Unit :

Section A

Centers

Section B

Centers

Section C

Centers

Unit 1: Adding and Subtracting with Data

Section A

n unit)Make a Number (Stage 5)What's Be

Lesson 5 Cool-Down

Lesson 6 Cool-Down (Optional Lesson)

Section B

Centers

Lesson 12 Cool-Down (Optional Lesson)

Section C

Centers

Lesson 17 Cool-Down (Optional Lesson)

Building on: 1.NBT.C.4 Unit 4Unit 5**
2.NBT.B.5 Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Build toward fluency with adding within 100. Build toward fluency with subtracting within 20.

How Close? (Stage 2)

Add within 50 in a way that makes sense to them.

Learn the structure of center day lessons.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Interpret picture and bar graphs. Represent data using picture and bar graphs. Solve one- and t

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Represent data using picture and bar graphs.

Make sense of and interpret tape diagrams.Represent and solve Compare problems with unkno

Count large collections of objects.

Practice adding within 50.

Represent data using picture and bar graphs

End of Unit Assessment

Problem 2, 4

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down 1.OA.C.6

Lesson 6 Cool-Down (Optional Lesson)

wo-step problems using addition and subtra

Lesson 11

Lesson 12 Cool-Down (Optional Lesson)

wns in all positions within 100

Lesson 13 Cool-Down

Lesson 15

Lesson 16

Lesson 18 (Optional Lesson)

Building on: 1.OA.C.6 Unit 1* Unit 2** Unit 3*** Unit 4

2.OA.B.2

• Fluently add and subtract within 20 using mental strategies
• By the end of Grade 2, know from memory all sums of two one-digit numbers

How Close? (Stage 1)What's Behind My Back (Stage 4)

Add and subtract within 100 in a way that makes sense to them without composing or decomposing a ten.

Solve problems within 100.

Find the value that makes equations to 20 true.

Write equations with missing addends and sums of 10 and their related subtraction equations.

Apply what they know about the relationship between addition and subtraction to find the missing value in equations within 20.

Add and subtract within 20 in a way that makes sense to them.

Learn the structure of center day lessons.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

action within 20

Generate and answer questions about data represented in picture graphs and bar graphs.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Represent data using picture and bar graphs.

Solve Compare problems with Difference Unknown within 20.

Write equations to represent Compare problems.

Interpret tape diagrams that represent Compare problems, with unknowns in all positions within

Solve Compare problems with unknowns in all positions within 100.

Collect, organize, and represent data from survey questions.

Create questions related to survey data.

Interpret results of a survey and represent findings.

End of Unit Assessment

Problem 1, 2, 3, 5

Lesson 7 Cool-Down

Lesson 8 Cool-Down

Lesson 9 Cool-Down

Lesson 9 Cool-Down

Lesson 10 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down (Optional Lesson)

Lesson 13 Cool-Down

Lesson 14 Cool-Down

100.

Lesson 17 Cool-Down (Optional Lesson) (C

Lesson 18 (Optional Lesson)

Building on: 1.MD.C.4 (AR 1.MD.C.6) Unit 1**Unit
2.MD.D.10 • 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

Sort and Display (Stage 2)

Analyze different representations of the same data to identify common features.

Represent data in a way that makes sense to them.

Determine whether a question can be answered by a given picture graph.

Interpret data represented in a picture graph.

Answer questions based on a bar graph.

Interpret data represented in a bar graph.

Explain how picture graphs, bar graphs, and tables represent the same data.

Represent data using a picture graph and a bar graph.

Generate and answer questions about data represented in picture graphs and bar graphs.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Represent data using picture and bar graphs.

Solve Compare problems with Difference Unknown within 20.

Write equations to represent Compare problems.

Solve Compare problems with Difference Unknown within 20.

Use understanding of bar graphs to make sense of tape diagrams.

Count large collections of objects.

Practice adding within 50.

Represent data using picture and bar graphs

Collect, organize, and represent data from survey questions.

Create questions related to survey data.

Interpret results of a survey and represent findings.

Lesson 6 Cool-Down (Optional Lesson)

Lesson 12 Cool-Down (Optional Lesson

Lesson 17 Cool-Down (Optional Lesson

Building on:
2.NBT.A.2 • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

Learn the structure of center day lessons.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Practice adding and subtracting within 10 or 20.

Practice adding within 50.

Represent data using picture and bar graphs.

Count large collections of objects.

Practice adding within 50.

Represent data using picture and bar graphs

End of Unit Assessment

Problem 6, 7

Lesson 15 Cool-Down

Lesson 16 Cool-Down

Lesson 18 (Optional Lesson)

Building on:	
2.OA.A.1 • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation including a symbol for the unknown number	

Interpret tape diagrams that represent Compare problems, with unknowns in all positions within 100.

Solve Compare problems with unknowns in all positions within 100.

Collect, organize, and represent data from survey questions.

Create questions related to survey data.

Interpret results of a survey and represent findings.

Unit 2: Add and Subtract within 100

Section A

Centers

Lesson 1

Section B

Centers

Section C

Centers

2.MD.D.10

• 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

Add and subtract within 100 using strategies based on place value and the relationship between

Add and subtract within 100 in a way that makes sense to them without composing or decomposing a ten.

Solve problems within 100.

Subtract within 100 using strategies based on place value, including decomposing a ten, and the

Represent and solve one- and two-step problems involving addition and subtraction within 100, i

addition and subtraction. Problems in this

Lesson 2

e properties of operations.

including different problem types with unkn

2.NBT.A.2

• Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

section are limited to the problems like 65 – 23, where decomposing a 10 is not required.

Describe their methods using place value understanding.

Find the unknown addend in equations within 100.

owns in all positions.

End of Unit Assessment

Problem 1, 2, 3, 4, 5, 6, 7

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down (Optional Lesson)

Lesson 5 Cool-Down

Lesson 6 Cool-Down

Lesson 7 Cool-Down

Lesson 8 Cool-Down

Lesson 9 Cool-Down

Lesson 10 Cool-Down (Optional Lesson) In

Lesson 11

Lesson 12 Cool-Down

Lesson 13

Lesson 14

Lesson 15 Cool-Down (Optional Lesson)

2.NBT.B.5

Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Number Puzzles (Stage 3)

Add and subtract within 100 in a way that makes sense to them without composing or decomposing a ten.

Solve problems within 100.

Describe their methods using place value understanding.

Find the unknown addend in equations within 100.

Describe their methods using place value understanding.

Solve story problems involving addition and subtraction within 100 without composing or decomposing a ten.

Add and subtract within 20.

Less Than 10 (Stage 2)

Subtract a one-digit number from a twodigit number in a way that makes sense to them.

Describe how methods of subtraction are the same and different when subtracting a single-digit number from a two-digit number.

Subtract a two-digit number from a twodigit number in a way that makes sense to them.

Describe how methods of subtraction are the same and different when subtracting a single-digit number from a two-digit number.

Add and subtract within 100 using strategies based on place value, including composing and decomposing a ten, and the properties of operations.

Add and subtract within 100.

Math Stories (Stage 5)

Represent and solve story problems within 50 in a way that makes sense to them.
Make sense of diagrams that represent story problems
Solve one-step story problems within 100.
Make sense of equations that represent story problems.
Represent and solve one-step story problems within 100.
Use diagrams or equations to represent and solve one- and two-step story problems within 100.
Add and subtract within 100.
Interpret diagrams
Solve one-step story problems.

Lesson 7

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2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of opera

Subtract a two-digit number from a twodigit number in a way that makes sense to them.

tions

Lesson 7

Lesson 8 Cool-Down

Lesson 14

2.NBT.B.8

Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given
number 100- 900

Subtract a two-digit number from a twodigit number in a way that makes sense to them.

Describe how methods of subtraction are the same and different when subtracting a single-digit number from a two-digit number.

L

Use diagrams or equations to represent and solve one- and two-step story problems within 100.

End of Unit Assessment

Problem 1, 6

Lesson 2

Lesson 7

Lesson 8 Cool-Down

.esson 10 Cool-Down (Optional Lesson

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2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations

Describe their methods using place value understanding.

Find the unknown addend in equations within 100.

Subtract a two-digit number from a twodigit number in a way that makes sense to them.

Describe how methods of subtraction are the same and different when subtracting a single-digit number from a two-digit number.

Add and subtract within 100.

End of Unit Assessment

Problem 2, 3, 4, 6

Lesson 1 Cool-Down

Lesson 3 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 13 Cool-Down

Lesson 14 Cool-Down

2.OA.A.1

• Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
• Represent a strategy with a related equation including a symbol for the unknown number

Add and subtract within 100 in a way that makes sense to them without composing or decomposing a ten.

Solve problems within 100.

Describe their methods using place value understanding.

Solve story problems involving addition and subtraction within 100 without composing or decomposing a ten.

Math Stories (Stage 5)

Represent and solve story problems within 50 in a way that makes sense to them.

Make sense of diagrams that represent story problems

Solve one-step story problems within 100.

Make sense of equations that represent story problems.

Represent and solve one-step story problems within 100.

Use diagrams or equations to represent and solve one- and two-step story problems within 100.

Lesson 4 Cool-Down (Optional Lesson)

Lesson 5 Cool-Down

Lesson 15 Cool-Down (Optional Lesson)

2.OA.B.2

• Fluently add and subtract within 20 using mental strategies
• By the end of Grade 2, know from memory all sums of two one-digit numbers

Number Puzzles (Stage 2)Board Game (Stage 2)

Add and subtract within 20.

Subtract a one-digit number from a twodigit number in a way that makes sense to them.

Add and subtract within 100. Interpret diagrams Solve one-step story problems.	

Unit 3: Measuring Length

End of Unit Assessment

Problem 2

Section A

Centers

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down

Lesson 5 Cool-Down

Lesson 7 Cool-Down (Optional Lesson)
Introduce Estimate and Measure, Length

Section B

Centers

Lesson 8 Cool-Down

Lesson 9

Section C

Centers

Lesson 14 Cool-Down

esson 17 (Optional Lesson)(Center Option)

Lesson 18 (Optional Lesson)

2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

Measure length in centimeters and meters.Represent and solve one-step story problems within

Measure by iterating same-size lengthunits.

Measure length with centimeters.

Create and use a ruler with centimeter units

Measure to determine how much longer one object is than another.

Estimate lengths in centimeters.

Use standard rulers to measure length in centimeters.

Use standard rulers and meter sticks to measure length in centimeters and meters.

Estimate and measure objects and find the difference between their estimate and the actual measurement.

Tell and solve story problems.

Measure length in feet and inches. Represent and solve one- and two-step story problems withir

Define an inch as a unit of measure.

Use a ruler to measure length in inches.

Compare measurement in feet and inches and describe the relationship between different-sized units of measure.

Use rulers to measure length in feet and inches

Represent numerical data on a line plot.

Interpret a line plot.

Understand that a line plot is used to represent and interpret numerical data.

Add and subtract within 100.

Determine the unknown number that makes an equation true.

Estimate and measure length of objects.

Use place value understanding to make the greatest two-digit number possible.

Use addition and subtraction to mark the inch marks on a yardstick.

Use a yardstick to measure objects and compare measurements.

End of Unit Assessment

Problem 3

100.

Lesson 5

n 100.

Lesson 9

2.MD.A.2
• Measure the length of an object twice with two different length units • Describe how the two measurements relate to the size of the unit chosen

Use standard rulers and meter sticks to measure length in centimeters and meters.

Compare measurement in feet and inches and describe the relationship between different-sized units of measure.

Use rulers to measure length in feet and inches

End of Unit Assessment

Problem 1, 2

Lesson 4 Cool-Down

Lesson 5 Cool-Down

Lesson 7 Cool-Down (Optional Lesson)
Introduce Estimate and Measure, Length

Lesson 8

Lesson 9 Cool-Down

Lesson 17 Cool-Down (Optional Lesson) (C

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

Estimate lengths in centimeters.

Use standard rulers to measure length in centimeters.

Use standard rulers and meter sticks to measure length in centimeters and meters.

Estimate and measure objects and find the difference between their estimate and the actual measurement.

Tell and solve story problems.

Define an inch as a unit of measure.

Use a ruler to measure length in inches.

Compare measurement in feet and inches and describe the relationship between different-sized units of measure.

Use rulers to measure length in feet and inches

Add and subtract within 100.

Determine the unknown number that makes an equation true.

Estimate and measure length of objects.

Use place value understanding to make the greatest two-digit number possible.

End of Unit Assessment

Problem 5

Lesson 2

Lesson 3 Cool-Down

Lesson 18 (Optional Lesson)

2.MD.A.4
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit

Measure length with centimeters.

Create and use a ruler with centimeter units

Measure to determine how much longer one object is than another.

Use addition and subtraction to mark the inch marks on a yardstick.

Use a yardstick to measure objects and compare measurements.

End of Unit Assessment

Problem 6

Lesson 3

Lesson 6 Cool-Down

Lesson 7 Cool-Down (Optional Lesson)

Lesson 10 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 18 (Optional Lesson)

2.MD.B.5
Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem

Create and use a ruler with centimeter units

Measure to determine how much longer one object is than another.

Solve addition and subtraction story problems about length.

Estimate and measure objects and find the difference between their estimate and the actual measurement.

Tell and solve story problems.

Determine the measurement of an object with a measuring tool when the endpoint does not line up with 0.

Solve one-step story problems about length within 100.

Solve two-step story problems about length within 100.

Use addition and subtraction to mark the inch marks on a yardstick.

Use a yardstick to measure objects and compare measurements.

End of Unit Assessment

Problem 4

Lesson 5

Lesson 14 Cool-Down

Lesson 15 Cool-Down

Lesson 16 Cool-Down

Lesson 18 (Optional Lesson)

2.MD.D.9
• Generate data by measuring the same attribute of similar objects to the nearest whole unit • Display the measurement data by making a line plot, where the horizontal scale is marked off in whole- number units • Generate data from multiple measurements of the same object • Make a line plot, where the horizontal scale is marked off in whole-number units, to compare precision of measurements

Use standard rulers and meter sticks to measure length in centimeters and meters.

Interpret a line plot.

Understand that a line plot is used to represent and interpret numerical data.

Represent numerical data in a line plot.

Interpret data presented in a line plot.

Represent numerical data in a line plot using an appropriate scale.

Use addition and subtraction to mark the inch marks on a yardstick.

Use a yardstick to measure objects and compare measurements.

Lesson 5

2.NBT.A.2
• Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

Use standard rulers and meter sticks to measure length in centimeters and meters.

Lesson 13 Cool-Down (Optional Lesson) Introduce Make the Greatest Number, Two-digit Numbers

Lesson 17 Cool-Down (Optional Lesson)

1.NBT.B.3

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <

Determine the unknown number that makes an equation true.

Use place value understanding to make the greatest two-digit number possible.

Add and subtract within 100.

Determine the unknown number that makes an equation true.

Estimate and measure length of objects.

Use place value understanding to make the greatest two-digit number possible.

Lesson 6

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 13 Cool-Down (Optional Lesson)

Lesson 15

Lesson 16

Lesson 17 Cool-Down (Optional Lesson) Introduce How Close, Close to 100

Building on: 1.NBT.B.3

2.NBT.B.5
Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Solve addition and subtraction story problems about length.

Solve one-step story problems about length within 100.

Solve two-step story problems about length within 100.

Determine the unknown number that makes an equation true.

Use place value understanding to make the greatest two-digit number possible.

Represent numerical data in a line plot.

Interpret data presented in a line plot.

Represent numerical data in a line plot using an appropriate scale.

Add and subtract within 100.

Determine the unknown number that makes an equation true.

Estimate and measure length of objects.

Use place value understanding to make the greatest two-digit number possible.

End of Unit Assessment

Problem 6

Lesson 6 Cool-Down

Lesson 7 Cool-Down (Optional Lesson)

Lesson 18 (Optional Lesson)

2.OA.A.1

• Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
• Represent a strategy with a related equation including a symbol for the unknown number

Solve addition and subtraction story problems about length.

Estimate and measure objects and find the difference between their estimate and the actual measurement.

Tell and solve story problems.

Use addition and subtraction to mark the inch marks on a yardstick.

Use a yardstick to measure objects and compare measurements.

Lesson 6

Lesson 10

Lesson 11 Lesson 13 Cool-Down (Optional Lesson)

Lesson 17 Cool-Down (Optional Lesson)

Building On: 1.OA.D.7

2.OA.B.2	
• Fluently add and subtract within 20 using mental strategies • By the end of Grade 2, know from memory all sums of two one-digit numbers	

Solve addition and subtraction story problems about length.	

Determine the measurement of an object with a measuring tool when the endpoint does not line up with 0.	

Solve one-step story problems about length within 100.

Determine the unknown number that makes an equation true.

Use place value understanding to make the greatest two-digit number possible.

Add and subtract within 100.

Determine the unknown number that makes an equation true.

Estimate and measure length of objects.

Use place value understanding to make the greatest two-digit number possible.

Unit 4: Addition and Subtraction on the Number Line

Section A

Centers

Section B

Centers

Lesson 13 Cool-Down

Lesson 14 Cool-Down (Optional Lesson)

2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem

Represent whole numbers within 100 as lengths from 0 on a number line.Understand the structu

Represent sums and differences on a number line.

Represent addition and subtraction story problems using equations, tape diagrams, and numbe

Practice addition and subtraction within 100.

Represent numbers on a number line

End of Unit Assessment

Problem 1, 2, 3, 4, 5

ure of the number line.

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down

Lesson 5 Cool-Down

Lesson 6 Cool-Down (Optional Lesson)
Introduce Playing on the Number Line, Fill It

Lesson 7 Cool-Down

Lesson 8 Cool-Down

Lesson 9 Cool-Down

Lesson 10 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down
Lesson 13
Lesson 14 Cool-Down (Optional Lesson) Introduce Playing on the Number Line, Get to 100
Lesson 15

2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points
corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the
number line diagram

Locate whole numbers on a number line

Make sense of the structure of a number line.

Describe the structure of a number line.

Represent a whole number on a number line and describe the point in terms of its length from 0.

Use skip-counting patterns to locate numbers on a number line.

Recognize that on a number line, the numbers increase to the right and decrease to the left.

Use estimation to reason about the location of whole numbers on a number line.

Represent numbers on a number line.

Recognize that on a number line, jumps to the right represent addition and jumps to the left represent subtraction.

Use number line diagrams to represent and write addition and subtraction equations.

On a number line, represent counting up and counting back strategies for solving subtraction equations.

On a number line, represent place value strategies for solving addition and subtraction equations that do not require decomposing a ten.

On a number line, represent place value strategies for solving addition and subtraction equations that may involve composing or decomposing a ten.

Write equations and represent sums and differences on a number line.

Represent addition and subtraction story problems using equations, tape diagrams, and number lines.

Practice addition and subtraction within 100.

Represent numbers on a number line

Generate addition and subtraction questions

Solve addition and subtraction to investigate in context.

Lesson 2

Lesson 3 Cool-Down

Lesson 8

2.NBT.A.2
• Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

Describe the structure of a number line.

Represent a whole number on a number line and describe the point in terms of its length from 0.

Use skip-counting patterns to locate numbers on a number line.

Use number line diagrams to represent and write addition and subtraction equations.

End of Unit Assessment

Problem 3, 6

Lesson 4

Lesson 6 Cool-Down (Optional Lesson)

Lesson 9 Cool-Down

Lesson 10 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 13

Lesson 15

2.NBT.B.5

Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Recognize that on a number line, the numbers increase to the right and decrease to the left.

Represent numbers on a number line.

On a number line, represent counting up and counting back strategies for solving subtraction equations.

On a number line, represent place value strategies for solving addition and subtraction equations that do not require decomposing a ten.

On a number line, represent place value strategies for solving addition and subtraction equations that may involve composing or decomposing a ten.

Write equations and represent sums and differences on a number line.

Represent addition and subtraction story problems using equations, tape diagrams, and numbe

Generate addition and subtraction questions

Solve addition and subtraction to investigate in context.

End of Unit Assessment

Problem 2, 5, 6

Lesson 13 Cool-Down

2.OA.A.1	
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)	

Represent addition and subtraction story problems using equations, tape diagrams, and number lines.

Unit 5: Numbers to 1,000

Section A

Centers

Lesson 7 Cool-Down (Center Day)
(Optional Lesson)

Section B

Centers

Lesson 8 Cool-Down

Lesson 9

2.MD.B.6
Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the number line diagram

Read, write, and represent three-digit numbers using base-ten numerals and expanded form.Us

Use place value clues to identify a number.

Write place value clues to describe a number.

Compare and order three-digit numbers using place value understanding and the relative positic

Represent whole numbers up to 1,000 as lengths from 0 on a number line.

Use skip-counting by tens and hundreds to locate whole numbers up to 1,000 on a number line.

Compare three-digit numbers using the relative position of numbers on a number line.

End of Unit Assessment

Problem 1, 2, 4, 6

e place value understanding to compose a

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down

Lesson 5 Cool-Down

Lesson 7 Cool-Down (Center Day)
(Optional Lesson)

n of numbers on a number line.Represent

Lesson 8

Lesson 9

Lesson 11

Lesson 12

Lesson 13 Cool-Down (Center Day)(Op

Lesson 14 (Optional Lesson)

2.NBT.A.1
• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens — called a "hundred" • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100

nd decompose three-digit numbers.

Number Riddles (Stage 1 and Stage 2)

Recognize that each hundred is composed of 100 ones or 10 tens

Read, write, and represent multiples of 100

Compose three-digit numbers using place value understanding.

Read, write, and represent three-digit numbers using base-ten numerals.

Read, write, and represent three-digit numbers using base-ten numerals and expanded form.

Use place value clues to identify a number.

Write place value clues to describe a number.

whole numbers up to 1,000 as lengths from 0 on a number line.

Represent whole numbers up to 1,000 as lengths from 0 on a number line.

Use skip-counting by tens and hundreds to locate whole numbers up to 1,000 on a number line.

Compare three-digit numbers using the relative position of numbers on a number line.

Compare three-digit numbers using place value understanding.

Order three-digit numbers using place value understanding and the relative position of numbers on a number line.

Place digits to create the greatest threedigit number possible.

Count and represent three-digit numbers using place-value strategies.

Lesson 1

Lesson 2

Lesson 3

Lesson 8 Cool-Down

Lesson 14 (Optional Lesson)

2.NBT.A.2
• Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

Recognize that each hundred is composed of 100 ones or 10 tens

Read, write, and represent multiples of 100

Compose three-digit numbers using place value understanding.

Represent whole numbers up to 1,000 as lengths from 0 on a number line.

Use skip-counting by tens and hundreds to locate whole numbers up to 1,000 on a number line.

Count and represent three-digit numbers using place-value strategies.

End of Unit Assessment

Problem 2, 3, 6

Lesson 4 Cool-Down

Lesson 5 Cool-Down

Lesson 6 Cool-Down

Lesson 11

2.NBT.A.3
• Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms • Model and describe numbers within 1000 as groups of 10 in a variety of ways

Read, write, and represent three-digit numbers using base-ten numerals.

Read, write, and represent three-digit numbers using base-ten numerals and expanded form.

Read, write, and represent three-digit numbers, including number names.

Compare three-digit numbers using place value understanding.

End of Unit Assessment

Problem 4, 5

Lesson 9 Cool-Down

Lesson 10 Cool-Down

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 13 Cool-Down (Center Day)(O
Lesson 14 (Optional Lesson)

2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols and correct terminology for the symbols to record the results of comparisons

Make the Greatest Number (Stage 2)

Compare three-digit numbers using the relative position of numbers on a number line.

Compare three-digit numbers by reasoning about the value of the digits.

Compare three-digit numbers using place value understanding.

Order three-digit numbers using place value understanding and the relative position of numbers on a number line.

Place digits to create the greatest threedigit number possible.

Count and represent three-digit numbers using place-value strategies.

Lesson 3

Lesson 13 Cool-Down (Center Day)(O

2.NBT.B.5
Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Compose three-digit numbers using place value understanding.

Place digits to create the greatest threedigit number possible.

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Lesson 10

Lesson 12

2.NBT.B.8	
Add up to four two-digit numbers using strategies based on place value and properties of operations	

Compare three-digit numbers by reasoning about the value of the digits. Order three-digit numbers using place value understanding and the relative position of numbers on a number line.	

Unit 6: Geometry, Time, and Money

End of Unit Assessment

Problem 1, 2

Section A

Centers

Lesson 1 Cool-Down

Lesson 2 Cool-Down

Lesson 3 Cool-Down

Lesson 4 Cool-Down

Lesson 5 (Center Option)
(Optional Lesson) - Introduce Guess My Shape, Draw and Name

Section B

Centers

Lesson 6 Cool-Down

Section C

Centers

Lesson 14 (Center Option)
(Optional Lesson) - Introduce Estimate and Measure, Line Segment; Side of Shapes

Section D

Centers

Lesson 20 (Center Option)
(Optional Lesson)

Lesson 21 (Optional Lesson)

Bulding on: 1.G.A.1

2.G.A.1

• Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or
a given number of equal faces)
• Identify triangles, quadrilaterals, pentagons, hexagons, and cubes

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Guess My Shape (Stage 4)

Recognize triangles, quadrilaterals, pentagons, and hexagons based on the number of sides and vertices (corners).

Recognize and draw triangles, quadrilaterals, pentagons, and hexagons.

Use a ruler to draw shapes with specified side lengths, and identify the attributes of these shapes.

Describe and identify three-dimensional shapes using visible attributes

Describe shapes using defining attributes.

Draw and name shapes based on defining attributes.

Use place value to write and compare three-digit numbers.

Partition rectangles and circles into halves, thirds, and fourths and name the shares.
Recognize 2 halves, 3 thirds, and 4 fourths as one whole.
Understand that equal shares do not need to be the same shape.

Compose new shapes from equal-sized smaller shapes, and identify the shapes.

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Estimate and Measure (Stage 3)

Estimate and measure length in centimeters.

Find the value of a group of bills and coins.
Use addition and subtraction within 100 to solve one- and two-step word problems.

Find and compare the value of coin collections.

Identify and compose new shapes from smaller shapes.

Solve addition problems in the context of money

End of Unit Assessment

Problem 3, 4

Lesson 7 Cool-Down

Lesson 8 Cool-Down

Lesson 9 Cool-Down

Lesson 10 (Center Option)
(Optional Lesson) - Introduce Split the

(Optional Lesson) - Introduce Split the Shapes, Equal or Unequal; Two Ways

2.G.A.3
Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths

Spit the Shapes (Stage 1 and Stage 2)

Partition circles and rectangles into halves, thirds, and fourths, and describe the partitions.

Partition circles and rectangles into halves, thirds, and fourths in different ways.

Recognize halves, thirds, and fourths of rectangles and circles.

Describe two halves, three thirds, and four fourths as one whole.

Use “half of”, “a third of”, and “a quarter of” to describe parts of a shape.

Name equal parts as halves, thirds, or fourths.

Split shapes into parts in different ways.

Lesson 3

Lesson 14 (Center Option)
(Optional Lesson) - Introduce Estimate and Measure, Line Segment; Side of Shapes

Lesson 20 (Center Option)
(Optional Lesson)

2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

Use a ruler to draw shapes with specified side lengths, and identify the attributes of these shapes.

Estimate and Measure (Stage 2 and Stage 3)

Estimate and measure length in centimeters.

Find and compare the value of coin collections.

Lesson 14 (Center Option)
(Optional Lesson) - Introduce Estimate and Measure, Line Segment; Side of Shapes

Lesson 20 (Center Option)
(Optional Lesson)

2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters

Estimate and Measure (Stage 2 and Stage 3)

Estimate and measure length in centimeters.

Find and compare the value of coin collections.

End of Unit Assessment

Problem 5, 6

Lesson 11 Cool-Down

Lesson 12 Cool-Down

Lesson 13 Cool-Down

Building on: 1.MD.B.3

2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Tell time from an analog clock using the words half past, quarter past, and quarter till.

Tell time on analog clocks.

Understand that the numbers on an analog clock represent 5-minute intervals.

Label times using a.m. and p.m.

Read and write time to the nearest 5-minute interval on analog and digital clocks.

End of Unit Assessment

Problem 7, 8

Lesson 15 Cool-Down

Lesson 16 Cool-Down

Lesson 17 Cool-Down

Lesson 18 Cool-Down

Lesson 19 Cool-Down

Lesson 20 (Center Option)
(Optional Lesson) - Introduce Compare, Coin Collection

Lesson 21 (Optional Lesson)

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

Compare (Stage 4)

Identify pennies, nickels, and dimes and know their values.

Use skip counting and counting on by 5 and 10 to find the value of a set of coins.

Find the value of a set of coins including all combinations.

Identify and know the value of quarters.

Find combinations of coins to make 100 cents.

Understand that 100 cents is equivalent to 1 dollar.

Solve addition and subtraction story problems in the context of money.

Use addition and subtraction to solve oneand two-step story problems.

Find and compare the value of coin collections.

Identify and compose new shapes from smaller shapes.

Solve addition problems in the context of money

(Optional Lesson)

2.NBT.A.1
• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens — called a "hundred" • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100

Name equal parts as halves, thirds, or fourths.

Split shapes into parts in different ways.

Lesson 8

Lesson 9

Lesson 12

Lesson 15

Lesson 16

2.NBT.A.2
• Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero

Partition circles and rectangles into halves, thirds, and fourths in different ways.

Recognize halves, thirds, and fourths of rectangles and circles.

Describe two halves, three thirds, and four fourths as one whole.

Use “half of”, “a third of”, and “a quarter of” to describe parts of a shape.

Tell time on analog clocks.

Understand that the numbers on an analog clock represent 5-minute intervals.

Identify pennies, nickels, and dimes and know their values.

Use skip counting and counting on by 5 and 10 to find the value of a set of coins.

Find the value of a set of coins including all combinations.

Identify and know the value of quarters.

Lesson 5 (Center Option)
(Optional Lesson)

2.NBT.A.3
• Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms • Model and describe numbers within 1000 as groups of 10 in a variety of ways

Describe shapes using defining attributes.

Draw and name shapes based on defining attributes.

Use place value to write and compare three-digit numbers.

Lesson 5 (Center Option)
(Optional Lesson)

2.NBT.A.4
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols and correct terminology for the symbols to record the results of comparisons

Describe shapes using defining attributes.

Draw and name shapes based on defining attributes.

Use place value to write and compare three-digit numbers.

Lesson 5 (Center Option)
(Optional Lesson)

Lesson 14 (Center Option)
(Optional Lesson)

Lesson 15 Cool-Down

Lesson 16 Cool-Down

Lesson 17 Cool-Down

Lesson 18

Lesson 19 Cool-Down

Lesson 20 (Center Option)
(Optional Lesson) - Introduce Compare, Coin Collection

Lesson 21 (Optional Lesson)

2.NBT.B.5
Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction

Describe shapes using defining attributes.

Draw and name shapes based on defining attributes.

Use place value to write and compare three-digit numbers.

Estimate and measure length in centimeters.

Compare (Stage 4)

Identify pennies, nickels, and dimes and know their values.

Use skip counting and counting on by 5 and 10 to find the value of a set of coins.

Find the value of a set of coins including all combinations.

Identify and know the value of quarters.

Find combinations of coins to make 100 cents.

Understand that 100 cents is equivalent to 1 dollar.

Solve addition and subtraction story problems in the context of money.

Use addition and subtraction to solve oneand two-step story problems.

Find and compare the value of coin collections.

Identify and compose new shapes from smaller shapes.

Solve addition problems in the context of money

Lesson 14 (Center Option)
(Optional Lesson)

Lesson 15

Lesson 17

Lesson 20 (Center Option)
(Optional Lesson) - Introduce Compare, Coin Collection

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

Estimate and measure length in centimeters.

Compare (Stage 4)

Identify pennies, nickels, and dimes and know their values.

Use skip counting and counting on by 5 and 10 to find the value of a set of coins.

Find combinations of coins to make 100 cents.

Understand that 100 cents is equivalent to 1 dollar.

Find and compare the value of coin collections.

Lesson 15

Lesson 20 (Center Option)
(Optional Lesson) - Introduce Compare, Coin Collection

2.NBT.B.8
Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100- 900

Compare (Stage 4)

Identify pennies, nickels, and dimes and know their values.

Use skip counting and counting on by 5 and 10 to find the value of a set of coins.

Find and compare the value of coin collections.

End of Unit Assessment

Problem 7, 8

Lesson 18

Lesson 19 Cool-Down

Lesson 21 (Optional Lesson)

2.OA.A.1	
• Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation including a symbol for the unknown number	

Solve addition and subtraction story problems in the context of money.

Use addition and subtraction to solve oneand two-step story problems.

Identify and compose new shapes from smaller shapes.

Solve addition problems in the context of money