4** Compare two three-digit numbers based on meanings of the digits in each place and use the symbols  $>$ ,  $=$ , and  $<$  to show the relationship.

**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

**Week 4...Jan. 27 - 31...Topic 9: Numbers to 1,000 Cont.**

**2.NBT.A.1** Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ... ; 370, 380, 390, ... ; 100, 200, 300...; etc.

**2.NBT.A.4** Compare two three-digit numbers based on meanings of the digits in each place and use the symbols  $>$ ,  $=$ , and  $<$  to show the relationship.

**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

**Week 5...Feb. 3-7...Topic 10: Add Within 1,000 Using Models & Strategies**

**2.NBT.B.7** Add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawings, or objects.)

**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.

**2.MD.C.8** Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies, using ¢ and \$ symbols appropriately.

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ... ; 370, 380, 390, ... ; 100, 200, 300...; etc.

## Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

## Math – Second Grade

### Third Quarter 2024-2025

**Week 6...Feb. 10-14...Topic 10: Add Within 1,000 Using Models & Strategies Cont.**

**2.NBT.B.7** Add and subtract within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.

**Begin Topic 11****Week 7...Feb. 17-21...Topic 11: Subtract Within 1,000 Using Models & Strategies**

**2.NBT.B.7** Add and **subtract** within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawings, or objects.)

**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.

**2.MD.C.8** Solve contextual problems involving dollar bills, quarters, dimes, nickels, and pennies, using ¢ and \$ symbols appropriately.

**2.NBT.A.2** Recognize, describe, extend, and create patterns when counting by ones, twos, fives, tens, and hundreds and use those patterns to predict the next number in the counting sequence up to 1000 through counting. For example, 111, 113, 114, ... ; 82, 84, 85, ...; 370, 380, 390, ...; 100, 200, 300...; etc.

**Week 8...Feb. 24-28...Topic 11: Subtract Within 1,000 Using Models & Strategies Cont.**

**2.NBT.B.7** Add and **subtract** within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawings, or objects.)

**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.

**Begin Topic 12****Week 9...Mar. 3-7...Topic 12: Measuring Length**

**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.

**2.MD.A.2** Measure the length of an object twice using two different units of measure and describe how the two measurements relate to the size of the unit chosen.

**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.

**Week 10...Mar. 10-14...Topic 12: Measuring Length Cont.**

**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.

**2.MD.A.2** Measure the length of an object twice using two different units of measure and describe how the two measurements relate to the size of the unit chosen.

**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.

## Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

## Math – Second Grade

### Fourth Quarter 2024-2025

#### **Week 1...March 24-28...Topic 13: Geometry - Shapes and Their Attributes (Optional: Flip Topic 13 & 14)**

**2.G.A.1.** Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Draw two-dimensional shapes having specified attributes (as determined directly or visually, not by measuring), such as a given number of angles/vertices or a given number of sides of equal length.

#### **Week 2...March 31-Apr. 4...Topic 13: Geometry - Shapes and Their Attributes Cont.**

**2.G.A.3** Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words *halves*, *thirds*, *fourths*, *half of*, *a third of*, and *a fourth of*, and describe the whole as *two halves*, *three thirds*, *four fourths*. Recognize that equal shares of identical wholes need not have the same shape.

**2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.

**2.OA.C.4** Use repeated 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.

#### **Week 3...Apr. 7-11...Topic 14: Addition, Subtraction, & Length**

**2.MD.B.5** Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)

**2.MD.B.6** Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences within 100.

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

#### **Week 4...Apr. 14 -18...Topic 14: Addition, Subtraction, & Length**

**2.MD.B.5** Add and subtract within 100 to solve contextual problems, with the unknown in any position, involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1 - Addition and Subtraction Situations)

**2.MD.B.6** Represent whole numbers as lengths from 0 on a number line and know that the points corresponding to the numbers on the number line are equally spaced. Use a number line to represent whole number sums and differences within 100.

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

## Math – Second Grade

### Fourth Quarter 2024-2025

#### **Week 5...Apr. 21-25...Topic 15: Graphs and Data**

**2.MD.D.9** Given a set of data, create a line plot, where the horizontal scale is marked off in whole-number units.

**2.MD.D.10** Draw a pictograph (With a key of values of 1,2,5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**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.

#### **Week 6...Apr. 28-May 2...Topic 15: Graphs and Data Cont.**

**2.MD.D.9** Given a set of data, create a line plot, where the horizontal scale is marked off in whole-number units.

**2.MD.D.10** Draw a pictograph (With a key of values of 1,2,5, or 10) and a bar graph (with intervals of one) to represent a data set with up to four categories. Solve addition and subtraction problems related to the data in a graph.

**2.OA.A.1** Add and subtract within 100 to solve one- and two-step-contextual problems, with unknowns in all positions, involving situations of *add to*, *take from*, *put together/take apart*, and *compare*. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem. **(See Table 1-Addition and Subtraction Situations).**

**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.

#### **Week 7...May 5-9...Topic 15: Graphs and Data Cont.**

**2.MD.D.9, 2.MD.D.10, 2.OA.A.1, 2.MD.A.1**

**Q4 Cumulative Checkpoint Review and Assessment**

#### **Week 8...May 12-16...Review 3 Digit Addition and Subtraction**

**2.NBT.B.7 Add and subtract** within 1000, using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used. (Explanations may include words, drawings, or objects.)

(focus on regrouping in the tens and hundreds place & subtracting across zeroes)

#### **Week 9...May 19-23...Strengthen Fluency Skills and Topic 16: Step up to Grade 3**

Fluency Standards:

2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of the 2<sup>nd</sup> grade, know from memory all sums of two one-digit numbers and related subtraction facts.

2.NBT.B.5 Fluently Add and Subtract within 100 using properties of operations, strategies based on place value, and/or relationship between addition and subtraction.

Updated April 29, 2024