

# Mathematics Grade 2

## Unit 1 Fluently Add and Subtract Within 20

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
11 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for finding addition and subtraction facts?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 1-1 Addition fact Strategies</p> <p>Objectives: SWBA to count on to add and add in any order.</p> <p>Envision Math 2.0 Grade 2 Pgs. 5-10</p>	<p>Count on</p> <p>Equations</p> <p>Addends</p> <p>Sum</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for finding addition and subtraction facts?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 1-2 Doubles and near doubles</p> <p>Objectives: SWBA to use doubles and near doubles to add quickly and accurately.</p> <p>Envision Math 2.0 Grade 2 Pgs. 11-16</p>	<p>Doubles</p> <p>Near Doubles</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for finding addition and subtraction facts?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 1-3 Make a Ten To Add</p> <p>Objectives: SWBA to use a strategy of making a ten to add quickly and accurately.</p> <p>Envision Math 2.0 Grade 2 Pgs. 17-22</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	Numbers, measures, expressions,	What are strategies for finding addition	One can use the number line and count to add on.	Student should be able to use the number line and	Lesson 1-4 Addition Fact Patterns	(None)	CC.2.2.2.A.1 represent and solve problems involving

	<p>equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>and subtraction facts?</p>	<p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	<p>count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Objectives: SWBA to use the patterns on an addition facts table to help remembers addition facts.</p> <p>Envision Math 2.0 Grade 2 Pgs. 23-28</p>		<p>addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and</p>	<p>What are strategies for finding addition and subtraction facts?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 1-5 Count on and count back to subtract</p> <p>Objectives: SWBA to count on and count back on a number line to subtract.</p>	<p>Difference</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	structures in many equivalent forms.		<p>count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>		Envision Math 2.0 Grade 2 Pgs. 29-34		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for finding addition and subtraction facts?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 1-6 Think addition to subtract</p> <p>Objectives: SWBA to think addition to subtract quickly and accurately.</p> <p>Envision Math 2.0 Grade 2 Pgs. 35-40</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for finding addition and subtraction facts?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from,</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 1-7 Make a ten to subtract</p> <p>Objectives: SWBA to make a ten to subtract quickly and accurately. Envision Math 2.0 Grade 2 Pgs. 41-46</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for finding addition and subtraction facts?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 1-8 Practice addition and subtraction facts</p> <p>Objectives: SWBA to add and subtract quickly and accurately using mental math strategies.</p> <p>Envision Math 2.0 Grade 2 Pgs. 47-52</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for finding addition and subtraction facts?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 1-8 Practice addition and subtraction facts</p> <p>Objectives: SWBA to add and subtract quickly and accurately using mental math strategies.</p> <p>Envision Math 2.0 Grade 2 Pgs. 47-52</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for finding addition and subtraction facts?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 1-9 Solve Addition and Subtraction Word Problems</p> <p>Objectives: SWBA to use addition and subtraction to solve word problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 53-58</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
Review Unit 1 Fluently Add and Subtract Within 20							
Unit 1 Common Assessment Fluently Add and Subtract Within 20							
<b>Unit 2 Work With Equal Groups</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you show even and odd numbers? How do arrays relate to repeated addition?	One can use the number line and count to add on.  First find the greater addend on the number line, then count on the other to find the sum.  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 by using	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	Lesson 2-1 Even and Odd numbers  Objectives: SWBA to tell if a group of objects is even or odd.  Envision Math 2.0 Grade 2 Pgs. 81-86	Even  Odd	CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.  CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.

			<p>drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you show even and odd numbers? How do arrays relate to repeated addition?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 2- 2 Count Even and Odd numbers</p> <p>Objectives: SWBA to use different ways to tell if a group of objects shows an even or odd number.</p> <p>Envision Math 2.0 Grade 2 Pgs. 87-92</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you show even and odd numbers? How do arrays relate to repeated addition?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 2- 3 Use arrays to find totals</p> <p>Objectives: SWBA to find the total number of objects in a set of rows and columns.</p> <p>Envision Math 2.0 Grade 2 Pgs. 93-98</p>	<p>Arrays</p> <p>Rows</p> <p>Columns</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you show even and odd numbers? How do arrays relate to repeated addition?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 2- 4 Make arrays to find totals</p> <p>Objectives: SWBA to make arrays with equal rows or equal columns to solve addition problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 99-104</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you show even and odd numbers? How do arrays relate to repeated addition?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 2- 5 Model with Math</p> <p>Objectives: SWBA to model problems using equations, drawings, arrays and bar diagrams</p> <p>Envision Math 2.0 Grade 2 Pgs. 105-110</p>	Bar Diagram	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

Review Unit 2 Work With Equal Groups

Unit 2 Common Assessment Work With Equal Groups

**Unit 3 Add Within 100 Using Strategies**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 3-1 Add Tens and Ones on a Hundreds Chart</p> <p>Objectives: SWBA to add within 100 using place value strategies and a hundreds chart.</p> <p>Envision Math 2.0 Grade 2 Pgs. 123-128</p>	<p>Tens</p> <p>Ones</p> <p>Hundred Chart</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 3-2 Add Tens on an open number line</p> <p>Objectives: SWBA to add tens to two –digit numbers using an open number line.</p> <p>Envision Math 2.0 Grade 2 Pgs. 129-134</p>	<p>Open number line</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 3-3 Add tens and ones on an open number line</p> <p>Objectives: SWBA to use an open number line to add tens and ones within 100.</p> <p>Envision Math 2.0 Grade 2 Pgs. 135-140</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 3-4 Break apart numbers to add</p> <p>Objectives: SWBA to add within 100 using place value strategies.</p> <p>Envision Math 2.0 Grade 2 Pgs. 141-146</p>	Break apart  Mental math	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	Numbers, measures, expressions,	What are strategies for	One can use the number line and count to add on.	Student should be able to use the number line and	Lesson 3-5 Continue to break apart numbers to add	(None)	CC.2.2.2.A.1 represent and solve problems involving

	<p>equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>adding numbers to 100?</p>	<p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	<p>count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Objectives: SWBA to break apart numbers into tens and ones to find their sum.</p> <p>Envision Math 2.0 Grade 2 Pgs. 147-152</p>		<p>addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 3-6 Add using compensation</p> <p>Objectives: SWBA to break apart addends and combine them in different ways to</p>	<p>Compensation</p> <p>Counters</p> <p>Ten Frames</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	structures in many equivalent forms.		<p>count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>		<p>make numbers that are easy to add mentally.</p> <p>Envision Math 2.0 Grade 2 Pgs. 153-158</p>		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 3-7 Practice adding using strategies</p> <p>Objectives: SWBA to choose and use any strategy to add two digit numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 159-164</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding to, taking from,</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 3-8 Solve one-step and two-step problems</p> <p>Objectives: SWBA to use drawings and equations to solve one-step and two-step problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 165-170</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 3-9 Use appropriate tools</p> <p>Objectives: SWBA to choose an appropriate tool and use it to solve a math problem.</p> <p>Envision Math 2.0 Grade 2 Pgs. 171-176</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
Review Unit 3 Add Within 100 Using Strategies							
Unit 3 Common Assessment Add Within 100 Using Strategies							
<b>Unit 4 Fluently Add Within 100</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 4-1 Add with partial sums</p> <p>Objectives: SWBA to add using place value and partial sums.</p> <p>Envision Math 2.0 Grade 2 Pgs. 193-198</p>	Partial sum	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within 100 to solve one- and two- step word problems involving</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 4-2 Continue to add with partial sums</p> <p>Objectives: SWBA to add numbers using partial sums.</p> <p>Envision Math 2.0 Grade 2 Pgs. 199-204</p>	<p>Partial sum</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 4-3 Models to add two digit numbers</p> <p>Objectives: SWBA to use models to add two digit numbers and then explain the work.</p> <p>Envision Math 2.0 Grade 2 Pgs. 205-210</p>	<p>regroup</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 4-4 Add two digit numbers</p> <p>Objectives: SWBA add two digit numbers and then explain the work.</p> <p>Envision Math 2.0 Grade 2 Pgs. 211-216</p>	<p>Number cubes</p> <p>Tens/ones charts</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 4-5 Add more than two digit numbers</p> <p>Objectives: SWBA add three or four two digit numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 217-222</p>	<p>(none)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 4-6 Practice adding</p> <p>Objectives: SWBA use mental math strategies and models to add more than two numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 223-228</p>	Compatible numbers	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 100?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 4-7 solve one-step and two-step problems</p> <p>Objectives: SWBA use drawings, models and equations to solve one and two-step problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 229-234</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 100?</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 4-8 model with math</p> <p>Objectives: SWBA to make models to help solve math problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 235-240</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
<p>Review Unit 4 Fluently Add Within 100</p>							

Unit 4 Common Assessment Fluently Add Within 100

**Unit 5 Subtract Within 100 Using Strategies**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 5-1 subtract tens and ones on a hundred chart</p> <p>Objectives: SWBA to use a hundred chart to subtract tens and ones.</p> <p>Envision Math 2.0 Grade 2 Pgs. 255-260</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			based on place value, properties of operations and/or the relationship between addition and subtraction.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 5-2 count back to subtract on an open number line</p> <p>Objectives: SWBA to use an open number line to subtract tens.</p> <p>Envision Math 2.0 Grade 2 Pgs. 261-266</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			between addition and subtraction.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 5-3 continue to count back to subtract on an open number line</p> <p>Objectives: SWBA to use an open number line to subtract tens and ones.</p> <p>Envision Math 2.0 Grade 2 Pgs. 267-272</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>
	Numbers, measures, expressions,	What are strategies for	A fact family is made up of addition and subtraction	Students should be able to write the fact	Lesson 5-4 add up to subtract using an open number line	(None)	CC.2.2.2.A.1 represent and solve problems involving

	<p>equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>subtracting numbers to 100?</p>	<p>sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	<p>families for three given numbers.</p>	<p>Objectives: SWBA to add up to subtract using an open number line .</p> <p>Envision Math 2.0 Grade 2 Pgs. 273-278</p>		<p>addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 5-5 break apart numbers to subtract</p> <p>Objectives: SWBA to break apart one- digit numbers to make it easier to subtract mentally.</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations</p>

	structures in many equivalent forms.		<p>subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>		<p>Envision Math 2.0 Grade 2 Pgs. 279-284</p>		to add and subtract within 1000.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 5-6 continue to break apart numbers to subtract</p> <p>Objectives: SWBA to break apart two-digit numbers to make it easier to subtract.</p> <p>Envision Math 2.0 Grade 2 Pgs. 285-290</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			<p>sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 5-7 subtract using compensation</p> <p>Objectives: SWBA to make numbers that are easier to subtract, and use mental math to find the difference.</p> <p>Envision Math 2.0 Grade 2 Pgs. 291-296</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			<p>100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from,</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 5-8 solve one-step and two-step problems</p> <p>Objectives: SWBA to solve one-and-two-step problems using additions and subtraction.</p> <p>Envision Math 2.0 Grade 2 Pgs. 297-302</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			<p>putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 5-9 critique reasoning</p> <p>Objectives: SWBA to critique the thinking of others by using what is known about addition and subtraction.</p> <p>Envision Math 2.0 Grade 2 Pgs. 303-308</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.				
Review Unit 5 Subtract Within 100 Using Strategies							
Unit 5 Common Assessment Subtract Within 100 Using Strategies							
<b>Unit 6 Fluently Subtract Within 100</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 6-1 regroup one ten for ten ones</p> <p>Objectives: SWBA to exchange one ten for ten ones.</p> <p>Envision Math 2.0 Grade 2 Pgs. 323-328</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			<p>100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from,</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 6-2 models to subtract two-digit and one-digit numbers</p> <p>Objectives: SWBA to use place value and models to subtract two-digit and one-digit numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 329-334</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			<p>putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 6-3 subtract two-digit and one-digit numbers</p> <p>Objectives: SWBA to use place value and regrouping to subtract.</p> <p>Envision Math 2.0 Grade 2 Pgs. 335-340</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value,</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 6-4 models to subtract two-digit numbers</p> <p>Objectives: SWBA to use place value and models to subtract two-digit numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 341-346</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

			properties of operations and/or the relationship between addition and subtraction.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 6-5 subtract two-digit numbers</p> <p>Objectives: SWBA to use place value to subtract two-digit numbers.</p> <p>Envision Math 2.0 Grade 2 Pgs. 347-352</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 6-6 use addition to check subtraction</p> <p>Objectives: SWBA to add to check subtraction.</p> <p>Envision Math 2.0 Grade 2 Pgs. 353-358</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>
	<p>Numbers, measures, expressions, equations and inequalities can</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 6-7 practice subtracting</p> <p>Objectives:</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p>

	represent mathematical situations and structures in many equivalent forms.		<p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>		<p>SWBA to subtract two-digit numbers and decide when to regroup and when not to regroup.</p> <p>Envision Math 2.0 Grade 2 Pgs. 359-364</p>		CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in	What are strategies for subtracting numbers to 100?	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two</p>	Students should be able to write the fact families for three given numbers.	<p>Lesson 6-8 solve one-step and two-step problems</p> <p>Objectives: SWBA to use models and equations to solve word problems.</p> <p>Envision Math 2.0</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>

	many equivalent forms.		<p>addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>		Grade 2 Pgs. 365-370		
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	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for subtracting numbers to 100?</p>	<p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>	<p>Students should be able to write the fact families for three given numbers.</p>	<p>Lesson 6-9 reasoning</p> <p>Objectives: SWBA to reason about word problems and use bar diagrams and equations to solve them.</p> <p>Envision Math 2.0 Grade 2 Pgs. 371-376</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p>
<p>Review Unit 6 Fluently Subtract Within 100</p>							

Unit 6 Common Assessment Fluently Subtract Within 100

**Unit 7 More Solving Problems Involving Addition and Subtraction**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you solve word problems that use adding and subtracting	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 7-1 represent addition and subtraction problems</p> <p>Objectives: SWBA to model problems using equations with unknowns in a position.</p> <p>Envision Math 2.0 Grade 2 Pgs. 391-396</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you solve word problems that use adding and subtracting	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 7-2 mixed practice solve addition and subtraction problems</p> <p>Objectives: SWBA to use drawings and equations to make sense of the words in problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 397-402</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			sums of two digit numbers.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you solve word problems that use adding and subtracting	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 7-3 continue practice with addition and subtraction problems</p> <p>Objectives: SWBA to use drawings and equations to make sense of the words in problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 403-408</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	Numbers, measures, expressions,	How can you solve word problems that	One can use the number line and count to add on.	Student should be able to use the number line and	Lesson 7-4 solve two-step problems	(None)	CC.2.2.2.A.1 represent and solve problems involving

	<p>equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>use adding and subtracting</p>	<p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>	<p>count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Objectives: SWBA to model and solve two-step problems using equations.</p> <p>Envision Math 2.0 Grade 2 Pgs. 409-414</p>		<p>addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and</p>	<p>How can you solve word problems that use adding and subtracting</p>	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p>	<p>Lesson 7-5 continue to solve two-step problems</p> <p>Objectives: SWBA to use different ways to solve two-step problems.</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	structures in many equivalent forms.		<p>count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>		<p>Envision Math 2.0 Grade 2 Pgs. 415-420</p>		
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you solve word problems that use adding and subtracting	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>Use addition and subtraction within</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 7-6 reasoning</p> <p>Objectives: SWBA to write and solve number stories.</p> <p>Envision Math 2.0 Grade 2 Pgs. 421-426</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p>				
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Review Unit 7 More Solving Problems Involving Addition and Subtraction

Unit 7 Common Assessment More Solving Problems Involving Addition and Subtraction

**Unit 8 Work With Time and Money**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Some attribute of objects are	How can you solve problems	On the analog clock, the shorter hand	Students should be able to tell time to	Lesson 8-1 solve problems with coins	Dime	CC.2.4.2.A.3 Tell and write time to the nearest

	measurable, e.g. length, mass, capacity, and it can be quantified.	about counting money or telling time to the nearest 5 min.?	<p>points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Objectives: SWBA to solve problems with coins.</p> <p>Envision Math 2.0 Grade 2 Pgs. 443-448</p>	<p>Nickel</p> <p>Penny</p> <p>Quarter</p> <p>Half dollar</p> <p>cents</p>	<p>five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-2 continue to solve problems with coins</p> <p>Objectives: SWBA to solve problems with coins.</p> <p>Envision Math 2.0 Grade 2 Pgs. 449-454</p>	<p>Greatest value</p> <p>Least value</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-3 solve problems with dollar bills</p> <p>Objectives: SWBA to solve problems with dollar bills and coins that model 100 cents.</p> <p>Envision Math 2.0 Grade 2 Pgs. 455-460</p>	<p>Dollar</p> <p>Dollar sign</p> <p>Dollar bills</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-4 continue to solve problems with dollar bills</p> <p>Objectives: SWBA to solve problems with dollar bills.</p> <p>Envision Math 2.0 Grade 2 Pgs. 461-466</p>	<p>(None)</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-5 reasoning</p> <p>Objectives: SWBA to reason about values of coins and dollar bills, and find different ways to find the total value.</p> <p>Envision Math 2.0 Grade 2 Pgs. 467-472</p>	<p>Tally marks</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-6 tell time to five minutes</p> <p>Objectives: SWBA to tell time to the nearest five minutes.</p> <p>Envision Math 2.0 Grade 2 Pgs. 473-478</p>	<p>(None)</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology "o'clock" appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-7 tell time before and after the hour</p> <p>Objectives: SWBA to say the time in different ways.</p> <p>Envision Math 2.0 Grade 2 Pgs. 479-484</p>	<p>Quarter past</p> <p>Half past</p> <p>Quarter to</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>How can you solve problems about counting money or telling time to the nearest 5 min.?</p>	<p>On the analog clock, the shorter hand points to the hour and the longer hand points to the minute.</p> <p>A digital clock shows the hour and minutes with numbers on a screen.</p> <p>Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p>The values of a penny, nickel, and dime are 1 cent, 5 cents, and 10 cents, respectively.</p> <p>One can find the value of a group of coins by adding the value of the coins, starting with the coin that has the greatest value.</p> <p>The cent symbol.</p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, use the dollar symbol and cent symbol appropriately.</p>	<p>Students should be able to tell time to the nearest hour using both an analog and digital clock; write the time</p> <p>Students will be able to translate the times from one clock to another and use the terminology “o’clock” appropriately.</p> <p>Students should be able to count to find the value of a group of coins.</p>	<p>Lesson 8-8 A.M. and P.M.</p> <p>Objectives: SWBA to tell time and use reasoning to state if the event is happening in the A.M. or P.M.</p> <p>Envision Math 2.0 Grade 2 Pgs. 485-490</p>	<p>A.M. P.M.</p>	<p>CC.2.4.2.A.3 Tell and write time to the nearest five minutes using both analog and digital clocks.</p> <p>CC.2.4.2.A.3 Solve problems and make change using coins and paper currency with appropriate symbols..</p>
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Review Unit 8 Work With Time and Money

Unit 8 Common Assessment Work With Time and Money

**Unit 9 Numbers to 1,000**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
11 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you count, read and show numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-1 understand hundreds</p> <p>Objectives: SWBA to understand place value and count by hundreds to 1,000</p> <p>Envision Math 2.0 Grade 2 Pgs. 511-516</p>	Hundred  thousand	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and	How can you count, read and show numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in</p>	Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.	<p>Lesson 9-2 models and 3-digit numbers</p> <p>Objectives: SWBA to use place-value blocks and drawings to model and write 3-digit numbers</p>	Digit  Place-value chart	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	<p>structures in many equivalent forms.</p>		<p>any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of</p>	<p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Envision Math 2.0 Grade 2 Pgs. 517-522</p>		<p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>
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			<p>operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-3 name place values</p> <p>Objectives: SWBA to tell the value of a digit by where it is place in a number</p> <p>Envision Math 2.0 Grade 2 Pgs. 523-528</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative</p>	<p>Lesson 9-4 read and write 3-digit numbers</p> <p>Objectives: SWBA to read and write 3-digit numbers in expanded form, standard form and word form</p> <p>Envision Math 2.0 Grade 2 Pgs. 529-534</p>	<p>Standard form</p> <p>Expanded form</p> <p>Word form</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations</p>

		<p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p>	<p>Property of Addition, you can add numbers in any order and the sum will remain the same.</p>			<p>to add and subtract within 1000.</p>
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			Explain why addition and subtraction properties work, using place value and properties of addition.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you count, read and show numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-5 different ways to name the same number</p> <p>Objectives: SWBA to make and name a number in different ways to show the same value</p> <p>Envision Math 2.0 Grade 2 Pgs. 535-540</p>	(None)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the</p>	<p>Lesson 9-6 Place-Value Patterns with Numbers</p> <p>Objectives: SWBA to use place-value patterns to mentally count by ones and tens from a given number</p> <p>Envision Math 2.0 Grade 2 Pgs. 541-546</p>	(None)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work,</p>	sum will remain the same.			
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			using place value and properties of addition.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you count, read and show numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-7 skip count 5's, 10's and 100's to 1,000</p> <p>Objectives: SWBA to skip count by 5's, 10's and 100's using a number line</p> <p>Envision Math 2.0 Grade 2 Pgs. 547-552</p>	(None)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>Use addition and subtraction within 100 to solve one- and</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-8 compare numbers using place value</p> <p>Objectives: SWBA to compare numbers using place value</p> <p>Envision Math 2.0 Grade 2 Pgs. 553-558</p>	<p>Compare</p> <p>Greater than (&gt;)</p> <p>Less than (&lt;)</p> <p>Equals (=)</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

		<p>two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
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	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-9 compare numbers on the number line</p> <p>Objectives: SWBA to compare and write a 3-digit number that is greater than or less than another 3-digit number</p> <p>Envision Math 2.0 Grade 2 Pgs. 559-564</p>	<p>(None)</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>
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			<p>sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>How can you count, read and show numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>Use addition and subtraction within 100 to solve one- and two- step word problems involving situations of adding</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 9-10 look for and use structure</p> <p>Objectives: SWBA to look for patterns to help when solving problems</p> <p>Envision Math 2.0 Grade 2 Pgs. 565-570</p>	<p>Decrease  increase</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

		<p>to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
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**Unit 10 Within 1,000 Using Models and Strategies**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
8 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 10-1 add 10 and 100</p> <p>Objectives: SWBA to add 10 or 100 mentally using place value</p> <p>Envision Math 2.0 Grade 2 Pgs. 585-590</p>	(none)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative</p>	<p>Lesson 10-2 add on an open number line</p> <p>Objectives: SWBA to use and open number line to add 3-digit numbers</p> <p>Envision Math 2.0 Grade 2 Pgs. 591-596</p>	<p>(none)</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations</p>

		<p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p>	<p>Property of Addition, you can add numbers in any order and the sum will remain the same.</p>			<p>to add and subtract within 1000.</p>
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			Explain why addition and subtraction properties work, using place value and properties of addition.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 10-3 add using mental math</p> <p>Objectives: SWBA to add 3-digit numbers using mental math strategies</p> <p>Envision Math 2.0 Grade 2 Pgs. 597-602</p>	(none)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the</p>	<p>Lesson 10-4 add using partial sums</p> <p>Objectives: SWBA to add 3-digit numbers using partial sums</p> <p>Envision Math 2.0 Grade 2 Pgs. 603-608</p>	(none)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work,</p>	<p>sum will remain the same.</p>			
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			using place value and properties of addition.				
	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.	What are strategies for adding numbers to 1,000?	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 10-5 use models to add</p> <p>Objectives: SWBA to use models to add 3-digit numbers</p> <p>Envision Math 2.0 Grade 2 Pgs. 609-614</p>	(none)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

			<p>strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>Use addition and subtraction within 100 to solve one- and</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 10-6 explain addition strategies</p> <p>Objectives: SWBA to use different addition strategies and explain why they work</p> <p>Envision Math 2.0 Grade 2 Pgs. 615-620</p>	(none)	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>

		<p>two- step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
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	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p>	<p>What are strategies for adding numbers to 1,000?</p>	<p>One can use addition properties to find sums of addition problems.</p> <p>Commutative Property states one can add numbers in any order and the sum will stay the same.</p> <p>Identity property states that any number plus zero is itself.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	<p>Student should be able to realize that according to the Identity Property of Addition, any number plus zero is itself.</p> <p>Student should be able to realize that the according to the Commutative Property of Addition, you can add numbers in any order and the sum will remain the same.</p>	<p>Lesson 10-7 repeated reasoning</p> <p>Objectives: SWBA to think about and check their work as they solve a problem</p> <p>Envision Math 2.0 Grade 2 Pgs. 621-626</p>	<p>(none)</p>	<p>CC.2.2.2.A.1 represents and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place value understanding of properties of operations to add and subtract within 1000.</p>
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			<p>sums of two digit numbers.</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction</p> <p>Explain why addition and subtraction properties work, using place value and properties of addition.</p>				
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**Review Unit 10 Within 1,000 Using Models and Strategies**

**Unit 10 Common Assessment Within 1,000 Using Models and Strategies**

**Unit 11 Unit 11 Subtract Within 1,000 Using Models and Strategies**

<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
8 Days	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and	What are strategies for subtracting numbers to 1,000?	One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second	Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.	<p>Lesson 11-1 subtract 10 and 100</p> <p>Objectives: SWBA to subtract 10 or 100 mentally using place-value strategies</p>	(None)	CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.

	structures in many equivalent forms		<p>number from 100. Last, add the difference to what is left of the first number.</p> <p>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 the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>		Envision Math 2.0 Grade 2 Pgs. 637-642		
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms	What are strategies for subtracting numbers to 1,000?	One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is	Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.	<p>Lesson 11-2 count back and subtract on an open number line</p> <p>Objectives: SWBA to use an open number line to count back to subtract 3-digit numbers</p> <p>Envision Math 2.0</p>	(None)	CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.

			<p>left of the first number.</p> <p>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 the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>		<p>Grade 2 Pgs. 643-648</p>		
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms</p>	<p>What are strategies for subtracting numbers to 1,000?</p>	<p>One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is left of the first number.</p>	<p>Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.</p>	<p>Lesson 11-3 add up to subtract on an open number line</p> <p>Objectives: SWBA to use an open number line to add up to subtract 3-digit numbers Envision Math 2.0 Grade 2 Pgs. 649-654</p>	<p>(None)</p>	<p>CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.</p>

			<p>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 the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms</p>	<p>What are strategies for subtracting numbers to 1,000?</p>	<p>One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is left of the first number.</p> <p>Add and subtract within 1000 using concrete models or</p>	<p>Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.</p>	<p>Lesson 11-4 subtract using mental math</p> <p>Objectives: SWBA to use mental math to subtract</p> <p>Envision Math 2.0 Grade 2 Pgs. 655-660</p>	<p>(None)</p>	<p>CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.</p>

			<p>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 the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms</p>	<p>What are strategies for subtracting numbers to 1,000?</p>	<p>One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is left of the first number.</p> <p>Add and subtract within 1000 using concrete models or drawings and strategies based on place value,</p>	<p>Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.</p>	<p>Lesson 11-5 use models to subtract</p> <p>Objectives: SWBA to use models to subtract 3-digit numbers</p> <p>Envision Math 2.0 Grade 2 Pgs. 661-666</p>	<p>(None)</p>	<p>CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.</p>

			<p>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 the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms</p>	<p>What are strategies for subtracting numbers to 1,000?</p>	<p>One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is left of the first number.</p> <p>Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</p>	<p>Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.</p>	<p>Lesson 11-6 explain subtraction strategies</p> <p>Objectives: SWBA to explain why subtraction strategies work using models, place value and mental math</p> <p>Envision Math 2.0 Grade 2 Pgs. 667-672</p>	<p>(None)</p>	<p>CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.</p>

			<p>between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.</p>				
	<p>Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms</p>	<p>What are strategies for subtracting numbers to 1,000?</p>	<p>One can take apart the first number to create two numbers: a number that is one hundred and what is left of the first number. Then subtract the second number from 100. Last, add the difference to what is left of the first number.</p> <p>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</p>	<p>Student should be able to find differences by taking apart a three digit number to create a number that is a hundred.</p>	<p>Lesson 11-7 make sense and persevere</p> <p>Objectives: SWBA to solve problems that take more than one step</p> <p>Envision Math 2.0 Grade 2 Pgs. 673-678</p>	<p>(None)</p>	<p>CC.2.1.2.B.3 Use place-value concepts and properties of operations to add and subtract within 1000.</p>

			a written method. Understand that in adding or subtracting three digit numbers, one adds the hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens and hundreds.				
Review Unit 11 Subtract Within 1,000 Using Models and Strategies							
Unit 11 Common Assessment Subtract Within 1,000 Using Models and Strategies							
<b>Unit 12 Measuring Length</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 Days	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.  Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter	Students should be able to estimate the length of an object and measure the object in inches.	Lesson 12-1 estimating length  Objectives: SWBA to estimate the length of an object by relating the length of the object to a measurement they know  Envision Math 2.0 Grade 2 Pgs. 693-698	Estimate  Inch (in.)  Foot (ft.)  Yard (Yd.)	CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.  CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

			<p>sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches,</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-2 measure with inches</p> <p>Objectives: SWBA to estimate measures and use a ruler to measure length and height to the nearest inch</p> <p>Envision Math 2.0 Grade 2 Pgs. 699-704</p>	<p>Height</p> <p>Nearest inch</p>	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			<p>feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	<p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	<p>What are ways to measure length?</p>	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word</p>	<p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>Lesson 12-3 Inches, feet, yards</p> <p>Objectives: SWBA to estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, yard</p> <p>Envision Math 2.0 Grade 2 Pgs. 705-710</p>	<p>Height</p> <p>Nearest inch</p>	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler)</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-4 Measure length using different customary units</p> <p>Objectives: SWBA to estimate and measure the length and height of objects in inches, feet and yards</p> <p>Envision Math 2.0 Grade 2 Pgs. 711-716</p>	(None)	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			and equations with a symbol for the unknown number to represent the problem.				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-5 Measure with centimeters</p> <p>Objectives: SWBA to estimate measures and use a ruler to measure length and height to the nearest centimeter</p> <p>Envision Math 2.0 Grade 2 Pgs. 717-722</p>	<p>Centimeter (cm)</p> <p>Nearest centimeter</p>	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-6 centimeters and meters</p> <p>Objectives: SWBA to estimate measures and use a ruler, meter stick, or tape measure to measure length and height to the nearest centimeter or meter</p> <p>Envision Math 2.0 Grade 2 Pgs. 723-728</p>	Meter (m)	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-7 measure length using different metric units</p> <p>Objectives:</p>	(None)	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p>

	can be quantified.		<p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>		<p>SWBA to measure the length and height of objects using different metric units</p> <p>Envision Math 2.0 Grade 2 Pgs. 729-734</p>		CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules,</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-8 compare lengths</p> <p>Objectives: SWBA to tell how much longer one object is than another</p> <p>Envision Math 2.0 Grade 2 Pgs. 735-740</p>	(None)	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			<p>yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.	What are ways to measure length?	<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches,</p>	Students should be able to estimate the length of an object and measure the object in inches.	<p>Lesson 12-9 precision</p> <p>Objectives: SWBA to choose tools, units, and methods that help them be precise when they measure</p> <p>Envision Math 2.0 Grade 2 Pgs. 741-746</p>	(None)	<p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			<p>feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
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Review Unit 12 Measuring Length

Unit 12 Common Assessment Measuring Length

**Unit 13 More Addition, Subtraction and Length**

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
6 Days	Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in	How can you add and subtract lengths?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.	<p>Lesson 13-1 Add and Subtract with measurements</p> <p>Objectives: SWBA to solve problems by adding and subtracting length measurements.</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p>

	<p>many equivalent forms.</p> <p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>		<p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction</p>	<p>Students should be able to write the fact families for three given numbers.</p> <p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>Envision Math 2.0 Grade 2 Pgs. 761-766</p>		<p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>
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		<p>sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p> <p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p>				
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			<p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p> <p>.Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	How can you add and subtract lengths?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p> <p>Students should be able to write the fact families for three given numbers.</p> <p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>Lesson 13-2 find unknown measurements</p> <p>Objectives: SWBA to add or subtract to solve problems about measurements.</p> <p>Envision Math 2.0 Grade 2 Pgs. 767-772</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p>

			<p>drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with</p>				<p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>
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			<p>unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p> <p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as</p>				
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			drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p> <p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	How can you add and subtract lengths?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p> <p>Students should be able to write the fact families for three given numbers.</p> <p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>Lesson 13-3 continue to find unknown measurements</p> <p>Objectives: SWBA to add and subtract to solve measurement problems by using drawings and equations.</p> <p>Envision Math 2.0 Grade 2 Pgs. 772-778</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>

			<p>sums of two digit numbers.</p> <p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>				
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			<p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	Numbers, measures, expressions, equations and inequalities can represent	How can you add and subtract lengths?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the</p>	Student should be able to use the number line and count to find sums by starting with the greater addend and	Lesson 13-4 add and subtract on a number line  Objectives:	(None)	CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.

	<p>mathematical situations and structures in many equivalent forms.</p> <p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>		<p>number line, then count on the other to find the sum.</p> <p>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 by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two</p>	<p>count on the other addend.</p> <p>Students should be able to write the fact families for three given numbers.</p> <p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>SWBA to add and subtract on a number line.</p> <p>Envision Math 2.0 Grade 2 Pgs. 779-784</p>		<p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.4.2.A.1 Measures and estimate length in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>
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		<p>addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together, taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p> <p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter</p>				
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			<p>sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units, e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.</p>				
	<p>Numbers, measures, expressions, equations and inequalities can represent mathematical situations and structures in many equivalent forms.</p> <p>Some attribute of objects are measurable, e.g. length, mass, capacity, and it can be quantified.</p>	How can you add and subtract lengths?	<p>One can use the number line and count to add on.</p> <p>First find the greater addend on the number line, then count on the other to find the sum.</p> <p>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</p>	<p>Student should be able to use the number line and count to find sums by starting with the greater addend and count on the other addend.</p> <p>Students should be able to write the fact families for three given numbers.</p> <p>Students should be able to estimate the length of an object and measure the object in inches.</p>	<p>Lesson 13-5 use appropriate tools</p> <p>Objectives: SWBA to choose the best tool to use to solve problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 785-790</p>	(None)	<p>CC.2.2.2.A.1 represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 Use mental strategies to add and subtract within 20.</p> <p>CC.2.1.2.B.3 Use place-value understanding and properties of operations to add and subtract within 1000.</p> <p>CC.2.4.2.A.1 Measures and estimate length in</p>

		<p>comparing, with unknowns in all positions by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two digit numbers.</p> <p>A fact family is made up of addition and subtraction sentences that use the same numbers.</p> <p>There can be one addition and one subtraction sentence, or two addition and two subtraction sentences in a fact family.</p> <p>Use addition and subtraction within 100 to solve one- and two step word problems involving situations of adding to, subtracting from, putting together,</p>				<p>standard units using appropriate tools.</p> <p>CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.</p>
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		<p>taking apart and comparing with unknowns in all positions,</p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p> <p>One can estimate the length of an object in inches and then use a ruler to find the exact length of the object.</p> <p>Measure the length of an object by selecting and using appropriate tools such as rules, yardsticks, meter sticks, and measuring tapes.</p> <p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Use addition and subtraction within 100 to solve word problems involving length that are given in the same units,</p>				
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			e.g. by using drawings (such as drawings of a ruler) and equations with a symbol for the unknown number to represent the problem.				
Review Unit 13 More Addition, Subtraction and Length							
Unit 13 Common Assessment More Addition, Subtraction and Length							
<b>Unit 14 Graphs and Data</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 Days	Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the data to be collected, how best to collect it and how to best represent it.	How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	<p>A survey is a way to collect data, or information by asking people the same question.</p> <p>When you take a survey, you can use tally marks to record the data. Tally marks are used to record survey data.</p> <p>Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up to four</p>	Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.	<p>Lesson 14-1 line plots</p> <p>Objectives: SWBA to measure the lengths of objects and make a line plot to organize the data.</p> <p>Envision Math 2.0 Grade 2 Pgs. 803-808</p>	<p>Data</p> <p>Line plot</p>	CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.

			categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				
	Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the data to be collected, how best to collect it and how to best represent it.	How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	<p>A survey is a way to collect data, or information by asking people the same question.</p> <p>When you take a survey, you can use tally marks to record the data. Tally marks are used to record survey data.</p> <p>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.</p>	Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.	<p>Lesson 14-2 more line plots</p> <p>Objectives: SWBA to measure the lengths of objects, and then make a line plot to organize the data.</p> <p>Envision Math 2.0 Grade 2 Pgs. 809-814</p>	(None)	CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.
	Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the	How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	<p>A survey is a way to collect data, or information by asking people the same question.</p> <p>When you take a survey, you can use tally marks to record the data. Tally marks</p>	Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.	<p>Lesson 14-3 Bar Graphs</p> <p>Objectives: SWBA to draw bar graphs and use them to solve problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 815-820</p>	Bar Graph	CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.

	data to be collected, how best to collect it and how to best represent it.		are used to record survey data.  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.				
	Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the data to be collected, how best to collect it and how to best represent it.	How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	A survey is a way to collect data, or information by asking people the same question.  When you take a survey, you can use tally marks to record the data. Tally marks are used to record survey data.  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.	Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.	Lesson 14-4 Picture Graphs  Objectives: SWBA to draw picture graphs and use them to solve problems.  Envision Math 2.0 Grade 2 Pgs. 821-826	Symbol  Picture Graph	CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.

	<p>Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the data to be collected, how best to collect it and how to best represent it.</p>	<p>How can line plots, bar graphs, and picture graphs be used to show data and answer questions?</p>	<p>A survey is a way to collect data, or information by asking people the same question.</p> <p>When you take a survey, you can use tally marks to record the data. Tally marks are used to record survey data.</p> <p>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.</p>	<p>Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.</p>	<p>Lesson 14-5 Draw conclusions from graphs</p> <p>Objectives: SWBA to draw conclusions from graphs.</p> <p>Envision Math 2.0 Grade 2 Pgs. 827-832</p>	<p>(None)</p>	<p>CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.</p>
	<p>Some questions can be answered by collecting, representing, and analyzing data. And the questions to be answered determines the data to be collected, how best to collect it and how to best represent it.</p>	<p>How can line plots, bar graphs, and picture graphs be used to show data and answer questions?</p>	<p>A survey is a way to collect data, or information by asking people the same question.</p> <p>When you take a survey, you can use tally marks to record the data. Tally marks are used to record survey data.</p> <p>Draw a picture graph and a bar graph (with single unit scale) to represent a data set</p>	<p>Students should be able to take a survey, use tally marks to organize the data and use the data chart to answer questions.</p>	<p>Lesson 14-6 Reasoning</p> <p>Objectives: SWBA to reason about data and bar graphs and picture graphs to write and solve problems.</p> <p>Envision Math 2.0 Grade 2 Pgs. 833-838</p>	<p>(None)</p>	<p>CC.2.4.2.A.4 Represent and interpret data using line plots, Picture graphs and bar graphs.</p>

			with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.				
Review Unit 14 Graphs and Data							
Unit 14 Common Assessment Graphs and Data							
<b>Unit 15 Shapes and Their Attributes</b>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 Days	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-1 Two-dimensional shapes</p> <p>Objectives: SWBA to recognize shapes by how they look.</p> <p>Envision Math 2.0 Grade 2 Pgs. 859-864</p>	<p>Vertices</p> <p>Quadrilaterals</p> <p>Pentagons</p> <p>Hexagons</p>	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

			specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.				
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-2 Polygons and angles</p> <p>Objectives: SWBA to describe plane shapes by how they look.</p> <p>Envision Math 2.0 Grade 2 Pgs. 865-870</p>	<p>Polygon</p> <p>Angle</p> <p>Right angle</p>	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.
	Two- and three dimensional objects can be described, classified,	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-3 Draw 2-dimensional shapes</p> <p>Objectives:</p>	(None)	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

	analyzed by their attributes, and their location can be described quantitatively.		<p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.</p>		<p>SWBA to draw polygon shapes.</p> <p>Envision Math 2.0 Grade 2 Pgs. 871-876</p>		
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-4 Cubes</p> <p>Objectives: SWBA to draw cubes and describe how they look.</p> <p>Envision Math 2.0 Grade 2 Pgs. 877-882</p>	<p>Cube</p> <p>Face</p> <p>Edge</p>	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

			specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.				
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-5 Divide rectangles into equal squares</p> <p>Objectives: SWBA to divide rectangles into equal squares.</p> <p>Envision Math 2.0 Grade 2 Pgs. 883-888</p>	(None)	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.
	Two- and three dimensional objects can be described, classified,	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-6 partition shapes</p> <p>Objectives:</p>	<p>Equal Shares</p> <p>Halves</p> <p>Thirds</p>	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

	analyzed by their attributes, and their location can be described quantitatively.		<p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.</p>		<p>SWBA to divide circles and rectangles into halves, thirds, and fourths</p> <p>Envision Math 2.0 Grade 2 Pgs. 889-894</p>	Fourths	
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-7 Equal shares, different shapes</p> <p>Objectives: SWBA to make equal shares that to not have the same shape</p> <p>Envision Math 2.0 Grade 2 Pgs. 895-900</p>	(None)	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

			specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.				
	Two- and three dimensional objects can be described, classified, analyzed by their attributes, and their location can be described quantitatively.	How can shapes be described, compared, and broken into parts?	<p>A two dimensional shape is a plane shape with only length and width,</p> <p>Circles, triangles, squares, rectangles, Parallelograms, trapezoids, pentagons, and hexagons are two dimensional shapes. They have different attributes that can help you distinguish between them.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.</p>	Students should be able to identify a shape that matches the name.	<p>Lesson 15-8 Repeated Reasoning</p> <p>Objectives: SWBA to use repeated reasoning to divide rectangles into rows and columns and to create designs with equal shares</p> <p>Envision Math 2.0 Grade 2 Pgs. 901-906</p>	(None)	CC.2.3.1.A.1 Analyze and draw two- and three-dimensional shapes having specific attributes.

Review Unit 15 Shapes and Their Attributes

Unit 15 Common Assessment Shapes and Their Attributes

**Step Up to Third Grade  
Ten Days – Pages 921-957  
(If Possible)**

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