CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
Unit 1, 19 Days	**Numbers and Operations: Whole Numbers (Counting, Single and Double Digit Addition and Subtraction, Properties, and Positional Understanding)** **1 SPB – SRU, PPW-WU** **1 MCJ - $1.43, $1.23, $0.93**							
	▪ **2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.** ▪ **2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.** ▪ **2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.** ▪ **2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** ▪ **2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.** ▪ **2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.** ▪ **2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.** ▪ **2.OA.2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.** ▪ **2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.**						
Unit 1, Day 1	Number Strings	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.OA.2.**	▪ Second Grade, Unit 3, pg. 39 ▪ Second Grade, SAB, Unit 3, pgs. 4-5 ▪ Second Grade, SAB, Unit 3, pg. 6	▪ SWBAT use known combinations to add two or more numbers. ▪ SWBAT relate the doubles and near doubles combinations.	▪ **Commutative Property**- changing the order of numbers used in addition and multiplication does not change the result of that operation ▪ **Associative Property**- changing the grouping of numbers used in an operation does not change the result of that operation ▪ **Conjecture** - a smart or logical guess about a problem type based on evidence	▪ GP/IP/ET – SW identify numbers within a number string that equates to 10, along with doubles numbers with known sums, so that they will be able to add multiple addends together.	▪ Dry erase board/marker ▪ Chart Paper/Markers ▪ Conjecture Poster (attached) ▪ Charted Equation with Towers **(8+5+2)** ▪ Doubles Facts (attached) ▪ Number Strings (attached) ▪ Exit Ticket (attached)	▪
Unit 1, Day 2	Close to 20	**2.MD.6. 2.NBT.2. 2.NBT.3. 2.NBT.5.**	▪ Second Grade, Unit 3, pg. 51 ▪ Second Grade, RM, Unit1,	▪ SWBAT use known combinations to add two or more numbers.	▪	▪ DN – SW complete various number strings using what they know about 10's facts and	▪ Do Now (attached) ▪ 0 – 25 Number Line (attached) ▪ Post-its	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
		2.NBT.9. **2.OA.2.**	M15 – M18 ▪ Second Grade, SAB, Unit 3, pg. 9	▪ SWBAT compare a number to 20 to find the difference.		doubles facts. SW identify numbers within a number string that equate to 10, along with doubles numbers with known sums, so that they will be able to add multiple addends together. ▪ INTRO/GP – SW practice addition combinations of three addends using given numbers and create combinations that make 20 or get close to 20. SW also find the difference between a given number and 20. ▪ IP/ET – SW continue to practice addition combinations that make 20 in situations in which the cards have been chosen for them using strategies from the game Close to 20.	▪ Pre-charted numbers with boxes around them (separate chart for each set of numbers): 8, 3, 4, 9, 2; 4, 1, 3, 5, 9; 6, 6, 7, 8, 5 ▪ Enlarged Close to 20 Recording Sheet (printed on the poster machine and laminated) ▪ Unifix Cubes for each S ▪ Close to 20 Recording Sheet (attached) ▪ Close to 20 (attached) ▪ Exit Ticket (attached)	
Unit 1, Day 3	Fact Families	**2.NBT.2.** **2.NBT.3.** **2.NBT.5.** **2.OA.1.** **2.OA.2.**	▪ Unit 3, 3.1, pg. 108	▪ SWBAT define fact family. ▪ SWBAT identify a number sentence belonging to a fact family. ▪ SWBAT create a complete fact family using 3 numbers.	▪ **Addition**- operation used to find the amount of two sets or quantities that are put together ▪ **Subtraction**- operation used to find how many are left or how much more is one number than another ▪ **Operation**- an action upon numbers that ends up in a single	▪ DN - SW complete various number strings using what they know about 10's facts and doubles facts. SW identify numbers within a number string that equate to 10, along with doubles numbers with known sums, so that they will be able to add multiple addends together. ▪ GP – SW compose fact	▪ Do Now (attached) ▪ Posted 3,6,9 Fact Family on Chart Paper (prepped the night before) ▪ Posted 6 +5 and 8 + 2 Fact Families on Chart Paper (prepped the night before) ▪ Unifix cubes for each S ▪ Dry erase boards, markers, and erasers for each S	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
					number ▪ **Fact family**- a set of related addition and subtraction facts [or multiplication and division facts]. ▪ **Inverse operations**- opposite operations that undo each other; addition/subtraction, multiplication/division	families when given two numbers by identifying the numbers that create that fact family. Each fact family will consist of all possible equations that can match-up within that family. ▪ IP – SW produce fact families and identify the numbers that create that fact family along with the number sentences that correlate to the fact family.	▪ Fact Family Chant – printed in color and laminated (attached) ▪ Fact Family Recording Sheet (attached) ▪ Exit Ticket (attached)	
Unit 1, Day 4 and Day 5	Adding Even and Odd Numbers	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.1. 2.OA.2. 2.OA.3.**	▪ Second Grade, Unit 8, pg. 38 ▪ Second Grade, SAB, Unit 8, pg. 9 – 11 ▪ Second Grade, SAB, Unit 8, pg. 60	▪ SWBAT identify even numbers. ▪ SWBAT identify odd numbers. ▪ SWBAT define greater than and less than with words/visuals. ▪ SWBAT use the concepts of greater than and less than/even and odd to answer a number riddle. ▪ SWBAT make and test conjectures about adding even and odd numbers. ▪ SWBAT make and justify generalizations about adding even and odd numbers.	▪ **Even**- a whole number that can be divided or grouped by 2 without any left over. ▪ **Odd**- a whole number that cannot be grouped by twos; there is always 1 left over when grouped by twos. ▪ **Greater Than** – a symbol used to compare two numbers, with the larger number given first ▪ **Less Than** - a symbol used to compare two numbers, with the smaller number given first ▪ **Conjecture**- an opinion based on little or no evidence	▪ DN Day 1 – SW determine what numbers and what number sentences correspond to a specific fact family. ▪ ET Day 1/DN Day 2 – SW continue to practice Even and Odd Greater Than and Less Than Riddles where they will need to conclude an answer when clues are given about a number. They will also need to think critically about what the parameters of the riddle are and what all possible answers could potentially be. ▪ IP – I/IP – II/IP – III: SW consider evidence, develop ideas based on evidence, and test ideas about even and odd	▪ Do Now Day 1 (attached) Exit Ticket Day 1 (attached) ▪ Do Now Day 2 (attached) ▪ What Happens When…? (attached) ▪ Exit Ticket Day 2 (attached)	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
						numbers by looking at examples and counter examples while justifying their conclusions using logical reasoning. ▪ ET Day 2 - SW revisit their original conjectures about adding even and odd numbers and make new conclusions based on the discussions and debriefs that were broken down in class. SW apply what their findings were about adding even and odd numbers with a number sentence		
Unit 1, Day 6	Introduction to the Number Line and the 100s Chart	**2.MD.6. 2.NBT.2. 2.NBT.3. 2.NBT.5. 2.OA.1. 2.OA.2.**	▪ Second Grade, Unit 1, 1.3, pg. 41-44 ▪ Second Grade, Unit 1, 1.4, pg. 46-50 ▪ Second Grade, Unit 6, RM, M13	▪ SWBAT use the number line to reason about, and keep track of information about, the magnitude and relationship of numbers ▪ SWBAT describe the organization of the 100 chart. ▪ SWBAT compare the composition of the number line to the composition of the 100 chart.	▪	• produce an even number or an odd number as an answer. SW complete various number strings using what they know about 10's facts and doubles facts. SW identify numbers within a number string that equate to 10, along with doubles numbers with known sums, so that they will be able to add multiple addends together. ▪ GP I – SW create a number line using logical reasoning skills as to the placement of each number. ▪ GP II – SW create a 100 chart using logical reasoning skills as to the	▪ Chart Paper ▪ Dry erase board for T/marker ▪ Post-its ▪ Pocket 100 Chart ▪ Number Line ▪ 0 – 50 Number Line – printed from the poster machine ▪ 100 Chart for each S – printed on card stalk and laminated ▪ Do Now (attached) ▪ Missing Numbers on a 0 – 50 Number Line (attached) ▪ Exit ticket (attached)	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
						placement of each number. ▪ ET – SW think about the order and magnitude of numbers when given specific parameters around a number.		
Unit 1, Day 7	Guess My Number	**2.MD.6. 2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.1. 2.OA.2.**	▪ Second Grade, Unit 6, 2.1, pg. 56 ▪ Second Grade, RM, Unit 6, M8 ▪ Second Grade, SAB, Unit 6, pg. 16	▪ SWBAT develop fluency with the sequence of numbers from 1 to 100. ▪ SWBAT find and use patterns in the sequence of numbers. ▪ SWBAT use the 100 chart to reason about, and keep track of, information about the magnitude and relationship of numbers.	▪ **Range** – where a set of numbers starts and ends	▪ DN - SW think about the order and magnitude of numbers when given specific parameters around a number. SW determine what numbers and what number sentences correspond to a specific fact family. ▪ GP/IP - SW understand that the number line and the 100 chart are two different organizations of the counting numbers from 1 to 100. ▪ ET - SW work with the same, sequence, and relative magnitude of the numbers from 1 to 100. They also look for patterns in the sequence of numbers and reason strategically.	▪ Enlarged 100 Chart – printed on poster machine and laminated ▪ Post it notes for S ▪ Pre-charted - *Great Questions for Guess My Number* ▪ Pre-charted Venn Diagram ▪ Do Now (attached) ▪ Models of the Number System (attached) ▪ Exit Ticket (attached)	▪
Unit 1, Day 8	Tens and Ones	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.2.**	▪ Second Grade, Unit 3, RM M34 ▪ Second Grade, Unit 3, pg. 173 ▪ Second Grade, SAB, Unit 3, pg.	▪ SWBAT recognize that the first digit of a 2-digit number designates the number of groups of 10 and the second digit designates the number of ones. ▪ SWBAT solve	▪	▪ DN - SW think about the order and magnitude of numbers when given specific parameters around a number. SW determine what numbers and what number sentences correspond to a specific fact family. SW	▪ Pre-charted Grouping by 2s, 5s, and 10s ▪ Pre-charted Grouping by 10s ▪ Unifix cubes for each S ▪ Do Now (attached) ▪ Grouping by 2s, 5s, and 10s (attached)	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
			63, 65 ▪ 13C-9 ▪ 13C-13	problems about 10s and 1s.		continue to practice Even and Odd Greater Than and Less Than Riddles where they will need to conclude an answer when clues are given about a number. ▪ GP - SW organize objects into equal groups of 2s, 5s, and 10s and then count the groups and leftovers. ▪ IP/ET – SW organize objects into equal groups of 10 and then count the groups and leftovers.	▪ Grouping by 10s (attached)	
Unit 1, Day 9	Adding 10	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.1. 2.OA.2.**	▪ Second Grade, Unit 3, pg. 179 ▪ Second Grade, SAB, Unit 3, pgs. 67 - 68	▪ SWBAT add 10 to any number (or any number to 10). ▪ SWBAT develop fluency with the near doubles and Plus 10 combinations. ▪ SWBAT solve problems about 10s and 1s ▪ SWBAT recognize that the first digit of a 2-digit number designates the number of groups of 10 and the second digit designates the number of ones	▪ **Tens** – the place value two places to the left of the decimal point ▪ **Ones** – the place value one place to the left of the decimal point	▪ DN - SW organize objects into equal groups of 10 and then count the groups and leftovers. SW complete various number strings using what they know about 10's facts and doubles facts. SW identify numbers within a number string that equate to 10, along with doubles numbers with known sums, so that they will be able to add multiple addends together. ▪ GP – SW use addition number cards to help them think about the idea of tens and ones. ▪ IP/ET - SW use tens and ones to represent different two digit numbers and will work through story	▪ Addition Cards: Plus 10 Combination; T copy - (attached) ▪ Do Now (attached) ▪ Recording Sheet (attached) ▪ Problems About 10s and 1s (attached) ▪ Rods/cubes if needed for S while they solve	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
						problems using their knowledge of tens and ones.		
Unit 1, Day 10	Get to 100	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.6. 2.OA.2.**	▪ Second Grade, Unit 6, 3.1, pg. 101 ▪ Second Grade, SAB, Unit 6, pg. 39 ▪ Second Grade, SAB, Unit 6, pg. 49 - 50	▪ SWBAT visualize and make jumps of multiples of 5 on the 100 chart ▪ SWBAT add multiples of 5 and 10, up to 100	▪ **Multiple of 5** – a number that can be broken up into groups of 5 ▪ **Multiple of 10** – a number that can be broken up into groups of 10 ▪ **Multiple** – a number that can be broken up into groups of the same amount	▪ DN - SW use tens and ones to represent different two digit numbers and will work through story problems using their knowledge of tens and ones. SW solve various number riddles and then determine whether a number sentence will produce an even number or an odd number as an answer. ▪ GP/IP - SW combine two multiples of 5 and move that amount on the 100 chart while playing Get to 100. ▪ ET - SW add multiples of 5 and 10 and move those amounts on the 100 chart.	▪ Do Now (attached) ▪ Multiple Poster – printed in color and laminated (attached) ▪ 2 Enlarged Dry Erase Multiple of 5 Number Cubes ▪ Pocket 100 chart ▪ 100 chart for each S ▪ Whiteboards and markers for each S ▪ Pre-charted Get to 100 number string - [**5+15+20+15+10+10+20+5=100**] ▪ Did They Get to 100? (attached) ▪ Exit Ticket (attached)	▪
Unit 1, Day 11	Roll-a-Square	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.1. 2.OA.2.**	▪ Second Grade, Unit 6, pg. 63 ▪ Second Grade, RM, Unit 6, M11-M12	▪ SWBAT organize cubes into 10s and 1s. ▪ SWBAT write an equation that represents a problem. ▪ SWBAT determine the difference between a number and a multiple of 10 up to 100.	▪ **Composition** – the building of a number	▪ DN - SW add multiples of 5 and 10 and move those amounts on the 100 chart. SW think about the order and magnitude of numbers when given specific parameters around a number. ▪ GP/IP - SW combine small numbers, organize cubes into 10s and 1s, count by 10s, and practice calculating the difference between a number and a multiple of 10.	▪ Enlarged Roll-A-Square Game Board Poster – printed on the poster machine and laminated ▪ Composition Poster – printed in color and laminated (attached) ▪ Roll-A-Square Game Board (attached) ▪ At least 100 connecting cubes for each S pair ▪ Post-it's for T ▪ Do Now (attached) ▪ Roll-A-Square Answer	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
						▪ ET – SW use a blank 100 chart to help them to think about the idea of how far away they are from a tens number.	Sheet (attached) ▪ Roll-A-Square (attached) ▪ Exit Ticket (attached)	
Unit 1, Day 12	Sticker Books	**2.NBT.2.** **2.NBT.3.** **2.NBT.5.** **2.OA.1.** **2.OA.2**	▪ Second Grade, Unit 6, 2.4, pg. 75 ▪ Second Grade, RM, Unit 6, M14 ▪ Second Grade, RM, T57-T58 ▪ Second Grade, SAB, Unit 6, pgs. 27-30	▪ SWBAT use a place value model to represent a number as 10s and 1s ▪ SWBAT determine the difference between a number and a multiple of 10 up to 100	▪	▪ DN - SW use a blank 100 chart to help them to think about the idea of how far away they are from a tens number. SW use tens and ones to represent different two digit numbers and will work through story problems using their knowledge of tens and ones. ▪ GP/IP/ET - SW represent a given number by using 10's and 1s on a 100 chart and then create an equation around that number being added to another number. SW solve problems similar to PPW (Part unknown) by using grids that help visualize the numbers and to help reinforce the 100 chart.	▪ Do Now (attached) ▪ Sticker Books Transparency for T ▪ Sticker Books (attached) ▪ Exit Ticket (attached)	▪
Unit 1, Day 13	Strategies for Adding 2-Digit Numbers – Story Problem Blitz Day!	**2.MD.6.** **2.NBT.2.** **2.NBT.3.** **2.NBT.5.** **2.NBT.9.** **2.OA.1.** **2.OA.2.**	▪ Second Grade, Unit 6, 2.5, pg. 83-84 ▪ Second Grade, SAB, Unit 6, pg. 32	▪ SWBAT add 2-digit numbers using different strategies. ▪ SWBAT determine the difference between a number and a multiple of 10. ▪ SWBAT write an equation that	▪	▪ DN - SW add multiples of 5 and 10 and move those amounts on the 100 chart. SW add multiples of 5 and 10 and move those amounts on the 100 chart. ▪ GP/IP/ET - SW combine tens and ones in various story problems to	▪ Do Now (attached) ▪ How Many Stickers (attached) ▪ Find the Land Mark Number (attached) ▪ Exit Ticket (attached)	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
				represents a problem.		show their ability to put two double digit numbers together. SW create an equation based on the information provided in a story problem.		
Unit 1, Day 14 and Day 15	Unroll-a-Square	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.9. 2.OA.1. 2.OA.2.**	▪ Second Grade, Unit 6, 3.4, pg. 116 ▪ Barrons pg. 39 ▪ Second Grade, RM, Unit 6, M32	▪ SWBAT subtract amounts from 100, down to 0 ▪ SWBAT determine the difference between a number and a multiple of 10 up to 100	▪ **Composition** – the building of a number ▪ **Decomposition** – the breaking down of a number	▪ DN I - SW use a blank 100 chart to help them to think about the idea of how far away they are from a tens number. ▪ DN II/GP I/GP II/IP/ ET I/ET II - SW break down a 100 chart and support their solution on the unroll-a-square board through deductive reasoning around 10s, 1s, and the 100 chart.	▪ Enlarged Breakdown-A-Square Board – printed on the poster printer and laminated ▪ Post-its ▪ Decomposition Poster - printed in color and laminated (attached) ▪ Do Now Day 1 (attached) ▪ Do Now Day 2 (attached) ▪ Breakdown-A-Square Board (attached) ▪ Breakdown-A-Square Answer Sheet (attached) ▪ Exit Ticket Day 1 (attached) ▪ Exit Ticket Day 2 (attached)	▪
Unit 1, Day 16	Double Digit Addition and Subtraction	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.6. 2.OA.2.**	▪	▪ SWBAT solve double digit addition and subtraction problems.	▪	▪ DN - SW break down another person's move from unroll-a-square and explain why they made the move that they did on their board and how they got to their answer. SW determine what numbers and what number sentences correspond to a specific fact family. ▪ GP/IP/ET – SW add and subtract double digit	▪ Do Now (attached) ▪ Double Digit Addition and Subtraction (attached) ▪ Exit Ticket (attached)	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
						numbers and use an efficient strategy that will effectively get them to their answer each time.		
Unit 1, Day 17	Double Digit Subtraction	**2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.6. 2.OA.2.**	▪	▪ SWBAT solve double digit subtraction problems.	▪	▪ DN - SW complete double digit addition and subtraction problems that will continue to push their thinking around breaking numbers up into tens and ones to get to an answer. SW organize objects into equal groups of 10 and then count the groups and leftovers. SW need to be demonstrating that their conjectures about adding even and odd numbers apply to every situation. ▪ IP/ET - SW solve various double digit subtraction problems by using a strategy that allows them to quickly and clearly model their thinking of breaking down tens and ones.	▪ Do Now (attached) ▪ Double Digit Subtraction (attached) ▪ Exit Ticket (attached)	▪
Unit 1, Day 18	Review Day	**2.MD.6. 2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.6. 2.NBT.9. 2.OA.1. 2.OA.2. 2.OA.3.**	▪	▪ SWBAT review all skills covered in the Numbers and Operations Unit. Specifically on counting, single and double digit addition and subtraction, properties, and positional understanding of whole numbers.	▪	▪ IP – SW review all skills taught throughout the Numbers and Operations Unit. Specifically on counting, single and double digit addition and subtraction, properties, and positional understanding of whole numbers.	▪ Review Challenge!	▪

CAPITOL COLLEGIATE
compete • achieve • lead

Second Grade Math Curriculum Plan

'12-'13 Unit/ Day	Topic	CC Standards	Investigations/ Assessment Reference	Objectives	Vocabulary	Task/Assessment	Materials	Story Problem
Unit 1, Day 19	Post-Unit Assessment	**2.MD.6. 2.NBT.2. 2.NBT.3. 2.NBT.5. 2.NBT.6. 2.NBT.9. 2.OA.1. 2.OA.2. 2.OA.3.**	▪	▪ SWBAT show mastery of all skills covered in the Numbers and Operations Unit. Specifically on counting, single and double digit addition and subtraction, properties, and positional understanding of whole numbers.	▪	▪ IP – SW assessed on all skills taught throughout the Numbers and Operations Unit. Specifically on counting, single and double digit addition and subtraction, properties, and positional understanding of whole numbers.	▪ Unit 1 Assessment	▪
Unit 2, 7 Days	**Estimation/Place Value** **1 SPB – CDU, MULTIPLICAITON**							
	▪ **2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a "hundred."** ▪ **2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).** ▪ **2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.** ▪ **2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.** ▪ **2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.** ▪ **2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.** ▪ **2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**						
Unit 2, Day 1	Place Value (Ones, Tens, Hundreds, Thousands)	**2.NBT.1. 2.NBT.1. 2.NBT.2. 2.NBT.3**	▪ AOF, pg. 1, #2 ▪ Coach4, pg. 8 ▪ Coach4, pg. 12	▪ SWBAT identify what palace value a digit is positioned in within a number.	▪ **Place Value**- the value of a digit determined by its position in a number; based on groupings of ten. ▪ **Digit**- a basic symbol used in our number system that includes 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.	▪ Intro/GP/IP/ET - SW identify the place value of a digit in numbers in the hundred	▪ Place = Location Poster – printed in color and laminated ▪ Place Value Chart – printed on the poster machine and laminated ▪ Find My Place, Find My Digit (attached) ▪ Exit Ticket (attached)	▪