

	Name of Course: iReady Mathematics Team Members:	
Unit	1: Numbers Within 20: Addition, Subtraction, and Data	
Essential Questions	How can I use mental math strategies to add? How can I use mental math strategies to subtract? How can I solve one-step word problems? How can I use bar graphs and picture graphs to organize and compare data? How can I solve two-step word problems?n	
Content Standards	2.OA.A.1, 2.OA.B.2 2.MD.D.10	
Concepts and Subskills	Students will understand: - Counting on as a strategy to add and subtract - Fact families as a strategy to add and subtract - Make a ten strategy to add and subtract - How to draw and find information in picture graphs and bar graphs	Students will be skilled at: - Counting on to add and subtract - Using fact families to add and subtract - Making a ten to add and subtract - Solving one step word problems - Drawing and finding information from a picture graphs and bar graphs - Using addition and subtraction to solve multi-step problems
Content Objectives (Student Friendly Language)	Lesson 1: - Use the strategies of counting on, making a ten, and doubles plus one to add two one-digit numbers. - Interpret models such as pictures, equations, and open number lines that represent the reasoning behind various strategies - Use addition strategies to represent and solve word problems. Lesson 2:	

	• Use mental math strategies to subtract one-digit numbers within 20. • Understand and use the relationship between addition and subtraction to subtract one-digit numbers within 20. Lesson 3: • Analyze one-step addition and subtraction word problem and write equations to represent the problems. • Use fact families as a strategy to solve one-step problems and build number sense. • Interpret models that represent one-step problems. Lesson 4: • Collect data to display in a bar graph or picture graph • Compare data in a tally chart, table, picture graph, and bar graph. • Interpret graphs by reading and comparing the data shown in the graph. • Complete a picture graph and bar graph. • Create a bar graph from a given set of data. • Solve addition and subtraction word problems within 20, based on data. Lesson 5: • Analyze two-step problems to determine the series of operations needed to solve them. • Interpret models that represent a two-step problem.
Content Vocabulary	Mathematical Vocabulary
	Add, equation, open number line, sum, unknown number, addended, count on, difference, fact family, subtract, equal sign, bar graph, picture graph, data
	Academic Vocabulary
	Model, understand, strategy, agree, organize, solve, disagree
	Additional Vocabulary
Assessments, Products,	Lesson quizzes Unit Assessments

Projects	
Text, Materials, and Resources	Lesson 1: counters, 10-frame, connecting cubes, number lines Lesson 2: counters , 10-frames, number chart 1-20, number lines Lesson 3: counters, 10-frames, bar models Lesson 4: connecting cubes, counters, 10-frames, grid paper Lesson 5: connecting cubes, counters, 10-frames, number bonds, number lines, bar models

	Name of Course: iReady Curriculum Team Members: 2nd Grade	
Unit	2: Numbers within 100: Addition, Subtraction, Time and Money	
Essential Questions	How can I add two-digit numbers? How can I subtract two-digit numbers? What addition and subtraction strategies help me solve problems with two-digits? How do I solve story problems? How do the values of coins and paper money help me solve problems? How can I tell time to the nearest 5 minutes?	
Content Standards	2.NBT.B.5, 2.NBT.B.9 2.OA.A. 1 2.MD.C.8, 2. MD.C.7	
Concepts and Subskills	Students will understand: - Using the place value strategy to help solve addition problems - Ones can be regrouped into tens and tens can be decomposed into ones - Addition and subtraction strategies can be	Students will be skilled at: - Adding tens, ones and two-digit numbers - Regrouping ones as tens and decomposing tens - Subtracting two-digit numbers - Solving one-step and two-step word problems by adding or subtracting two-digit numbers.

	use to solve one-step and two-step word problems - Each coin has a particular value that can be used to solved problems about money. - The hour hand and minute can be used to help tell time on an analog clock.	- Solve word problems involving money. - Tell and write time to the nearest 5 minutes.
Content Objectives (Student Friendly Language)	Lesson 6: - Break apart two-digit numbers into tens and ones as a place-value strategy for adding. - Recognize that in adding, tens are added to tens and ones are added to ones. - Determine when grouping a ten is necessary and carry out the regrouping to find a sum. - Estimate sums of two-digit numbers by using easier numbers close to one or both addends. Lesson 7: - Decompose a ten as a strategy for subtracting. - Recognize that addition can be used to solve a subtraction problem. - Evaluate mental strategies for subtracting a number from a two-digit number. - Estimate differences of two-digit numbers by using easier numbers close to one or both numbers being subtracted. Lesson 8: - Fluently break apart two-digit numbers into tens and ones as a place-value strategy for addition and subtraction. - Fluently determine when regrouping a ten is necessary and carry out the regrouping to find the sum. - Fluently determine when decomposing a ten is necessary to carry out the decomposition to find the difference. - Use addition to solve a subtraction problem. - Use addition to check the solution to a subtraction problem. Lesson 9: - Analyze word problems to determine the operation need to solve them. - Apply the use of fact families as a strategy to solve one-step problems and build number sense. - Interpret the models that represent a one-step problem with two-digit numbers. Lesson 10: - Recognize and name the coins penny, nickel, dime and quarter - Know the value of coins and paper denominations. - Count the amount of money represented by a set of coins or bills.	

	Lesson 11: • Read time to the nearest 5-minute interval. • Write time to 5-minute intervals using proper notation. • Show time on an analog clock to 5-minute intervals using proper hour-hand and minute-hand placement. • Determine when a digital clock should read am or pm.
Content Vocabulary	Mathematical Vocabulary
	Estimate, regroup, sum, difference, regroup, cent, dime, dollar, nickel, penny, quarter, a.m., p.m. skip-count, digital clock, hour, hour hand, minute, minute hand
	Academic Vocabulary
	Check, solution, explain, some, arrange, decide
	Additional Vocabulary
Assessments, Products, Projects	Lesson quizzes Unit Assessment
Text, Materials, and Resources	Lesson 6: base-ten blocks, open number lines, tense place-value mats Lesson 7: bar models, base-ten blocks, connecting cubes, hundred chart, open number lines Lesson 8: connecting cubes, base-ten blocks, hundreds charts, bar models, open number lines Lesson 9: connecting cubes, base-ten blocks, bar models, hundred chart, open number lines, number bonds Lesson 10: base-ten blocks, connecting cubes, hundreds charts, open number lines, play coins Lesson 11: paper clock face, play clock with hands

	Name of Course: iReady Mathematics
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	Team Members: 2nd Grade	
Unit	3: Numbers within 1,000: Place Value, Addition and Subtraction	
Essential Questions		
Content Standards	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.A.2, 2.NBT.B.8	
Concepts and Subskills	Students will understand: •	Students will be skilled at: • Building three-digit numbers in different ways. • Reading, writing and comparing three-digit numbers. • Add 10 or 100 to a number. • Add or subtract three-digit numbers. • Use different strategies to add and subtract • Add more than 2 two-digit numbers.
Content Objectives (Student Friendly Language)	Lesson 12: • Identify ones, tens and hundreds in a three-digit number. • Interpret models to determine the combinations of hundreds, tens, and ones in a number. • Write a three-digit number in terms of varied combinations of hundreds, tens, and ones Lesson 13: • Identify the place value of each digit in a three digit number. • Model three-digit numbers. • Interpret a model and write the number value. Lesson 14: • Compare to determine whether three-digit numbers are greater than, less than or equal to each other. • Express equalities and inequalities using proper notation. • Solve problems involving inequalities and justify solutions. Lesson 15 • Skip-count by hundreds within 1,000 to add and subtract • Skip-count by fives and tens from two- and three- digit numbers. • Mentally add 10 or 100 to a given number 100-900.	

	Mentally subtract 10 or 100 from a given number 100-900. Lesson 16:
Content Vocabulary	Mathematical Vocabulary
	Hundreds, place-value, digit, ones, skip-count, tens, expanded form, greater than symbol, less than symbol, compare, equal sign, difference, regroup, sum
	Academic Vocabulary
	Different, similar, model, symbol, backward, forward
	Additional Vocabulary
Assessments, Products, Projects	
Text, Materials, and Resources	Lesson 12: no materials Lesson 13: base-ten blocks, hundreds place-value charts, open number lines, 200 charts, play money bills, Lesson 14: base-ten blocks, blank number lines, hundreds charts, hundreds place-value charts Lesson 15: connecting cubes, hundred charts, open number lines, base-ten blocks, hundreds place-value charts, 200 number charts, three-digit number cards Lesson 16: