



Summit Public Schools

Grade 2 Mathematics Curriculum

Revised: July 2024

Course Description

In Grade 2, instructional time should focus on four critical areas:

(1) extending understanding of base-ten notation;

Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) building fluency with addition and subtraction;

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) using standard units of measure;

Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) describing and analyzing shapes;

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about

decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

<u>Pacing Guide</u>		
Trimester 1	Trimester 2	Trimester 3
<u>Topic 1: Fluently Add and Subtract Within 20</u> <u>Topic 2: Work with Equal Groups</u> <u>*Topics 3/4: Add within 100 Using Strategies & Fluently Add within 100</u> <u>*Topics 5/6: Subtract within 100 Using Strategies & Fluently Subtract within 100</u> *(combined topics; 1 assessment will be administered at the end which will cover both Topics)	<u>Topic 7: More Solving Problems Involving Addition and Subtraction</u> <u>Topic 8: Work with Time and Money</u> <u>Topic 9: Numbers to 1,000</u> <u>Topic 10: Add within 1,000 Using Models and Strategies</u> <u>Topic 11: Subtract within 1,000 Using Models and Strategies</u>	<u>Topic 12: Measuring Length</u> <u>Topic 13: Shapes and Their Attributes</u> <u>Topic 14: More Addition, Subtraction, and Length</u> <u>Topic 15: Graphs and Data</u>

BOY Required Assessments: iReady Math Diagnostic	Mid-Year Required Assessment: iReady Math Diagnostic	EOY Required Assessment: iReady Math Diagnostic	Topic Assessments to be given at the end of each topic throughout the year. Assessments and scoring guides are linked at the end of each topic in this document.
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NEW 25-26: Building a Math Community (Beginning of the Year Resources)

Topic 1: Fluently Add and Subtract Within 20

To reflect the central focus of EOY expectations for 2.OA.B.2, please provide practice for adding and subtracting within 20 from memory throughout the entire year. This focus can also be reflected during daily instruction by allowing students to use strategies only when they are helpful for figuring out problems they don't already know from memory.

Big Idea: Learn strategies to help achieve fluency with addition and subtraction within 20

Essential Questions	Standards
What are strategies for finding addition and subtraction facts?	2.OA.B.2 Add and subtract within 20. 2. With accuracy and efficiency, add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers 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.

Topic 1: Fluently Add and Subtract Within 20

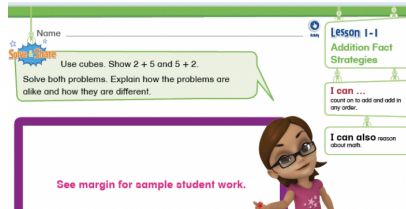
Key Vocabulary: equation, addends, sum, doubles, near doubles, difference, bar diagram

To reflect the central focus of EOY expectations for 2.OA.B.2, please provide practice for adding and subtracting within 20 from memory throughout the entire year. This focus can also be reflected during daily instruction by allowing students to use strategies only when they are helpful for figuring out problems they don't already know from memory.

WARM-UP: Number Talk Warm-Up Option	MINI-LESSON	MATH ROTATIONS	SHARE/REFLECTION
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Lesson 1: Solve and Share: Page 5



- **Introduce vocabulary on math wall and in math notebooks:** equation, addends, sum

Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video

See teacher manual page 5
**Today we will count forward,
starting at different addends
to find a sum.**

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

Suggestions/Ideas for Lessons/Topic:

See teacher manual pages 6-8

Meet with Teacher-

Guided/Independent Practice Pages
7-8

[Addition to 20 Practice
Suggestions \(At Your Seat or
Hands-On\)](#)

[Even More Addition and
Subtraction Practice Suggestions
\(At Your Seat or Hands-On\)](#)

[+/- Word Problems with Anchor
Charts](#)

At Your Seat:

- [At Your Seat Folder](#) Topic 1
- Any technology game below

Technology:

- [Fuzz Bugs](#)
- [Seesaw](#)
- [Addition Game](#)
- [Flying Cow Incident \(enVision\)](#)

Hands-on:

- [Hands-on Folder](#) Topic 1
- enVision Center Games

Fluency Practice:

- [Fluency Practice Folder](#)

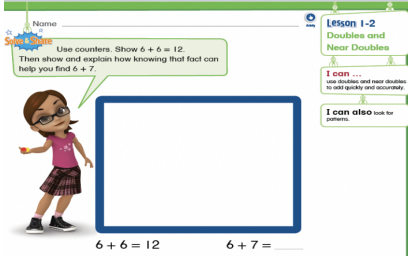
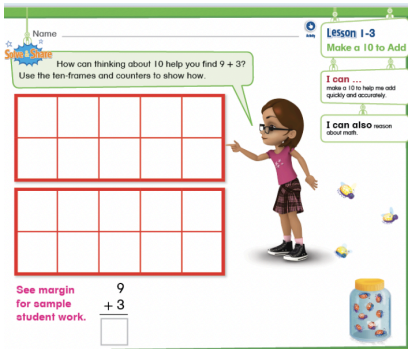
[Add w/in 20 Math Mystery](#)

[Exit Tickets for Topic 1](#)

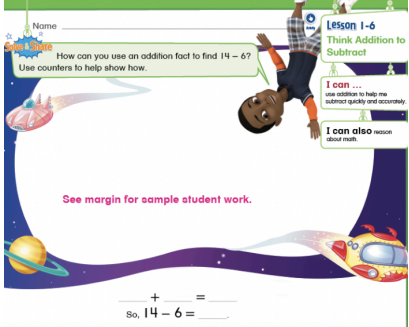
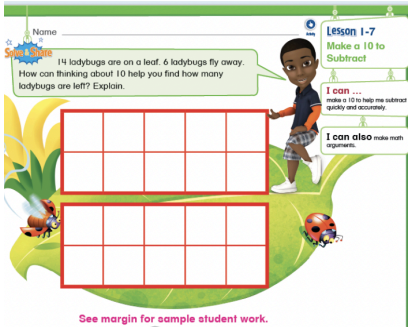
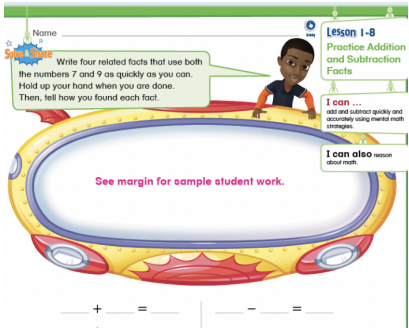
(Alternate options below)

Exit ticket Suggestion- Quick Check:

- Students complete checked problems on pages 7 & 8 or online edition

Lesson 2 Solve and Share: Page 9  Vocabulary: Introduce vocabulary on math wall and in math notebooks: doubles, near doubles	*See teacher manual pages 9* Today we will recognize doubles and near doubles facts. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 10–12 Meet with Teacher- Guided/Independent Practice Pages 11-12 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 11 & 12 or online edition
Lesson 3 Solve and Share: Page 13  Vocabulary:	* See teacher manual page 13 * Today we will draw pictures and complete equations to show making a 10 to find a sum. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 14-16 Meet with Teacher- Guided/Independent Practice Pages 15-16 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 15 & 16 or online edition
Lesson 4 Solve and Share: Page 17	* See teacher manual page 17* Today we will read an addition table to identify patterns that can be used	*See teacher manual pages 18-20 Meet with Teacher- Guided/Independent Practice Pages 19-20	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 19 & 20 or

Vocabulary:	to help add. We will do this by - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	online edition
Lesson 5 Solve and Share: Page 21 Vocabulary: Introduce vocabulary on math wall and in math notebooks: difference	* See teacher manual page 21* Today we will read a number line to show how to count on and back to subtract. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 22-24 Meet with Teacher- Guided/Independent Practice Pages 23-24 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 23 & 24 or online edition
Lesson 6 Solve and Share: Page 25	* See teacher manual page 25* Today we will rephrase a problem by connecting an addition fact that can be used to help solve a subtraction fact. We will do this by: - Convince me!	*See teacher manual pages 26-28 Meet with Teacher- Guided/Independent Practice Pages 27-28 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 27 & 28 or online edition

 Vocabulary:	- Guided Practice - Pick problems from Independent Practice and Problem Solving		
Lesson 7 Solve and Share: Page 29  Vocabulary:	* See teacher manual page 29* Today we will discuss the steps for different ways to make 10 to subtract. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 30-32 Meet with Teacher- Guided/Independent Practice Pages 31-32 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 31 & 32 or online edition
Lesson 8 Solve and Share: Page 33  Vocabulary:	* See teacher manual page 33* Today we will discuss different strategies that can be used to solve addition and subtraction facts. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice	*See teacher manual pages 34-36 Meet with Teacher- Guided/Independent Practice Pages 35-36 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 35 & 36 or online edition

Lesson 9 Solve and Share: Page 37 Vocabulary: Introduce vocabulary on math wall and in math notebooks: bar diagram	and Problem Solving * See teacher manual page 37* Today we will read and interpret word problems to choose an operation to use to solve them. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 38-40 Meet with Teacher- Guided/Independent Practice Pages 39-40 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 39 & 40 or online edition
Lesson 10 Solve and Share: Page 41 Vocabulary:	* See teacher manual page 41* Today we will state answers to problems and justify them with words, pictures, numbers, and symbols. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 42-44 Meet with Teacher- Guided/Independent Practice Pages 43-44 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion- Quick Check: Students complete checked problems on pages 43 & 44 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 2: Work with Equal Groups

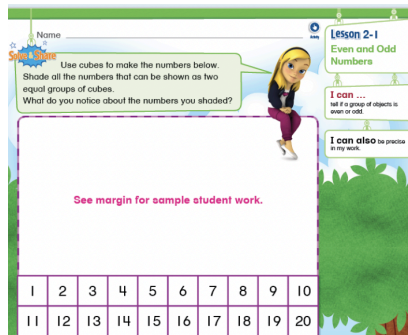
Big Idea: Determine whether a number is even or odd and finding equal groups

Essential Questions	Standards
- How can you show even and odd numbers? - How do arrays relate to repeated addition.	2.OA.A.1 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. 1 2.OA.B.2 Add and subtract within 20. 2. With accuracy and efficiency, add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers 2.OA.C.3 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. 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. 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 for counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Topic 2–Work with Equal Groups

Key Vocabulary: array, rows, columns, array, rows, columns

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1: Solve and Share: Page 61	Daily Optional	Suggestions/Ideas for Lessons/Topic:	Exit Tickets for Topic 2



- **Introduce vocabulary on math wall and in math notebooks:** odd, even

Mini-Lesson Support for Each Lesson/Topic:

Watch Visual Learning Animation Plus Video

See teacher manual pages 61
Today we will tell if a group of objects is even or odd.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 62-64

Meet with Teacher-

Guided/Independent Practice Pages 63-64

At Your Seat:

- [At Your Seat Folder](#) Topic 2
- Any technology game below

Technology:

- [Number Ninja](#)
- [BrainPop Even and Odd](#)
- [Number Ninja](#)
- [Multiplication Mine Jr.](#)
- [BrainPop Arrays](#)
- [enVision Game Center](#)
- iReady lesson

Hands-on:

- [Hands-on Folder](#) Topic 2
- enVision Center Games

(Alternate options below)

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 63-64 or online edition

Lesson 2 Solve and Share:

Page 65

See teacher manual pages 65

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

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

*See teacher manual pages 66-68

Meet with Teacher-

Guided/Independent Practice Pages 67-68

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 67 & 68 or online edition

Lesson 3 Solve and Share:

Page 69



Vocabulary: Introduce vocabulary on math wall and in math notebooks: array, rows, columns

* See teacher manual page 69*

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

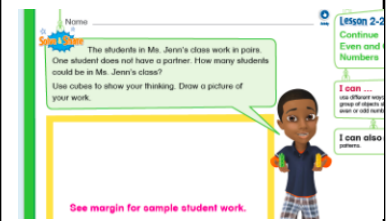
We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 70-72

Meet with Teacher-
Guided/Independent Practice Pages 71-72

At Your Seat, Technology, Hands On see above.

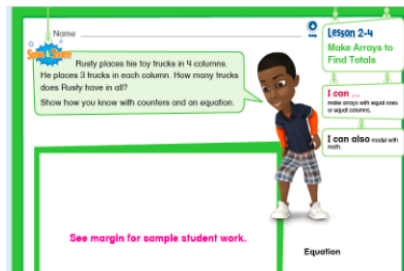


Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 71 & 72 or online edition

Lesson 4 Solve and Share:

Page 73



Vocabulary:

* See teacher manual page 73*

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

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 74-76

Meet with Teacher-
Guided/Independent Practice Pages 75-76

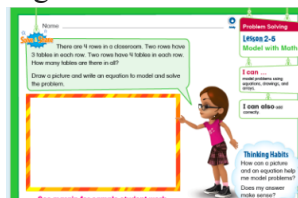
At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 75 & 76 or online edition

Lesson 5 Solve and Share:

Page 77



Vocabulary:

* See teacher manual page 77*

Today we will model problems using equations, drawing, and arrays.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from

See teacher manual pages 78-80

Meet with Teacher-
Guided/Independent Practice Pages 79-80

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 79 & 80 or online edition

	Independent Practice and Problem Solving		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topics 3/4: Add Within 100 Using Strategies & Fluently Add Within 100

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics promote coherence between NBT and OA domains

Big Idea: Develop conceptual fluency in addition within 100 using strategies, models, understanding of place value, properties of operations, partial-sums methods, and mental math

Essential Questions	Standards
- What are strategies for adding numbers to 100? - How can you compose and decompose numbers to make them easier to add? - How can learning a variety of strategies help me become fluent with addition within 100? - When would an estimate be more useful than an actual answer?	2. NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2. NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2. NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations 2.OA.A.1 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.

Topics 3/4: Add Within 100 Using Strategies & Fluently Add Within 100

Key Vocabulary: tens, ones, break apart, open number line, compensation

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics promote coherence between NBT and OA domains

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

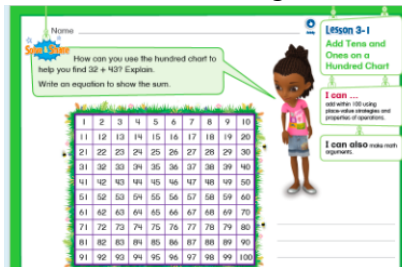
A suggestion would be to start this unit with a few lessons that focus on the conceptual understanding of Place Value using place value blocks to provide a foundation for other strategies that will be taught during this topic.

Lesson 4-1 might be a good lesson to start with as it uses place value blocks to model addition.

Topic 3: Add Within 100 Using Strategies

Lesson 3-1:

Solve and Share: Page 93



- Introduce vocabulary on math wall and in math notebooks: tens, ones

Daily Optional Mini-Lesson Support for Each

Lesson/Topic: Watch Visual Learning Animation Plus Video

See teacher manual pages 93
Today we will add within 100 using place-value strategies and a hundred chart.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

Suggestions/Ideas for Lessons/Topic:

[Place Value Folder](#)
[Place Value Chart to Hundreds](#)

See teacher manual pages 94-96
Meet with Teacher-
Guided/Independent Practice Pages 95-96

At Your Seat:

- [At Your Seat Folder](#) Topics 3/4
- Any technology game below

Technology:

- [Robo Launch \(enVision\)](#)
- [Flying Cow Incident \(enVision\)](#)
- [iReady](#)
- [Math Lines Addition](#) (abcya)
- [Place Value Hockey](#) (abcya)
- [Jet Ski Addition](#) (abcya)

Hands-on:

- [Hands-on Folder](#) Topics 3/4
- enVision Center Games

[Exit Tickets for Topic 3](#)
[Exit Tickets for Topic 4](#)

(Alternate options below)

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 95- 96 or online edition

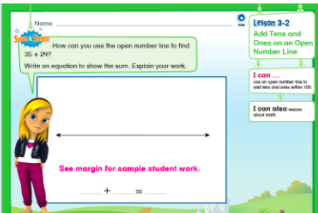
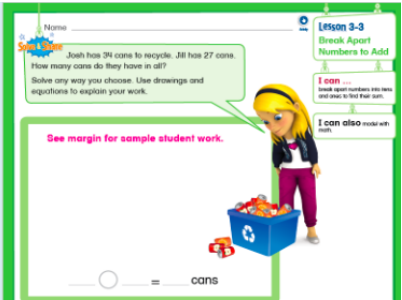
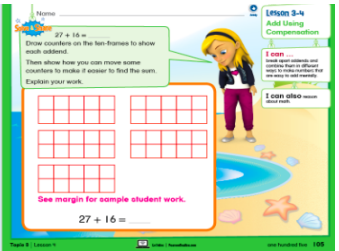
Lesson 3-2 Solve and Share:
Page 97

See teacher manual pages 97
Today we will use an open number line to add tens and ones within 100.

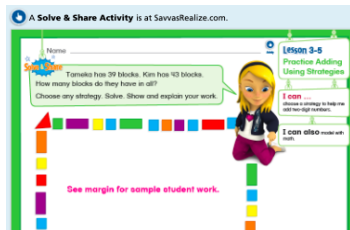
See teacher manual pages 98-100
Meet with Teacher-
Guided/Independent Practice Pages 99-100

Exit ticket Suggestion-Quick Check:

Students complete

 Vocabulary: introduce vocabulary on math wall and in math notebooks: open number line	We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	checked problems on pages 99 & 100 or online edition
Lesson 3-3 Solve and Share: Page 101  Vocabulary: Introduce vocabulary on math wall and in math notebooks: break apart	* See teacher manual page 101* Today we will break apart numbers into tens and ones to find their sum. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 102-104* Meet with Teacher- Guided/Independent Practice Pages 103-104 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 103 & 104 or online edition
Lesson 3-4 Solve and Share: Page 105  Vocabulary: introduce vocabulary on math wall and in math notebooks: compensation	* See teacher manual page 105* Today we will break apart addends and combine them in different ways to make numbers that are easy to add mentally. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 106-108* Meet with Teacher- Guided/Independent Practice Pages 107-108 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 107 & 108 or online edition

Lesson 3-5 Solve and Share:
Page 109



Vocabulary:

* See teacher manual page 109*

Today we will choose a strategy to add two-digit numbers.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

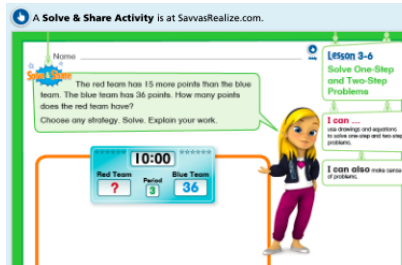
See teacher manual pages 110- 112
Meet with Teacher-
Guided/Independent Practice Pages 111-112

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 111 & 112 or online edition

Lesson 3-6 Solve and Share:
Page 113



Vocabulary:

* See teacher manual page 113*

Today we will use drawings and equations to solve one-step and two-step problems.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 114- 116
Meet with Teacher-
Guided/Independent Practice Pages 115-116

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 115 & 116 or online edition

Lesson 3-7 Solve and Share:
Page 117



* See teacher manual page 117*

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

We will do this by:

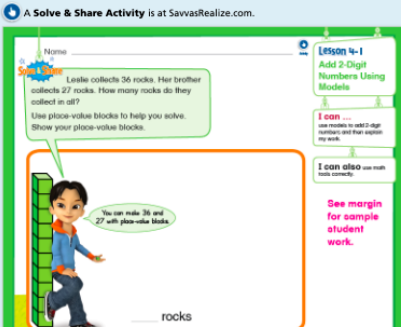
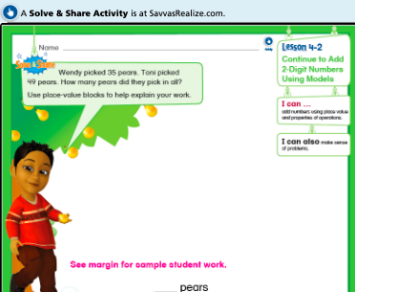
- Convince me!
- Guided Practice

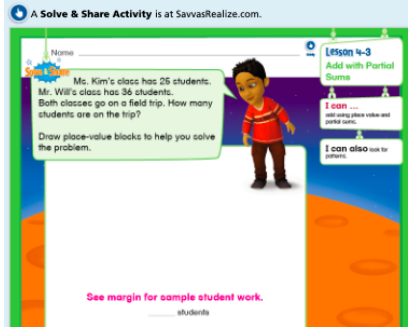
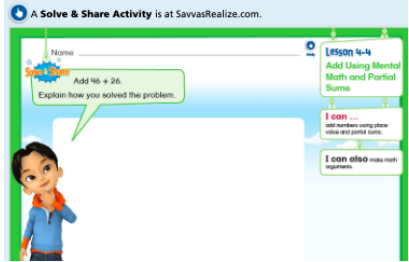
See teacher manual pages 118-120
Meet with Teacher-
Guided/Independent Practice Pages 119-120

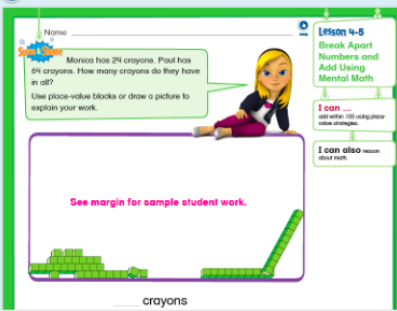
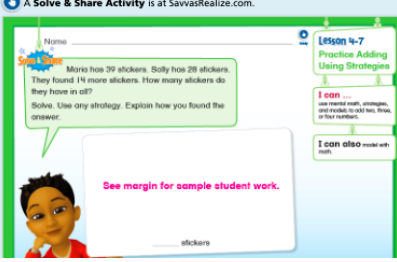
At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 119 & 120 or online edition

Vocabulary:	- Pick problems from Independent Practice and Problem Solving		
<u>Topic 4: Fluently Add Within 100</u>			
Lesson 4-1: Solve and Share: Page 137  - Introduce vocabulary on math wall and in math notebooks: regroup	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual pages 137* Today we will use models to add 2-digit numbers and then explain the work. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 137-140* Meet with Teacher- Guided/Independent Practice Pages 138-140 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: - Students complete checked problems on pages 139-140 or online edition
Lesson 4-2 Solve and Share: Page 141 	*See teacher manual pages 141* Today we will add 2-digit numbers using models. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 142- 144* Meet with Teacher- Guided/Independent Practice Pages 143-144 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 143 & 144 or online edition
Lesson 4-3 Solve and Share: Page 145	* See teacher manual page 145*	*See teacher manual pages 146-148*	Exit ticket Suggestion-Quick Check:

 Vocabulary: Introduce vocabulary on math wall and in math notebooks: partial sum	Today we will add using place value and partial sums. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	Meet with Teacher- Guided/Independent Practice Pages 147-148 At Your Seat, Technology, Hands On see above.	Students complete checked problems on pages 147 & 148 or online edition
Lesson 4-4 Solve and Share: Page 149  Vocabulary: introduce vocabulary on math wall and in math notebooks: mental math	* See teacher manual page 149* Today we will add using mental math, place value, and partial sums. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 150-152* Meet with Teacher- Guided/Independent Practice Pages 151-152 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 151 & 152 or online edition
Lesson 4- 5 Solve and Share: Page 153	* See teacher manual page 153* Today we will add using place value strategies and mental math. We will do this by: - Convince me! - Guided Practice - Pick problems from	*See teacher manual pages 154-156* Meet with Teacher- Guided/Independent Practice Pages 155-156 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 155 & 156 or online edition

 Vocabulary:	Independent Practice and Problem Solving		
Lesson 4-6 Solve and Share: Page 157 	* See teacher manual page 157* Today we will add three or four 2-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 158-160* Meet with Teacher- Guided/Independent Practice Pages 159-160 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 159 & 160 or online edition
Lesson 4-7 Solve and Share: Page 161  Vocabulary: introduce vocabulary on math wall and in math notebooks: compatible numbers	* See teacher manual page 161* Today we will practice using strategies to add more than two numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 162-164* Meet with Teacher- Guided/Independent Practice Pages 163-164 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 163 & 164 or online edition

Lesson 4-8 Solve and Share:

Page 165



Vocabulary:

* See teacher manual page 165*

Today we will use drawings, models, and equations to solve one- and two-step problems.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 166-168

Meet with Teacher-

Guided/Independent Practice Pages 167-168

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 167 & 168 or online edition

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

Topics 5/6: Subtract Within 100 Using Strategies & Fluently Subtract Within 100

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics promote coherence between NBT and OA domains

Big Idea: Develop conceptual fluency in subtraction within 100 using strategies, models, understanding of place value, properties of operations, partial-differences methods, and mental math

Essential Questions	Standards
- What are strategies for subtracting numbers to 100? - How can learning a variety of strategies help me become fluent with subtraction within 100? - When would an estimate be more useful than an actual answer?	2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations 2.OA.A.1 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.

Topics 5/6: Subtract Within 100 Using Strategies & Fluently Subtract Within 100

Key Vocabulary: partial differences

Combined topics; 1 assessment will be administered at the end which will cover both Topics

Combining these two topics promote coherence between NBT and OA domains

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore			

materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

A suggestion would be to start with a focus on place value if needed; combined lessons 6-1/ 6-2 both focus on subtraction using place value blocks.

Topic 5: Subtraction Within 100 Using Strategies

Lesson 5-1 Solve and Share: Page 189



Vocabulary:

Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video

See teacher manual page 189

Today we will use a hundred chart to subtract tens and ones.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

Suggestions/Ideas for Lessons/Topic:

See teacher manual pages 190-192

Meet with Teacher-

Guided/Independent Practice Pages 191-192

At Your Seat:

- [At Your Seat Folder](#) Topic 5/6
- Any technology game below

Technology:

- [Robo Launch](#) (enVision)
- iReady lesson
- [Subtraction Fruit Splat Game](#)

Hands-on:

- [Hands-on Folder](#) Topics 5/6
- enVision Center Games

[Exit Tickets for Topic 5](#)
[Exit Tickets for Topic 6](#)

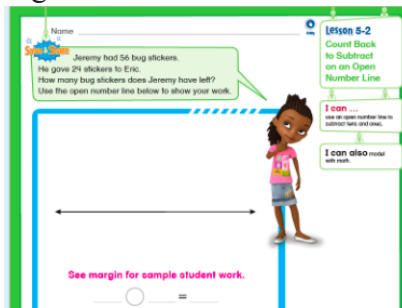
(Alternate options below)

Exit ticket Suggestion- Quick Check:

- Students complete checked problems on pages 191-192 or online edition

Lesson 5-2 Solve and Share:

Page 193

**Vocabulary:**

See teacher manual page 193

Today we will use an open number line to subtract tens and ones.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 194-196

Meet with Teacher-
Guided/Independent Practice Pages 195-196

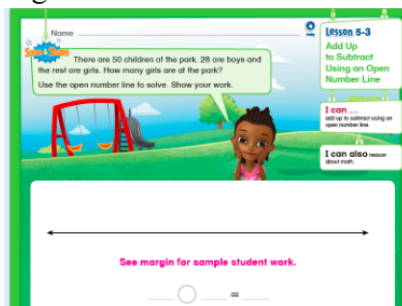
At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 195 & 196 or online edition

Lesson 5-3 Solve and Share:

Page 197



Vocabulary: introduce vocabulary on math wall and in math notebooks: partial differences

* See teacher manual page 197*

Today we will add up to subtract using an open number line.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 198-200

Meet with Teacher-
Guided/Independent Practice Pages 199-200

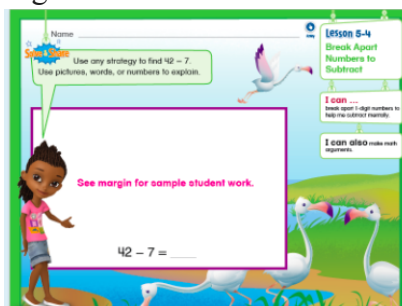
At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 199 & 200 or online edition

Lesson 5-4 Solve and Share:

Page 201



* See teacher manual page 201*

Today we will break apart 1-digit numbers to make it easier to subtract mentally.

We will do this by:

- Convince me!
- Guided Practice

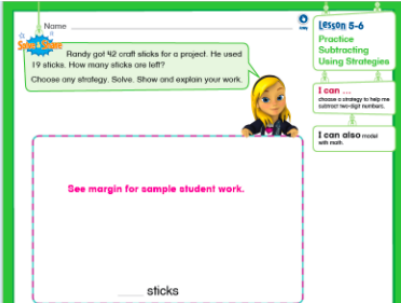
See teacher manual pages 202-204

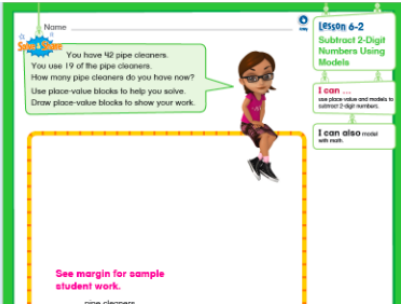
Meet with Teacher-
Guided/Independent Practice Pages 203-204

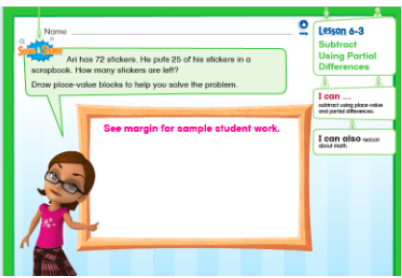
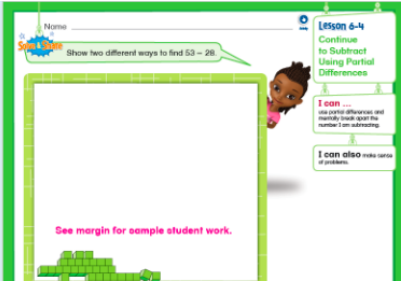
At Your Seat, Technology, Hands On see above.

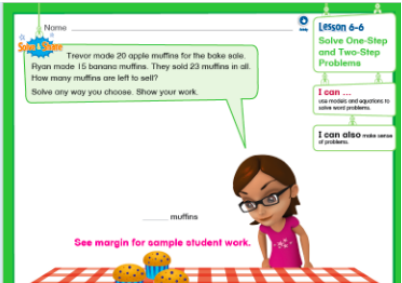
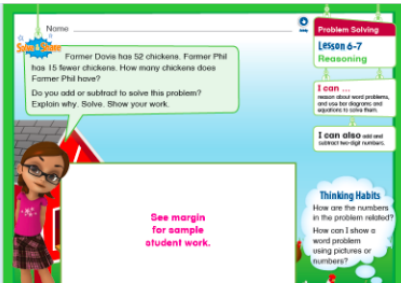
Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 203 & 204 or online edition

Vocabulary:	- Pick problems from Independent Practice and Problem Solving		
Lesson 5-5 Solve and Share: Page 205  Vocabulary:	* See teacher manual page 205* Today we will make numbers that are easier to subtract, and use mental math to find the difference. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 206-208* Meet with Teacher- Guided/Independent Practice Pages 207-208 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 207 & 208 or online edition
Lesson 5-6 Solve and Share: Page 209  Vocabulary:	* See teacher manual page 209* Today we will choose and use any strategy to subtract 2-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 210-212* Meet with Teacher- Guided/Independent Practice Pages 211-212 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 211 & 212 or online edition
Lesson 5-7 Solve and Share:	* See teacher manual page	*See teacher manual pages 214-216*	Exit ticket Suggestion-

Page 213  Vocabulary:	213* Today we will solve one- and two-step problems using addition or subtraction. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	Meet with Teacher- Guided/Independent Practice Pages 215-216 At Your Seat, Technology, Hands On see above.	Quick Check: Students complete checked problems on pages 215 & 216 or online edition
<u>Topic 6: Fluently Subtract Within 100</u>			
Lessons 6-1/6-2 (combine lessons) Solve and Share: Page 241  Vocabulary:	*See teacher manual page 241* Today we will use place value and models to subtract two-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 242-244* Meet with Teacher- Guided/Independent Practice Pages 243-244 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 243 & 244 or online edition
Lesson 6-3 Solve and Share: Page 245	* See teacher manual page 245* Today we will subtract using place value and partial products.	*See teacher manual pages 246-248* Meet with Teacher- Guided/Independent Practice Pages 247-248	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 247& 248 or online

 Vocabulary: introduce vocabulary on math wall and in math notebooks: partial differences	We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	edition
Lesson 6-4 Solve and Share: Page 249  Vocabulary:	* See teacher manual page 249* Today we will break apart two-digit numbers to make it easier to subtract. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 250-252* Meet with Teacher- Guided/Independent Practice Pages 251-252 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 251 & 252 or online edition
Lesson 6-5 Solve and Share: Page 253 	* See teacher manual page 253* Today we will make numbers that are easier to subtract, and use mental math to find the difference. We will do this by: - Convince me! - Guided Practice	*See teacher manual pages 254-256* Meet with Teacher- Guided/Independent Practice Pages 255-256 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 255 & 256 or online edition

Vocabulary:	- Pick problems from Independent Practice and Problem Solving		
Lesson 6-6 Solve and Share: Page 257  Vocabulary:	* See teacher manual page 257* Today we will choose and use any strategy to subtract 2-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 258-260* Meet with Teacher- Guided/Independent Practice Pages 259-260 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 259 & 260 or online edition
Lesson 6-7 Solve and Share: Page 261  Vocabulary:	* See teacher manual page 261* Today we will choose and use any strategy to subtract 2-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 262-264* Meet with Teacher- Guided/Independent Practice Pages 263-264 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 263 & 264 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

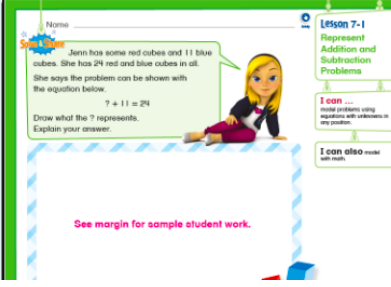
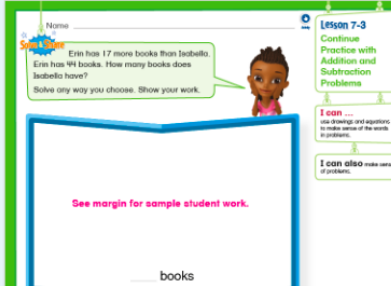
Topic 7: More Problems Involving Addition and Subtraction

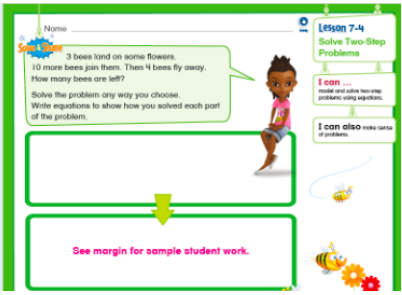
Big Idea: Develop conceptual fluency in addition and subtraction within 100 using strategies, models, understanding of place value, properties of operations, partial-differences, methods, and mental math

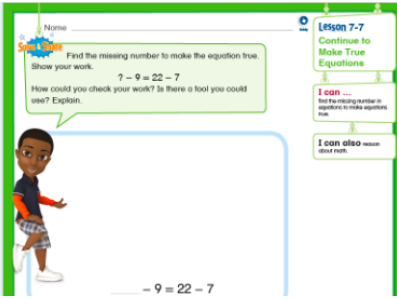
Essential Questions	Standards
How can you solve word problems that use adding and subtracting?	2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations 2.OA.A.1 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.

Topic 7: More Solving Problems Involving Addition and Subtraction

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 281	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video	Suggestions/Ideas for Lessons/Topic: *See teacher manual pages 282-284* Meet with Teacher- Guided/Independent Practice Pages 283-284	Exit Tickets for Topic 7 (Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete

 Vocabulary:	*See teacher manual page 281* Today we will model problems using equations with unknowns in any position. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat: - At Your Seat Folder Topic 7 - Any technology game below Technology: - iReady lesson - Clear it Addition - enVision Game Center-Fluency Hands-on: - Hands-on Folder Topic 7 - enVision Center Games	checked problems on pages 283-284 or online edition
Lesson 2 Solve and Share: Page 285  Vocabulary:	*See teacher manual page 285* Today we will use drawings and equations to make sense of the words in problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 286-288* Meet with Teacher- Guided/Independent Practice Pages 287-288 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 287 & 288 or online edition
Lesson 3 Solve and Share: Page 289 	* See teacher manual page 289* Today we will use drawings and equations to make sense of the words in problems. We will do this by: - Convince me! - Guided Practice	*See teacher manual pages 290-292* Meet with Teacher- Guided/Independent Practice Pages 291-292 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 291 & 292 or online edition

Vocabulary:	- Pick problems from Independent Practice and Problem Solving		
Lesson 4 Solve and Share: Page 293  Vocabulary:	* See teacher manual page 293* Today we will model and solve two-step problems using equations. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 294-296* Meet with Teacher- Guided/Independent Practice Pages 295-296 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 295 & 296 or online edition
Lesson 5 Solve and Share: Page 297  Vocabulary:	* See teacher manual page 297* Today we will use different ways to solve two-step problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 298-300* Meet with Teacher- Guided/Independent Practice Pages 299-300 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 299 & 300 or online edition
Lesson 6 Solve and Share: Page 301	* See teacher manual page 301* Today we will find unknown numbers in equations that relate four whole numbers.	*See teacher manual pages 302-304* Meet with Teacher- Guided/Independent Practice Pages 303-304 At Your Seat, Technology, Hands On see	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 303 & 304 or

 Vocabulary:	We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	above.	online edition
Lesson 7 Solve and Share: Page 305  Vocabulary:	* See teacher manual page 305* Today we will find unknown numbers in equations that relate four or more whole numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 306-308* Meet with Teacher- Guided/Independent Practice Pages 307-308 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 307 & 308 or online edition
Lesson 8 Solve and Share: Page 309  Vocabulary:	* See teacher manual page 309* Today we will use reasoning to write and solve number stories. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 310-312* Meet with Teacher- Guided/Independent Practice Pages 311-312 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 311 & 312 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 8: Work with Time and Money

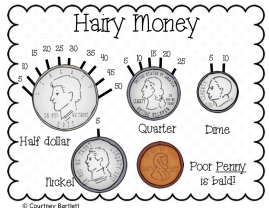
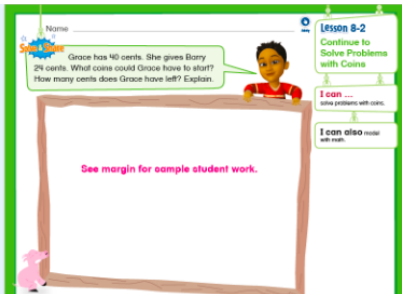
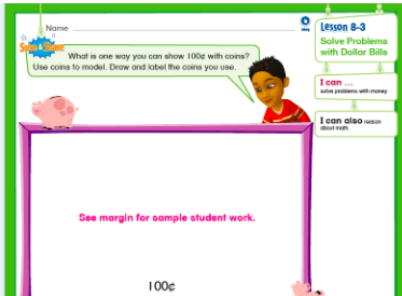
Big Idea: Identifying and counting coins and bills, as well as telling time to the nearest 5 minutes

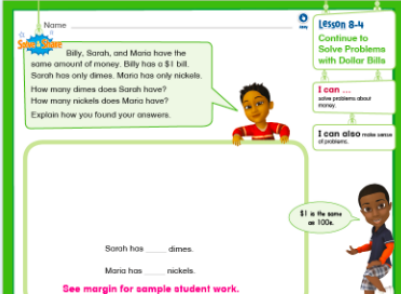
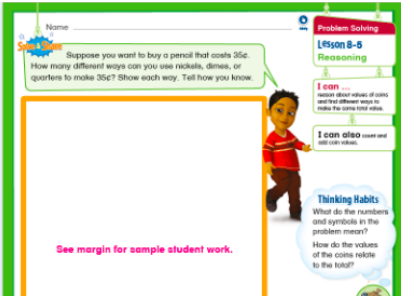
Essential Questions	Standards
How can you solve problems about counting money or telling time to the nearest 5 minutes?	2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? 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.

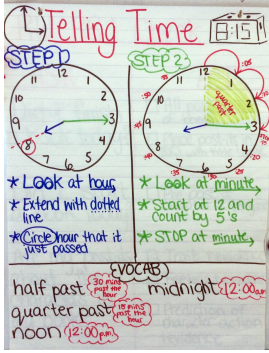
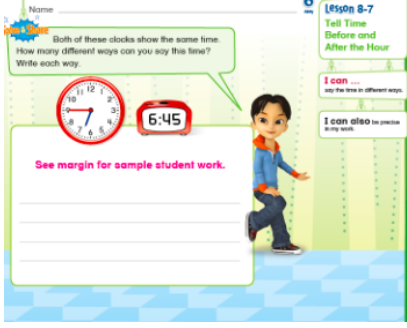
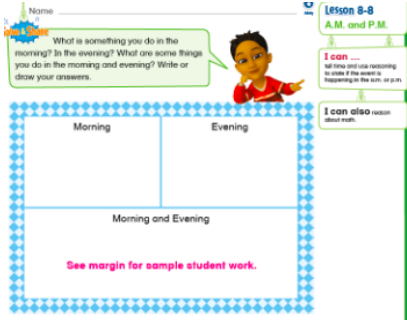
Topic 8: Work with Time and Money

Key Vocabulary: Dime, nickel, penny, quarter, half-dollar, cents, Dollar, dollar sign, dollar bill, tall marks, Quarter past, half past, quarter to, a.m., p.m.

<u>Warm-Up</u> <u>Number Talk Warm-Up Option</u>	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 329 	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page	Suggestions/Ideas for Lessons/Topic: *See teacher manual pages 330-332* Meet with Teacher- Guided/Independent Practice Pages 331-332 At Your Seat: - At Your Seat Folder Topic 8	Exit Tickets for Topic 8 (Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete checked problems

 Vocabulary: introduce vocabulary on math wall and in math notebooks: Dime, nickel, penny, quarter, half-dollar, cents	329* Today we will solve problems with coins. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	- Any technology game below Technology: - Break the Bank - Money Dolphin Dash - Counting Quest - Puzzle Pic Clocks - Time Travel - enVision Game Center-Fluency - iReady lesson Hands-on: - Hands-on Folder Topic 8 - enVision Center Games	on pages 331-332 or online edition
Lesson 2 Solve and Share: Page 333  Vocabulary:	*See teacher manual page 333* Today we will solve problems with coins. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 334-336* Meet with Teacher- Guided/Independent Practice Pages 335-336 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 335 & 336 or online edition
Lesson 3 Solve and Share: Page 337  Vocabulary: introduce vocabulary on math wall and	* See teacher manual page 337* Today we will solve problems with dollar bills and coins that model 100 cents. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice	*See teacher manual pages 338-340* Meet with Teacher- Guided/Independent Practice Pages 339-340 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 339 & 340 or online edition

in math notebooks: Dollar, dollar sign, dollar bill	and Problem Solving		
Lesson 4 Solve and Share: Page 341  Vocabulary:	* See teacher manual page 341* Today we will solve more problems with dollar bills. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 342-344* Meet with Teacher- Guided/Independent Practice Pages 343-344 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 343 & 344 or online edition
Lesson 5 Solve and Share: Page 345  Vocabulary: introduce vocabulary on math wall and in math notebooks:Tally marks	* See teacher manual page 345* Today we will reason about the values of coins, and find different ways to make the same total value. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 346-348* Meet with Teacher- Guided/Independent Practice Pages 347-348 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 347 & 348 or online edition
Lesson 6 Solve and Share: Page 349 	* See teacher manual page 349* Today we will tell and write time to the nearest five minutes.	*See teacher manual pages 350-352* Meet with Teacher- Guided/Independent Practice Pages 351-352 At Your Seat, Technology, Hands On see	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 351 & 352 or

 Vocabulary:	We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	above.	online edition
Lesson 7 Solve and Share: Page 353  Vocabulary: introduce vocabulary on math wall and in math notebooks: Quarter past, half past, quarter to.	* See teacher manual page 353* Today we will say the time in different ways. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 354-356* Meet with Teacher- Guided/Independent Practice Pages 355-356 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 355 & 356 or online edition
Lesson 8 Solve and Share: Page 357 	* See teacher manual page 357* Today we will tell time and use reasoning to state if the event is happening in the a.m. or p.m. We will do this by: - Convince me! - Guided Practice - Pick problems from	*See teacher manual pages 358-360* Meet with Teacher- Guided/Independent Practice Pages 359-360 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 359 & 360 or online edition

Vocabulary: introduce vocabulary on math wall and in math notebooks: a.m., p.m.	Independent Practice and Problem Solving		
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 9: Numbers to 1,000

A major task for Grade 2 is learning the counting sequence from 100 to 1,000. As part of learning and using the base-ten structure, students count by ones within various parts of this sequence, especially the more difficult parts that “cross” tens or hundreds.

Building on their place value work, students continue to develop proficiency with mental computation. They extend this to skip-counting by 5s, 10s, and 100s to emphasize and experience the tens and hundreds within the sequence and to prepare for multiplication.

Big Idea: Extend understanding of place value to 1,000

Essential Questions	Standards
- How can you count, read, and show numbers to 1,000? - What are the names for each place in a number?	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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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. 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.

Topic 9: Numbers to 1,000

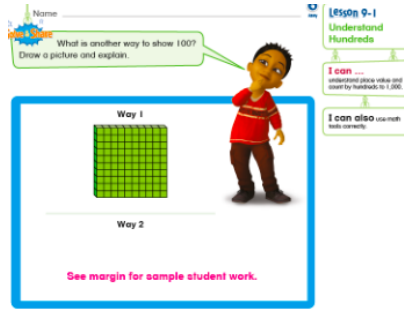
Key Vocabulary: hundred, thousand, digit place-value chart, standard form, expanded form, word form, compare, greater than, less than, equal to

[Numbers as Words Handout](#)

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
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Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)

Lesson 1 Solve and Share:
Page 377



Vocabulary: introduce vocabulary on math wall and in math notebooks: hundred, thousand.

Daily Optional Mini-Lesson Support for Each Lesson/Topic:
Watch Visual Learning Animation Plus Video

See teacher manual page 377

Today we will understand place value and count by hundreds to 1,000.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

Suggestions/Ideas for Lessons/Topic:

See teacher manual pages 378-380

Meet with Teacher-

Guided/Independent Practice Pages 379-380

At Your Seat:

- [At Your Seat Folder](#) Topic 9
- Any technology game below
- [Topics 1-8 Mixed Skills Review](#)
- [Mini-math Mysteries](#)

Technology:

- iReady lesson
- [Blast Off](#)
- [Comparing Number Values](#)
- [Base Ten Bingo](#)
- [Base Ten Blocks ABCya!](#)
- [Interactive Hundreds Chart](#)
- [Missing Numbers on a Number Grid](#)
- [Skip Counting Game](#)
- [Compare Number Values](#)
- [enVision Game Center](#)

Hands-on:

- [Hands-on Folder](#) Topic 9
- enVision Center Games

Exit Tickets for Topic 9

(Alternate options below)

Exit ticket Suggestion-Quick Check:

- Students complete checked problems on pages 379-380 or online edition

Lesson 2 Solve and Share:
Page 381

See teacher manual page 381

Today we will use place-value blocks and drawings to model and

See teacher manual pages 382-384

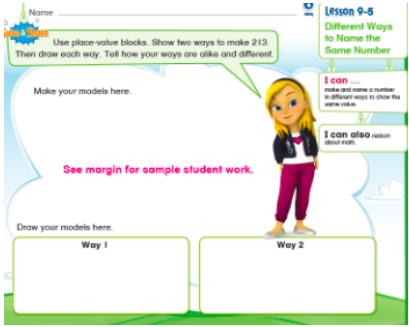
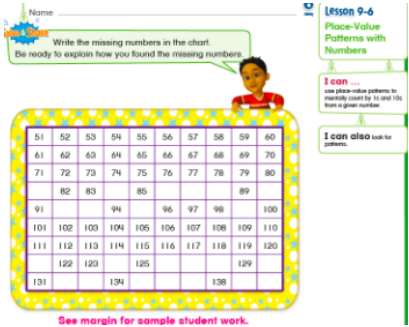
Meet with Teacher-

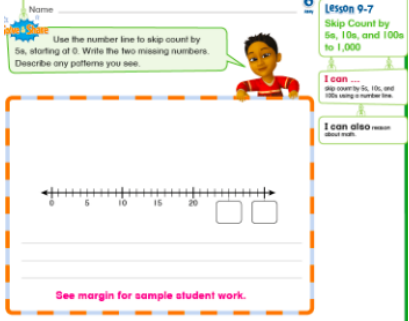
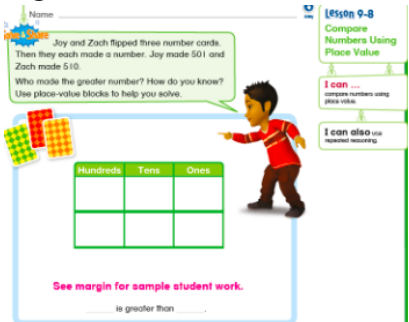
Guided/Independent Practice Pages 383-384

Exit ticket Suggestion-Quick Check:

Students complete checked problems on

Vocabulary:introduce vocabulary on math wall and in math notebooks: digit place-value chart.	write 3-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	pages 383 & 384 or online edition
Vocabulary:	* See teacher manual page 385* Today we will tell the value of a digit by where it is placed in a number. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 386-388* Meet with Teacher- Guided/Independent Practice Pages 387-388 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 387-388 or online edition
Vocabulary: introduce vocabulary on math wall and	* See teacher manual page 389* Today we will read and write 3-digit numbers in expanded form, standard form, and word form. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 390-392* Meet with Teacher- Guided/Independent Practice Pages 391-392 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 391 & 392 or online edition

in math notebooks: standard form, expanded form, word form.			
Lesson 5 Solve and Share: Page 393  Vocabulary:	* See teacher manual page 393* Today we will make and name a number in different ways to show the same value. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 394-396* Meet with Teacher- Guided/Independent Practice Pages 395-396 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 395 & 396 or online edition
Lesson 6 Solve and Share: Page 397  Vocabulary:	* See teacher manual page 397* Today we will use place-value patterns to mentally count by 1s and 10s from a given number. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 398-400* Meet with Teacher- Guided/Independent Practice Pages 399-400 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 399 & 400 or online edition
Lesson 7 Solve and Share: Page 401	* See teacher manual page 401* Today we will skip count by 5s, 10s, and 100s using	*See teacher manual pages 402-404* Meet with Teacher- Guided/Independent Practice Pages 403-404	Exit ticket Suggestion-Quick Check: Students complete

 Lesson 7 Solve and Share: Page 403 Vocabulary:	a number line. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	checked problems on pages 403 & 404 or online edition
 Lesson 8 Solve and Share: Page 405 Vocabulary: introduce vocabulary on math wall and in math notebooks: compare, greater than, less than, equal to.	* See teacher manual page 405* Today we will compare numbers using place value. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 406-408* Meet with Teacher- Guided/Independent Practice Pages 407-408 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 407- 408 or online edition
Lesson 9 Solve and Share: Page 409	* See teacher manual page 409* Today we will compare and write a 3-digit number that is greater than or less than another 3-digit number. We will do this by: - Convince me! - Guided Practice	*See teacher manual pages 410-412* Meet with Teacher- Guided/Independent Practice Pages 411-412 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 411 & 412 or online edition

Vocabulary:	- Pick problems from Independent Practice and Problem Solving		
Lesson 10 Solve and Share: Page 413 Vocabulary: introduce vocabulary on math wall and in math notebooks: decrease, increase.	* See teacher manual page 413* Today we will look for patterns to help when solving problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 414 - 416* Meet with Teacher- Guided/Independent Practice Pages 415-416 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 415 & 416 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

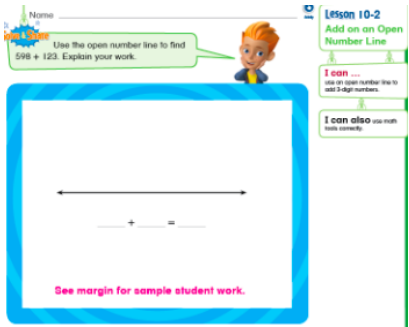
Topic 10: Add Within 1,000 Using Models and Strategies

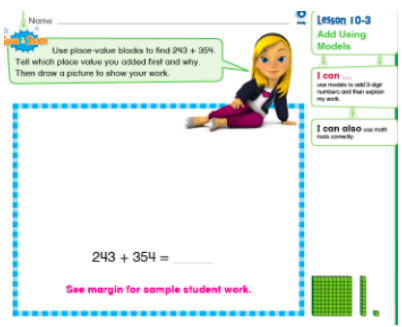
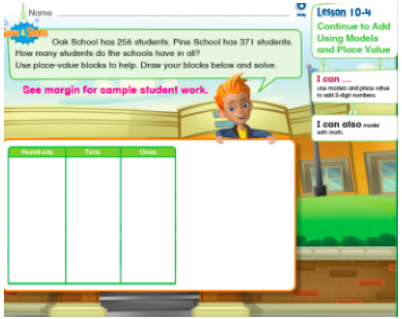
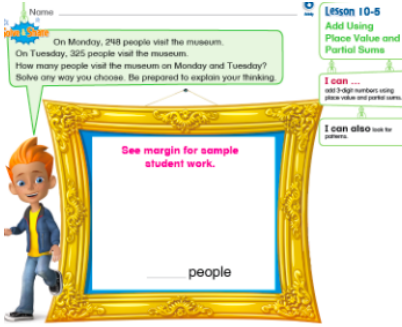
Big Idea: Extend understanding of 3-digit numbers using models and strategies

Essential Questions	Standards
- What are strategies for adding numbers to 1,000? - Why is it useful to compose and decompose numbers?	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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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. 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 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. NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations

Topic 10: Add Within 1,000 Using Models and Strategies

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 433	Daily Optional Mini-Lesson Support for	Suggestions/Ideas for Lessons/Topic:	Exit Tickets for Topic 10

 Vocabulary:	Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page 433* Today we will add 10 and 100 mentally using place value. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 434-436* Meet with Teacher- Guided/Independent Practice Pages 435-436 At Your Seat: - At Your Seat Folder Topic 10 - Any technology game below Technology: - iReady lesson - enVision Game Center-Fluency Hands-on: - Hands-on Folder Topic 10 - enVision Center Games	(Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete checked problems on pages 435-436 or online edition
Lesson 2 Solve and Share: Page 437  Vocabulary:	*See teacher manual page 437* Today we will use an open number line to add 3-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 438-440* Meet with Teacher- Guided/Independent Practice Pages 439-440 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 439 & 440 or online edition
Lesson 3 Solve and Share: Page 441	* See teacher manual page 441* Today we will add 3-digit numbers using models. We will do this by:	*See teacher manual pages 442-444* Meet with Teacher- Guided/Independent Practice Pages 443-444	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 443-444 or online

 Vocabulary:	- Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	At Your Seat, Technology, Hands On see above.	edition
Lesson 4 Solve and Share: Page 445  Vocabulary:	* See teacher manual page 445* Today we will use models and place value to add 3-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 446-448* Meet with Teacher- Guided/Independent Practice Pages 447-448 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 447 & 448 or online edition
Lesson 5 Solve and Share: Page 449  Vocabulary:	* See teacher manual page 449* Today we will add 3-digit numbers using place value and partial sums. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 450-452* Meet with Teacher- Guided/Independent Practice Pages 451-452 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 451 & 452 or online edition

Lesson 6 Solve and Share:

Page 453



Vocabulary:

* See teacher manual page 453*

Today we will use different addition strategies and explain why they work.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 454-456

Meet with Teacher-

Guided/Independent Practice Pages 455-456

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 455 & 456 or online edition

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

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

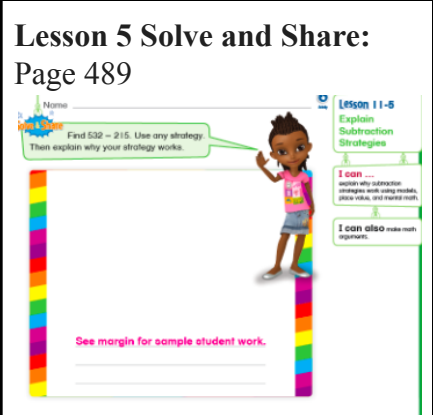
Big Idea: Extend understanding of 3-digit numbers using models and strategies

Essential Questions	Standards
- What are strategies for subtracting numbers to 1,000? - Why is it useful to compose and decompose numbers?	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: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 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. 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 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 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations

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

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share:	Daily Optional	Suggestions/Ideas for Lessons/Topic:	Exit Tickets for Topic 11

Page 473 Vocabulary:	Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page 473* Today we will subtract 10 or 100 mentally using place-value strategies. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 474-476* Meet with Teacher- Guided/Independent Practice Pages 475-476 At Your Seat: - At Your Seat Folder Topic 11 - Any technology game below Technology: - iReady lesson - enVision Game Center-Fluency Hands-on: - Hands-on Folder Topic 11 - enVision Center Games	(Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete checked problems on pages 475-476 or online edition
Lesson 2 Solve and Share: Page 477 Vocabulary:	*See teacher manual page 477* Today we will use an open number line to subtract 3-digit numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 478-480* Meet with Teacher- Guided/Independent Practice Pages 479-480 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 479 & 480 or online edition
Lesson 3 Solve and Share: Page 481	* See teacher manual page 481* Today we will use models to subtract 3-digit	*See teacher manual pages 482-484* Meet with Teacher- Guided/Independent Practice Pages	Exit ticket Suggestion-Quick Check: Students complete

 Vocabulary:	numbers. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	483-484 At Your Seat, Technology, Hands On see above.	checked problems on pages 483-484 or online edition
Lesson 4 Solve and Share: Page 485  Vocabulary:	* See teacher manual page 485* Today we will use models and place value to subtract. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 486-488* Meet with Teacher- Guided/Independent Practice Pages 487-488 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 487 & 488 or online edition
Lesson 5 Solve and Share: Page 489  Vocabulary:	* See teacher manual page 489* Today we will explain why subtraction strategies work using models, place value, and mental math. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 490-492* Meet with Teacher- Guided/Independent Practice Pages 491-492 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 491 & 492 or online edition

Lesson 6 Solve and Share: Page 493  Vocabulary:	* See teacher manual page 493* Today we will solve problems that take up more than one step. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 494-496* Meet with Teacher- Guided/Independent Practice Pages 495-496 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 495 & 496 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 12: Measuring Length

Big Idea: Use appropriate tools to estimate, measure, and compare length

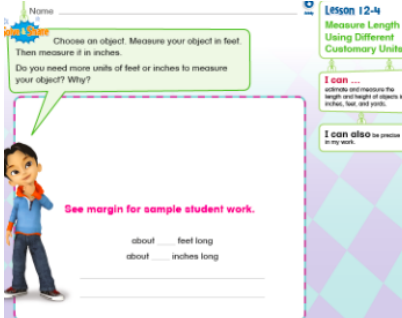
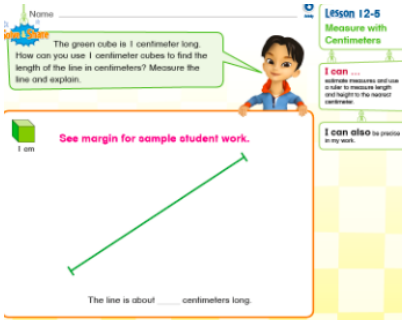
Essential Questions	Standards
- What are ways to measure length? - How does “what” we measure determine “how” we measure?	2.M.A.1 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.M.A.2 Measure the length of an 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. 2.M.A.3 Estimate lengths using units of inches, feet, centimeters, and meters. 2.M.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 2.M.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. 2.M.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. 2.DL.B.3 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.

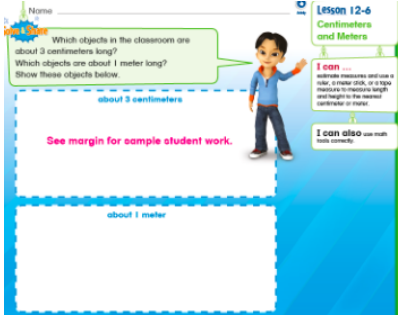
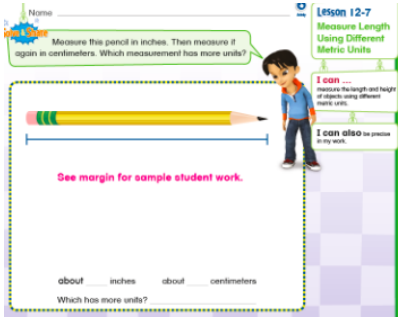
Topic 12: Measuring Length

Key Vocabulary: Estimate, inch, foot, yard, height, nearest inch, centimeter, nearest centimeter, meter

Warm-Up Number Talk Warm-Up Option	Mini-Lesson	Math Rotations	Share/Reflection
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share:	Daily Optional	Suggestions/Ideas for Lessons/Topic:	Exit Tickets for Topic 12

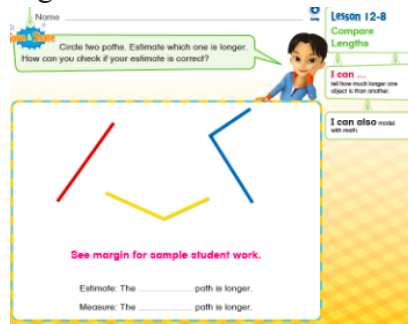
Page 509 Vocabulary: introduce vocabulary on math wall and in math notebooks: Estimate, inch, foot, yard.	Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page 509* Today we will estimate the length of an object by relating the length of an object to a known measurement. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 510-512* Meet with Teacher- Guided/Independent Practice Pages 511-512 At Your Seat: - At Your Seat Folder Topic 12 - Any technology game below Technology: - iReady lesson - Strolling with my Gnomies - enVision Game Center-Fluency Hands-on: - Hands-on Folder Topic 12 - enVision Center Games	(Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete checked problems on pages 511-512 or online edition
Lesson 2 Solve and Share: Page 513 Vocabulary:introduce vocabulary on math wall and in math notebooks:Height, nearest inch.	*See teacher manual page 513* Today we will estimate measures and use a ruler to measure length and height to the nearest inch. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 514-516* Meet with Teacher- Guided/Independent Practice Pages 515-516 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 515 & 516 or online edition
Lesson 3 Solve and Share:	* See teacher manual page	*See teacher manual pages	Exit ticket Suggestion-

Page 517  Vocabulary:	517* Today we will estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	518-520* Meet with Teacher- Guided/Independent Practice Pages 519-520 At Your Seat, Technology, Hands On see above.	Quick Check: Students complete checked problems on pages 519-520 or online edition
Lesson 4 Solve and Share: Page 521  Vocabulary:	* See teacher manual page 521* Today we will estimate and measure the length and height of objects in inches, feet, and yards. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 522-524* Meet with Teacher- Guided/Independent Practice Pages 523-524 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 523 & 524 or online edition
Lesson 5 Solve and Share: Page 525  Vocabulary:	* See teacher manual page 525* Today we will estimate measures and use a ruler to measure length and height to the nearest centimeter. We will do this by: - Convince me! - Guided Practice	*See teacher manual pages 526-528* Meet with Teacher- Guided/Independent Practice Pages 527-528 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 526 & 527 or online edition

Vocabulary: introduce vocabulary on math wall and in math notebooks: Centimeter, nearest centimeter.	- Pick problems from Independent Practice and Problem Solving		
Lesson 6 Solve and Share: Page 529  Vocabulary: introduce vocabulary on math wall and in math notebooks: meter	* See teacher manual page 529* Today we will estimate measures and use a ruler, meter stick, or tape measure to measure length and height to the nearest centimeter or meter. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 530-532* Meet with Teacher- Guided/Independent Practice Pages 531-532 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 531 & 532 or online edition
Lesson 7 Solve and Share: Page 533  Vocabulary:	* See teacher manual page 533* Today we will measure the length and height of objects using different metric units. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 534-536* Meet with Teacher- Guided/Independent Practice Pages 535-536 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 535 & 536 or online edition

Lesson 8 Solve and Share:

Page 537



Vocabulary:

* See teacher manual page 537*

Today we will tell how much longer one object is than another.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 538-540

Meet with Teacher-

Guided/Independent Practice Pages 539-540

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 539 & 540 or online edition

Lesson 9 Solve and Share:

Page 541



Vocabulary:

* See teacher manual page 541*

Today we will choose tools, units, and methods that help to be precise when measuring.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

See teacher manual pages 542-544

Meet with Teacher-

Guided/Independent Practice Pages 543-544

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 543 & 544 or online edition

Review and Assessment (2 days): Review topic concepts and administer the topic test [Topic Assessment and Answer Key Folder](#)

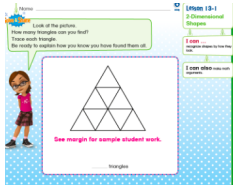
Topic 13: Shapes and Their Attributes

Big Idea: Investigate attributes of shapes and use them to identify shapes

Essential Questions	Standards
- How can shapes be described, compared, and broken into parts? - What are attributes and how do they help me identify a shape?	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.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 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. For example, students partition a rectangle (i.e., the whole) into three equal shares, identify each of the shares as a ‘third’ and describe the rectangle as three ‘thirds’.

Topic 13: Shapes and Their Attributes

Key Vocabulary: vertices, quadrilaterals, pentagon, hexagon, polygon, angle, right angle, cube, face, edge, equal shares, halves, thirds, fourths

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
Lesson 1 Solve and Share: Page 561 	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page	Suggestions/Ideas for Lessons/Topic: *See teacher manual pages 562-564* Meet with Teacher- Guided/Independent Practice Pages 563-564 At Your Seat:	Exit Tickets for Topic 13 (Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete



Vocabulary: introduce vocabulary on math wall and in math notebooks: vertices, quadrilaterals, pentagon, hexagon.

561*

Today we will recognize shapes by how they look.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

- [At Your Seat Folder](#) Topic 13
- Any technology game below

Technology:

- [Kangaroo Hop](#)
- [BrainPop Shapes](#)
- [Adventure Man Dungeon Dash](#)
- [BrainPOP Jr. Basic Parts of a Whole](#)
- [enVision Game Center-Fluency](#)
- iReady lesson

checked problems on pages 563-564 or online edition

Hands-on:

- [Hands-on Folder](#) Topic 13
- enVision Center Games

Lesson 2 Solve and Share:
Page 565



Vocabulary: introduce vocabulary on math wall and in math notebooks: polygon, angle, right angle.

See teacher manual page 565

Today we will describe plane shapes by how they look.

We will do this by:

- Convince me!
- Guided Practice
- Pick problems from Independent Practice and Problem Solving

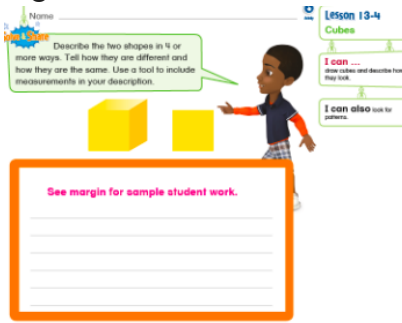
See teacher manual pages 566-568

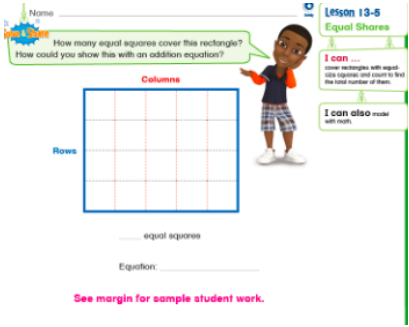
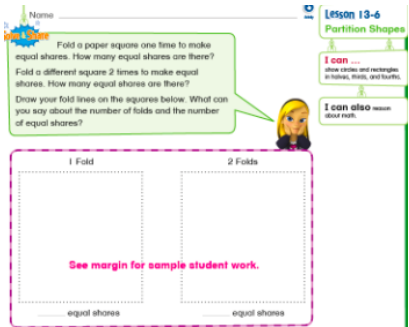
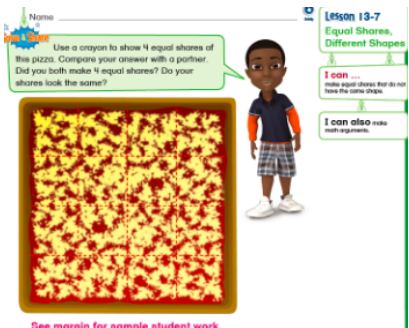
Meet with Teacher-
Guided/Independent Practice Pages 567-568

At Your Seat, Technology, Hands On see above.

Exit ticket Suggestion-Quick Check:

Students complete checked problems on pages 567 & 568 or online edition

Lesson 3 Solve and Share: Page 569  Vocabulary:	* See teacher manual page 569* Today we will draw polygon shapes. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 570-572* Meet with Teacher- Guided/Independent Practice Pages 571-572 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 571-572 or online edition
Lesson 4 Solve and Share: Page 573  Vocabulary: introduce vocabulary on math wall and in math notebooks: cube, face, edge.	* See teacher manual page 573* Today we will draw cubes and describe how they look. We will do this by (choose) We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 574-576* Meet with Teacher- Guided/Independent Practice Pages 575-576 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 575 & 576 or online edition
Lesson 5 Solve and Share: Page 577	* See teacher manual page 577* Today we will partition rectangles into equal-sized squares. We will do this by: - Convince me! - Guided Practice - Pick problems from	*See teacher manual pages 578-580* Meet with Teacher- Guided/Independent Practice Pages 579-580 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 579 & 580 or online edition

 Vocabulary:	Independent Practice and Problem Solving		
Lesson 6 Solve and Share: Page 581  Vocabulary: introduce vocabulary on math wall and in math notebooks: equal shares, halves, thirds, fourths	* See teacher manual page 581* Today we will partition circles and rectangles into halves, thirds, and fourths. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 582-584* Meet with Teacher- Guided/Independent Practice Pages 583-584 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 583 & 584 or online edition
Lesson 7 Solve and Share: Page 585 	* See teacher manual page 585* Today we will make equal shares that do not have the same shape. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 586-588* Meet with Teacher- Guided/Independent Practice Pages 587-588 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 587 & 588 or online edition

Vocabulary:			
Lesson 8 Solve and Share: Page 589  Vocabulary:	* See teacher manual page 589* Today we will use repeated reasoning to show rectangles with rows and columns and create designs with equal shares. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 590-592* Meet with Teacher- Guided/Independent Practice Pages 591-592 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 591 & 592 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

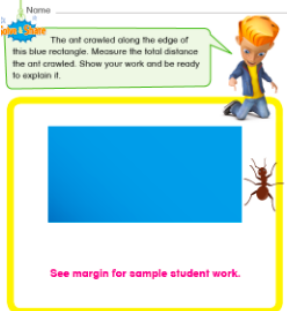
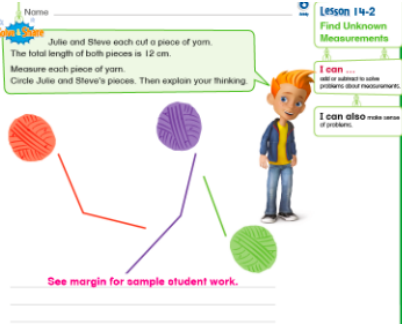
Topic 14: More Addition, Subtraction, and Length

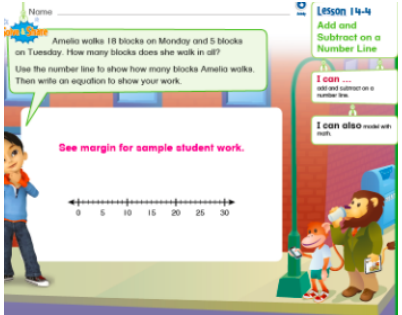
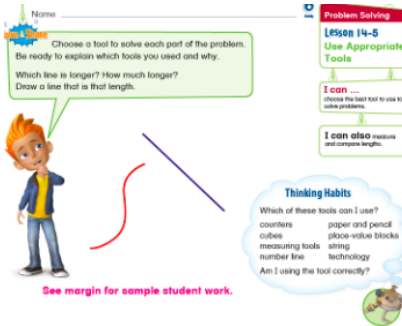
Big Idea: Apply understanding of addition and subtraction within 100 to solve word problems involving length

Essential Questions	Standards
How can you add and subtract lengths?	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.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. 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. 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.

Topic 14: More Addition, Subtraction, and Length

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
- Lesson 1 Solve and Share: Page 609	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning Animation Plus Video *See teacher manual page	Suggestions/Ideas for Lessons/Topic: *See teacher manual pages 610-612* Meet with Teacher- Guided/Independent Practice Pages 611-612 At Your Seat: - At Your Seat Folder Topic 14	Exit Tickets for Topic 14 (Alternate options below) Exit ticket Suggestion-Quick Check: - Students complete checked problems

 - - - Vocabulary:	609* Today we will solve problems by adding or subtracting length measurements. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	- Any technology game below Technology: - Splash Learn - enVision Game Center-Fluency - iReady lesson Hands-on: - Hands-on Folder Topic 14 - enVision Center Games	on pages 611- 612 or online edition
Lesson 2 Solve and Share: Page 613 	*See teacher manual page 613* Today we will add or subtract to solve problems about measurements. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 614-616* Meet with Teacher- Guided/Independent Practice Pages 615-616 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 615 & 616 or online edition
Lesson 3 Solve and Share: Page 617  Vocabulary:	* See teacher manual page 617* Today we will add and subtract to solve measurement problems by using drawings and equations. We will do this by: - Convince me! - Guided Practice - Pick problems from	*See teacher manual pages 618-620* Meet with Teacher- Guided/Independent Practice Pages 619-620 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 619-620 or online edition

	Independent Practice and Problem Solving		
Lesson 4 Solve and Share: Page 621  Vocabulary:	* See teacher manual page 621* Today we will add and subtract on a number line. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 622-624* Meet with Teacher- Guided/Independent Practice Pages 623-624 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 623 & 624 or online edition
Lesson 5 Solve and Share: Page 625 	* See teacher manual page 625* Today we will choose the best tool to use to solve problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 626-628* Meet with Teacher- Guided/Independent Practice Pages 627-628 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 627 & 628 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			

Topic 15: Graphs and Data

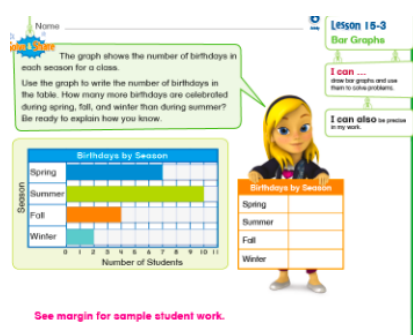
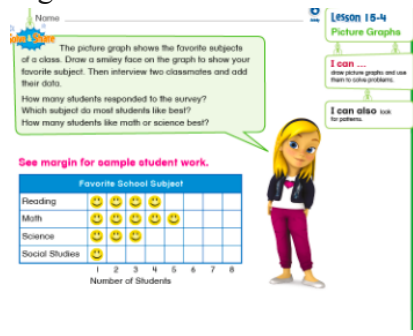
Big Idea: Collect, represent, and interpret data

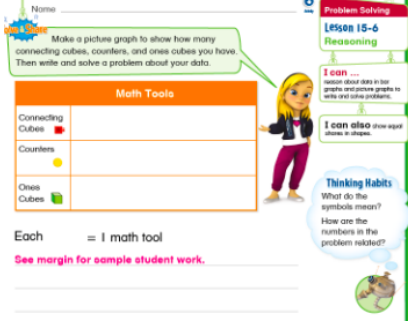
Essential Questions	Standards
How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.DL.A.1 Understand that people collect data to answer questions. Understand that data can vary. 2.DL.A.2 Identify what could count as data (e.g., visuals, sounds, numbers). 2.DL.B.3 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. 2.DL.B.4 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. 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.

Topic 15: Graphs and Data

Key Vocabulary: Data, line plot, bar graph, symbol, pictograph

<u>Warm-Up</u> Number Talk Warm-Up Option	<u>Mini-Lesson</u>	<u>Math Rotations</u>	<u>Share/Reflection</u>
Topic Opener Day: This day can be used to complete the Student Edition “Review What You Know”, preview vocabulary, explore materials and manipulatives, and pre-teach games or at your seat activities (and any other rotations)			
- Lesson 1 Solve and Share: Page 641	Daily Optional Mini-Lesson Support for Each Lesson/Topic: Watch Visual Learning	Suggestions/Ideas for Lessons/Topic: *See teacher manual pages 642-644* Meet with Teacher-	Exit Tickets for Topic 15 (Alternate options below)

 Vocabulary: introduce vocabulary on math wall and in math notebooks: Bar graph	- Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	above.	
 Vocabulary: introduce vocabulary on math wall and in math notebooks: Symbol, picture graph.	* See teacher manual page 653* Today we will draw picture graphs and use them to solve problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 654-656* Meet with Teacher- Guided/Independent Practice Pages 655-656 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 655 & 656 or online edition
Lesson 5 Solve and Share: Page 657	* See teacher manual page 657* Today we will draw conclusions from graphs. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 658-660* Meet with Teacher- Guided/Independent Practice Pages 659-660 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 659 & 660 or online edition

 Vocabulary:			
 Vocabulary:	* See teacher manual page 661* Today we will reason about data in bar graphs and picture graphs to write and solve problems. We will do this by: - Convince me! - Guided Practice - Pick problems from Independent Practice and Problem Solving	*See teacher manual pages 662-664* Meet with Teacher- Guided/Independent Practice Pages 663-664 At Your Seat, Technology, Hands On see above.	Exit ticket Suggestion-Quick Check: Students complete checked problems on pages 663 & 664 or online edition
Review and Assessment (2 days): Review topic concepts and administer the topic test Topic Assessment and Answer Key Folder			