

| Students will considerStudents will understand that• How do I use the language of math (i.e. symbols, words) to make sense of/solve a problem?• Mathematical skills and understandings are used to solve real-world problems. • Problem solvers examine and critique arguments of others to determine validity. • Mathematical models can be used to interpret | WSD Overarching Essential Question | WSD Overarching Enduring Understandings |
|--|--|--|
| What does a good problem solver do? What should I do if I get stuck solving a problem? How do I effectively communicate about math with others in verbal form? In written form? How do I explain my thinking to others, in written form? In verbal form? How do I construct an effective (mathematical) argument? How reliable are predictions? Why are patterns important to discover, use, and generalize in math? How do I create a mathematical model? How do I decide which is the best mathematical tool to use to solve a problem? How do I effectively represent quantities and relationships through mathematical notation? How accurate do I need to be? When is estimating the best solution to a problem? | Students will consider How do I use the language of math (i.e. symbols, words) to make sense of/solve a problem? How does the math I am learning in the classroom relate to the real-world? What does a good problem solver do? What should I do if I get stuck solving a problem? How do I effectively communicate about math with others in verbal form? In written form? How do I explain my thinking to others, in written form? In verbal form? How do I construct an effective (mathematical) argument? How reliable are predictions? Why are patterns important to discover, use, and generalize in math? How do I decide which is the best mathematical tool to use to solve a problem? How do I effectively represent quantities and relationships through mathematical notation? How accurate do I need to be? When is estimating the best solution to a problem? | Students will understand that Mathematical skills and understandings are used to solve real-world problems. Problem solvers examine and critique arguments of others to determine validity. Mathematical models can be used to interpret and predict the behavior of real world phenomena. Recognizing the predictable patterns in mathematics allows the creation of functional relationships. Varieties of mathematical tools are used to analyze and solve problems and explore concepts. Estimating the answer to a problem helps predict and evaluate the reasonableness of a solution. Clear and precise notation and mathematical vocabulary enables effective communication and comprehension. Level of accuracy is determined based on the context/situation. Using prior knowledge of mathematical ideas can help discover more efficient problem solving strategies. Concrete understandings in math lead to more abstract understanding of mathematical to mathematical context/situation of mathematical context problems in math lead to more abstract understanding of mathematical context |



| Unit 1: Place Value | |
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| Unit Title: Place Value | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will learn to count and compare numbers to 1000, compare the number of objects in a set, order three digit numbers, and identify number patterns. | |
| Textbook Correlation: Book A Chapter 1 | |
| Time Frame: approximately 3 weeks | |

Transfer

Students will be able to independently use their learning to ...

Understand values of numbers used in daily situations.

| | Meaning | Meaning |
|---|--|--|
| Essei | ntial Questions | Understandings |
| Stud | ents will consider How do I say this number? How do I count forward or backwards by 5s? 10s? LOOs? Which strategy will be most efficient to help me quickly add or subtract mentally? How do I determine what digit is in the ones place? The tens? The hundreds? How do I find the value of that number? | Students will understand that Numbers can be compared using >, =, <. Numbers can be represented in a number of ways (ex. base-ten numerals, number names, expanded form, etc.). Place value is determined by the position of a digit within a number. Each place value is ten times the one to its right. A hundred is a bundle of ten tens. |
| r r< | How do Find the value of that humber? How many hundreds, tens and ones? How can I represent the given number? (e.g., standard, expanded, written, pictorial, etc.) How do I determine the value of a given digit? What do I do when I am counting backwards and have to change place value? (e.g., 807, 797, 787, etc.) Which number is greater? Which number is less? How can you tell? Are the numbers equal? How can you tell? How can I compare these numbers? Which symbol do I need to use? How do I use a number line? How can I make my own number line evenly spaced? What number should I start with on the number line? What should my increments represent on the number ine? (1's, 2's, 3's, 4's, 5's, 10's, etc.) Which direction should I go on the number line? | A hundred is a bundle of ten tens. The digit in the hundreds column is equal to the digit times 100. Numbers continue on in a pattern. You can use patterns to help you count. There is a purpose for skip-counting (for example, money, mental math, etc.). Three-digit numbers represent hundreds, tens, and ones. The digits within numbers have a place value. Number lines can be used to count on (add) or count back (subtract). |

| Acquisition | Acquisition |
|--|---|
| Key Knowledge | Key Skills |
| Key Knowledge Students will know The value of a digit in the tens and ones place. Ten-ones equals one-tens. The place value of given digits. The correct spelling of number words. That the word — "and" should not be used when reading and writing whole numbers. The meaning of the symbols >, =, and <. The correct use of rulers and number lines. Patterns of numbers (1's, 2's, 3's, 4's, 5's, 10's, etc.) Vocabulary: hundred (s) thousand (s) standard form word form greater/less than greater least more/less than | Key Skills Students will be able to Read numbers accurately. Skip-count. Count forwards and backwards by tens and hundreds beginning with any two- or three-digit number to 1000. Identify that 100 is the same as ten-tens and 10 hundreds is the same as 1000. Identify and represent the value of the digits using base 10 blocks, place value boards, place value strips, etc. for numbers up to 1000 in word form, written form and expanded form. Show the value of a zero in a three-digit number, including multiples of 100. Justify the position of a digit within a number. (In the number 324, the 2 equals 20 or 2 tens.) Use a hundreds chart to skip count forwards/backwards by 5s, 10s, and 100s. Count forwards/backwards by 5s, 10s, and 100s. Count forwards/backwards by 10s, and 100s starting at a random number. Represent a number in more than one way (i.e. expanded form, word form, standard form). Read and write any whole number up to 1000. Compare up to 3 digit numbers using <, =, >. Mentally add or subtract 10 or 100 to/from a given number 100-900. |
| | Create number lines with evenly spaced points corresponding to the numbers to solve addition and subtraction problems to 100. Recognize the similarities between a number line and a ruler. Find missing numbers in a number pattern up to 1000. |

MISSOURI LEARNING STANDARDS

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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:

- a. 100 can be thought of as a bundle of ten tens called a "hundred."
- b. 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.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
- 2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- 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.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 2: Addition and Subtraction up to 1000 | |
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| Init Title: Addition and Subtraction up to 1000 | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit students will learn to add and subtract three digit numbers with and without regrouping. They will also use bar models to visually represent addition and subtraction problems. | |
| extbook Correlation: Book A Chapters 2, 3, 4 | |
| Time Frame: approximately 5 weeks | |

Transfer

Students will be able to independently use their learning to...

Use addition and subtraction to problem solve in daily situations.

| Meaning | Meaning |
|--|---|
| Essential Questions | Understandings |
| Students will consider Which property of operations do I need to use to solve the equation? Which strategy would be best to solve the equation (left to right, branching, regrouping, trading, etc.)? Which place value do I need to start with? How can I compose and decompose the equation? What do I do when I am counting backwards and have to change place value? (e.g., 807, 797, 787, etc.) What operation is the problem asking me to perform? How can I use properties of addition and subtraction to help me solve problems quicker? What type of visual representation can I use? How can I make my own number line evenly spaced? Do I need to add or subtract? Explain. What is another way I can represent this amount? | Students will understand that There are multiple strategies to enhance fluency. Fluency means efficiency and demonstrating understanding. They can use the properties of addition and subtraction (commutative, associative, zero property) to add and subtract fluently. The use of renaming, using discs, branching, mental math, left to right, vertical addition/subtraction, using a number line, traditional algorithm, 8 steps of model drawing will help to solve the problem. Properties of operations will help to add up to four two-digit numbers. Equations can be solved using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction. Numbers can be added or subtracted mentally. Mental math is an effective method for solving problems (making 10, doubles, doubles plus one, etc.). Mathematics can be constructed/deconstructed to show more or less. Model drawing may be used to solve measurement problems. |

| Acquisition | Acquisition |
|---|---|
| Key Knowledge | Key Skills |
| Key Knowledge Students will know Strategies to solving addition and subtraction equations including: number bonds left to right method branching vertical addition vertical subtraction number line traditional algorithm mental math strategies The properties of addition (commutative, associative, zero property). Mental math strategies can be used to solve problems quickly. Differentiate between addition and subtraction. Solve basic math facts to 20. Use a number line to solve problems. Patterns of numbers (1's, 2's, 3's, 4's, 5's, 10's, etc.). How to add and subtract whole numbers. The 8 step model drawing process with model bars/unit bars. Vocabulary: add subtract join set take away compare addend, sum, minuend, subtrahend, difference | Key Skills Students will be able to Compare two or more methods for addition. Compare two or more methods for subtraction. Select the best strategy to effectively add up to four two-digit numbers. Compose and decompose numbers. Trade and regroup. Accurately add and subtract numbers up to 1000 using: place value boards base 10 blocks left to right vertical addition and subtraction mental math strategies drawings model bars traditional algorithm number lines Relate a strategy to the written method (i.e. compare place value board to traditional algorithm). Algebraically solve for unknown variables (missing addends, minuends, subtrahends). Mentally add or subtract 10 or 100 to/from a given number 100-900. Represent numbers and/or equations with concrete models or drawings. Use the correct operation to accurately solve one/two-step word problems. Use multiple strategies to solve a one- and two-step addition/subtraction problem. Use a symbol to represent an unknown. Find the missing part or whole. Add and subtract within 20 fluently. Create number lines with evenly spaced points correst operation to accurate place to the problem. |
| | Corresponding to the numbers. Recognize the similarities between a number line and a ruler. Use a number line to add within 100. Use a number line to subtract within 100. Use model drawing (bar modeling) to solve addition and subtraction problems involving up to two steps. Use model drawing to represent addition as joining sets. Use model drawing to represent subtraction as taking automatical statements. |

| Use model drawing to represent addition and subtraction as comparing sets. |
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| Standards Alignment | | |
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| MISSOURI LEARNING STANDARDS | | |
| MP.1 Make sense of problems and persevere in solving them. | | |
| MP.2 Reason abstractly and quantitatively. | | |
| MP.3 Construct viable arguments and critique the reasoning of others. | | |
| MP.4 Model with mathematics. | | |
| MP.5 Use appropriate tools strategically. | | |
| MP.6 Attend to precision. | | |
| MP.7 Look for and make use of structure. | | |
| MP.8 Look for and express regularity in repeated reasoning. | | |
| | | |
| 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: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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.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 4 two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtracting three-digit numbers, one adds or subtracts hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | | |
| 2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | | |
| 2.OA.1: Represent and solve problems involving addition and subtraction. 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: Add and Subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | | |
| 2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown | | |

- number to represent the problem.
 2. MD.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.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ symbols

appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 3: Multiplication and Division 2s, 5s, 10s | |
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| Unit Title: Multiplication and Division, 2s, 5s, 10s | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: The students are introduced to the concepts of multiplication and division as well as real world problem solving in relation to these operations. Students will begin to understand fact families, arrays, and skip counting with 2s, 5s, and 10s. | |
| Textbook Correlation: Book A Chapters 5, 6 | |
| Time Frame: approximately 4 weeks | |

Transfer

Students will be able to independently use their learning to ...

Determining a needed quantity using multiplication and division.

| Meaning | Meaning |
|---|---|
| Essential Questions | Understandings |
| Students will consider Which is the best strategy for me to use to solve this equation quickly? Can I use repeated addition to solve the problem? How many groups can I make? How can I write an equation to represent my groupings? How can I use repeated subtraction to solve this problem? How do I know if the number is odd or even? Can you tell me why you think that? Can you prove your results another way? How do I determine many rows and column I need? How can I use the information in the array to solve the problem? Which property of operations do I need to use to solve the equation? | Students will understand that You can use patterns to help you count. There is a purpose for skip-counting (for example, money, mental math, etc.). There are multiple strategies to enhance fluency. There is a relationship between addition and multiplication. The use of strategies (skip counting, repeated addition/subtraction, doubling) will help to solve the problem. Your thought processes can be communicated to justify or explain your thinking through a written response, orally, or by showing your work. Different strategies can be used to arrive at the same answer. Numbers can be classified to group objects. Double means adding the same number two times. You can develop an organized visual representation to |
| What is the best way to multiply? What is the best way to divide? How does knowing my multiplication facts, help me divide? | Fou can develop an organized visual representation to write an equation. Making an array is a visual way to see groupings of equal amounts to determine how many. Multiplication and division are related. |

| Acquisition | Acquisition |
|--|---|
| Key Knowledge | Key Skills |
| Students will know The different strategies for solving equations The properties of addition, subtraction, multiplication, and division. Vocabulary: times x | Students will be able to Use a hundreds chart to skip count forwards/backwards by and starting at 2s, 5s, 10s, and 100s. Count forwards/backwards by and starting with 2s, 5s, 10s. Count forwards/backwards by 10s from any given number. Justify your answer in a written or oral form. |
| equal group multiply repeated addition multiplication sentence multiplication story share divide ÷ equal groups division sentence repeated subtraction skip-count dot paper related multiplication facts | Use strategies and properties of addition and subtraction to solve equations. Determine if a number is odd or even. Represent a given picture with an equation using doubles to match. Group objects into equal groups. Create arrays using rows and columns. Write equations to match an array for multiplication. Use equal groups and repeated addition to multiply. Make multiplication stories from pictures. Make multiplication sentences. Divide to share equally. Use equal groups and repeated subtraction to divide. Solve multiplication and division word problems. Use dot paper to multiply by 2, 5 and 10. Use known multiplication facts to find new multiplication facts. Use related multiplication facts to find related division |
| | tacts. Write a multiplication sentence and a related division sentence. |

MISSOURI LEARNING STANDARDS

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.

- 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.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OS.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 4: Measurement | |
|---|--|
| Unit Title: Measurement | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: Students will learn to measure and compare lengths, mass, and volume. They will use standard and metric units of measure. They will also use addition and subtraction to solve real world problems in relation to measurement. | |
| Textbook Correlation: Book A Chapters 7, 8, 9 and Book B Chapter 13 | |
| Time Frame: approximately 6 weeks | |

Transfer

Students will be able to independently use their learning to ...

Use measurement in everyday life (e.g. cooking, decorating, building, etc.).

Use measurement appropriately in their trade or career.

| Meaning | Meaning |
|---|--|
| Essential Questions | Understandings |
| Students will consider What are the units of measure in the problem? What number should I start with on a ruler? What do my increments represent? Which direction should I go on the ruler, yard, and meter stick? What unit of measurement should I use? Why do I need to measure an object twice? Why do I need to measure an object twice? Why do ue estimate? What is estimation? Can I measure volume in liters? Why? What unit of measurement is being compared? What terms can I use to compare (longer than, shorter than, longest, shortest)? How do my different measurements compare to each other? How are the measurements related to the size of the unit chosen? Can I compare different measurements? What type of visual representation can I use? Does the answer make sense? When is it better to over-estimate or under-estimate? What is the best way to solve a problem that uses mass? What is the best way to solve a problem that uses volume? | Students will understand that Lengths of objects can be compared. Objects can be measured and compared with different units (cm, m, in., ft.) Strategies of addition and subtraction can help them solve measurement problems (branching, fact families, fact fluency, vertical addition/subtraction, number bonds, place value disks and charts, commutative and associative property, traditional algorithm). Model drawing may be used to solve problems. Items can be measured in a variety of ways. There are various measuring tools that can be used (rulers, yardsticks, meter sticks, and measuring tapes). Inches and feet are standard measurements; centimeters and meters are metric measurements. Estimation means to make a reasonable guess. When you don't have the tools you need, estimation is a quick way of determining an amount. Mass and volume measure the amount of space an object takes up. Mass and volume can be used to solve real world problems. Quantities can be measured by determining mass and volume. |

| Acquisition | Acquisition |
|---|--|
| Key Knowledge | Key Skills |
| Students will know Students will know Units of measure (inches, centimeters, feet, meters, yards, pounds, kilograms, grams). Estimation helps develop familiarity with the specific unit of measure being used. Inches, feet, yards, centimeters, and meters to be able to compare the differences in lengths of two objects. The 8 steps to model drawing. 12 in = 1 ft, 100 cm = 1 m, 3 ft = 1 yd Vocabulary: meter stick meter = m centimeter = cm unit width height taller/tallest shorter/shortest longer/longest foot/feet = ft. yard = yd. length ruler inch = in. kilogram = kg mass measuring scale as heavy as less/more than heavier/lighter than heavier/lightest gram = g volume = v as much as most/least liter = L measuring cup | Students will be able to Effectively measure the length of an object to the nearest centimeter, inch and half inch. Correctly select and use the appropriate tool to measure an item. Read a ruler. Read a meter stick or yard stick. Measure an object using two different forms of measurement (e.g. inches and centimeters). Describe how the two measurements are related to the size of the object. Determine and justify when to use inches or feet and centimeters or meters. Estimate the length of common objects using centimeters, meters, inches, feet, and yards. Compare the estimated value to the actual measurement. Reflect on the accuracy of the estimate made and consider this information for the next measurement. Determine the difference in length between two objects by using the same tool and unit to measure both objects. Choose two objects to measure, identify an appropriate tool and unit, measure both objects, and then determine the differences in lengths. Apply the concept of length to solve addition and subtraction word problems with numbers within 100. Draw a line to a given length using a ruler. Measure the length of irregular objects using a ruler and string. Label measurements with the appropriate unit. Solve one-step and two-step word problems involving length using multiple strategies including model drawing. Compare and order masses. Solve one-step and two-step word problems involving mass using multiple strategies including model drawing. Compare liquid volumes using terms such as greater |
| | Use liters to estimate, measure, and compare liquid |

| | volumes. Solve one-step and two-step word problems involving liquid volume using multiple strategies including model drawing. Apply and describe the strategy used to compute 2-digit addition or subtraction problems with regrouping involving units of measurement. |
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MISSOURI LEARNING STANDARDS

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

- 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.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.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6 Mathematics: 1, 2, 5



| Unit 5: Mental Math | |
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| Unit Title: Mental Math | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: Students will learn to apply multiple mental strategies and estimation to add and subtract given numbers. | |
| Textbook Correlation: Book B Chapter 10 | |
| Time Frame: approximately 2 weeks | |

Transfer

Students will be able to independently use their learning to ...

Mentally add and subtract numbers to determine quantity.

| Meaning | Meaning |
|---|---|
| Essential Questions | Understandings |
| Students will consider Which value do I start with? How can I decompose the equation? What operation should I use? How can I use strategies to quickly add and subtract? Which property of operations do I need to use to solve the equation? Which strategy do I need to solve the equation (left to right, branching, regrouping, trading, mental math etc.)? How can I use properties of addition and subtraction to help me solve problems quicker? Which mental math strategy can I use to solve the problem? Does the answer make sense? | Students will understand that Equations can be solved using strategies based on place value, properties of operations, and/or relationship between addition and subtraction. Sometimes it is necessary to compose and decompose tens or hundreds. When adding or subtracting three-digit numbers, adds and/or subtracts like place values. Strategies are used to determine when to use addition and subtraction. Numbers can be constructed/deconstructed to show more or less. There are multiple strategies to solve a problem. There are multiple strategies to enhance fluency. Properties of operations help to add and subtract fluently. Numbers can be added or subtracted mentally. Mental math is an effective method for solving problems. You can get the same answer using different strategies. Memorization of math facts improves math performance. Being fluent means not only memorization but understanding of constructing/deconstructing numbers. Mental math strategies (such as making 10, doubles, doubles plus one, etc.) will improve fluency. |

| Acquisition | Acquisition |
|--|--|
| Key Knowledge | Key Skills |
| Students will know There are certain words that can be used to represent addition or subtraction. The different strategies to solving equations including: | Students will be able to Compose and decompose numbers. Trade and regroup. Accurately compute numbers up to 1000. |
| number bonds, left to right method, branching, vertical addition, vertical subtraction, number line, traditional algorithm, place value strategies. That numbers can be represented using number bonds. That choosing the appropriate strategy is important to solving the equation. The properties (commutative, associative, and zero) of | Use multiple strategies to solve a one and two step addition/subtraction problem. Find the missing part or whole. Efficiently and accurately add and subtract numbers within 100. Select the best strategy to effectively add up to four two-digit numbers. Justify your answer in a written or oral form. |
| addition. Basic math facts to 20. Mental math strategies can be used to solve problems quickly. The difference between addition and subtraction. | Use estimation and rounding, commutative, associative, zero properties of addition and subtraction to solve equations. Use commutative property or associative property to explain why mental strategies work. Add and subtract within 20 fluontly. |
| Vocabulary: sum add mentally difference subtract mentally number line about round nearest ten estimate reasonable | Mentally add numbers together with up to 3 digits with and without regrouping. Mentally subtract numbers with up to 3 digits with and without regrouping. Use a number line to round to the nearest 10. Use rounding to estimate sums and differences. Algebraically solve for unknown variables (missing addends, minuends, subtrahends). Count forwards and backwards by tens and hundreds beginning with any two- or three-digit number. |

MISSOURI LEARNING STANDARDS

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

- 2. NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2. NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2. NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.
- 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. OA.1: Represent and solve problems involving addition and subtraction. 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: Add and Subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2; know from memory all sums of two one-digit numbers.
- 2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 6: Money | |
|---|--|
| Unit Title: Money | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will learn to recognize bills and coins and their values. Students will learn to use a decimal point to separate dollars and cents. Students will learn to make an amount with different combinations of coins and bills. | |
| Textbook Correlation: Book B Chapter 11 | |
| Time Frame: approximately 2 weeks | |

Transfer

Students will be able to independently use their learning to...

Save, budget, spend and determine appropriate amounts of money in daily situations.

Make change when working with money.

| Meaning | Meaning |
|--|---|
| Essential Questions | Understandings |
| Students will consider How do I determine this amount? What is the value of the dollars and coins presented? How can I represent the equation using concrete models or drawings? What is another way I can represent this amount? Do I have enough money to buy that? | Students will understand that There is a purpose for skip-counting (e.g. money, mental math, etc.). Equations can be solved using concrete models or drawings. Strategies are used to determine when to use addition and subtraction to combine coins and make change. Coins have different values. Cents can be converted into dollars. (i.e. 456¢ is the same as \$4.56) There are different ways to make the same amount. (e.g. 37 cents can be made using a quarter, a dime, and two pennies or three dimes and seven pennies.) |

| Acquisition | Acquisition |
|--|---|
| Key Knowledge | Key Skills |
| Students will know | Students will be able to |
| How to differentiate between addition and subtraction. Coin and value recognition of penny, nickel, dime, quarter, half dollar. There are certain words that can be used to represent addition or subtraction. Basic math facts to 20. Mental math strategies can be used to solve problems quickly. The cent sign. The dollar sign. | Mentally give each coin in a set a value, place the random set of coins in order, and use mental math, adding on to find differences, and skip counting to determine the final amount. Identify \$1, \$5, \$10, and \$20 bills. Count and make combinations of coins and bills up to a \$20 bill. Compare money amounts using multiple strategies (table, etc.). Solve word problems involving money, using dollar sign and cent sign using multiple strategies, including model drawing appropriately. |
| Vocabulary: • Decimal point | Write dollars as cents. Write cents as dollars. |
| • table | Have an understanding of counting by 5, 10, and 25 more. Count on from the largest coin. Read money amounts accurately. Skip-count with money. |

MISSOURI LEARNING STANDARDS

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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:

- a. 100 can be thought of as a bundle of ten tens called a "hundred."
- b. 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.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 4 two-digit numbers using strategies based on place value and properties of operations.
- 2. NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2. NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2. OA.1: Represent and solve problems involving addition and subtraction. 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: Add and Subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2; know from memory all sums of two one-digit numbers.

Show Me-Standards

2. MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using \$ and \$ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2. 3. 7

Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 7: Fractions | |
|---|--|
| Unit Title: Fractions | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will identify shapes divided into equal parts (halves, thirds, fourths). Students will read and write fractions and show them in model drawings to compare fractions. Students will be introduced to adding and subtracting like fractions. | |
| Textbook Correlation: Book B Chapter 12 | |
| Time Frame: approximately 1 week | |

Transfer

Students will be able to independently use their learning to...

Use fractions to describe amounts and measurements in the real world.

| Meaning | Meaning |
|--|---|
| Essential Questions | Understandings |
| Students will consider Does the picture match the fraction? Are these equal/unequal parts? How do you know? Why should I know the name of a shape? How can I write a fraction using the partitioned shape? How many different ways can I equally divide/partition this shape? How can I show halves, thirds, half of, third of, and fourths (or quarter of) with different shapes? Can the shape be equally divided? How does this relate to the "whole"? Which fraction is larger, smaller? Can I add the fractions together? | Students will understand that Shapes can be divided/partitioned into parts that are equal. Those equal parts can create an array for multiplication (rows by columns) or for a fractional amounts (parts of a whole). A whole can be divided into two or more parts and those parts can be described with a name. Fractional parts can be compared by looking at the denominator or size of partitioned pieces of a shape. Fractions can be added together if their denominators are the same. In other words, fractions can be added together if the same size. If the denominators of two fractions are the same, the larger the numerator the greater the fraction. If the numerator of two fractions are the same, the larger the denominator the smaller the fraction. |

| Acquisition | Acquisition |
|---|---|
| Key Knowledge | Key Skills |
| Students will know What it means to partition a shape. Basic symmetry. Halves, wholes, thirds, and fourths/quarter. Shapes can be divided into equal parts in a variety of ways. Vocabulary: equal parts unequal parts whole fraction numerator denominator one half one fourth unit fraction like fractions | Students will be able to Partition a rectangle into equal parts of rows and columns. Partition circles and rectangles into 2, 3 or 4 equal shares (regions). Use the terms "halves", "thirds", "half of", "third of", "fourth of", "quarter" to describe fractional parts. Make the connection that a "whole" is composed of two halves, three thirds, or four fourths. Given a partitioned shape, write the fractional amount. Compare fractions, written and pictorial, with halves, thirds, fourths. Add and subtract like fractions (halves, thirds, fourths). Use model drawing to show fractions and make comparisons among fractions. Order two or more unit fractions with or without the use of models. Identify and write fractions that name more than one equal part. Use models, including bar models, to add and subtract fractions. |

MISSOURI LEARNING STANDARDS

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

- 2. OA.4: Work with equal groups to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- 2. G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2. G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 8: Time | |
|---|--|
| Unit Title: Time | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will learn to tell time using the minute hand to the nearest 5 minutes. Students will learn to tell time in hours and minutes using a.m. and p.m. to differentiate between morning, afternoon, or night. Students will be introduced to elapsed time. | |
| Textbook Correlation: Book B Chapter 14 | |
| Time Frame: approximately 2 weeks | |
| | |

Transfer

Students will be able to independently use their learning to...

Utilize a clock in their daily life (e.g. set their alarm, arrive places on time, depart places on time).

| Meaning | Meaning |
|--|--|
| Essential Questions | Understandings |
| Students will consider How do I use the hands on the clock to accurately tell time? How do I determine if it is morning, afternoon, or evening? How much time has passed? Why do we need to tell time? How can I state a given time in a variety of ways? | Students will understand that Each number on the clock represents a 5 minute increment. The minute hand will make one full rotation as the hour hand moves to the next number. AM and PM are used to designate the time of day. Time passes as activities take place throughout an hour, day, week, month, and year. |

| Acquisition | Acquisition |
|--|--|
| Key Knowledge | Key Skills |
| Students will know How to skip count by 5. Read a dial-type instrument. The hour hand indicates broad, approximate time while the minute hand indicates the minutes in between each hour. When the time is two o'clock, two-fifteen, or two forty-five, the hour hand looks different- but is still considered "two". There are 60 minutes in an hour and 24 hours in a day. Vocabulary: hour hand minute hand minute hour o'clock after clock face analog clock digital clock half past quarter until quarter past | Students will be able to Express the time (orally and in writing) indicated on both analog and digital clocks to the nearest five minutes. Indicate if the time is in the morning (a.m.) or in the afternoon/evening (p.m.) as they record the time. Determine how much time has passed. Order events by time. |

MISSOURI LEARNING STANDARDS

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

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

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 9: Multiplication and Division with 3s and 4s | |
|--|--|
| Unit Title: Multiplication and Division with 3s and 4s | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will use strategies as concrete representation for basic facts for 3 and 4. Students will apply the inverse relationship of multiplication and division to write division sentences from related multiplication sentences. | |
| Textbook Correlation: Book B Chapters 15, 16 | |
| Time Frame: approximately 3 weeks | |

Transfer

Students will be able to independently use their learning to ...

Quickly/mentally determine how many of an item you may need.

Quickly determining how much money you will make or how much something will cost.

| Meaning | Meaning |
|---|--|
| Essential Questions | Understandings |
| Students will consider Which property of operation do I need to use? How can I use repeated addition to solve the problem? How can I write an equation to represent my groupings? How do I determine the product (total amount of parts in my array)? How many groups can I make? How can I share this equally? How can I justify my answer? | Students will understand that Numbers can be classified to group objects. You can develop an organized visual representation to write an equation. Making an array is a visual way to see groupings of equal amounts to determine how many. You can use an array to model repeated addition. Multiplying by four is the same as doubling twice. Multiplying by three is similar to skip counting by 3. The bigger the divisor, the smaller the quotient. The more number of groups that need to share equally, the smaller the number of objects that can be shared equally among all groups. |

| Acquisition | Acquisition |
|--|--|
| Key Knowledge | Key Skills |
| Students will know | Students will be able to |
| Arrays have columns and rows. Vocabulary: array product quotient factors divisor | Justify their answer in a written or oral form. Use commutative, associative, distributive, multiplicative Identity properties to solve equations. Group numbers into equal groups. Create arrays using rows and columns. Write multiplication and division equations to match an array. Represent multiplication as repeated addition. Model division as repeated subtraction. Use the multiplication, division, and equal symbols to represent multiplication and division strategies. Use the rows and columns of the array to write a multiplication equation with factors and product. Skip count by 3s to multiply by 3. Solve multiplication facts to find new multiplication facts. Use dot paper to multiply by 4. Use multiplication facts using known multiplication facts. Write a multiplication sentence and a related division sentence. Use multiplication and division to solve real world problems involving measurement and money using multiple strategies, including model drawing. |

MISSOURI LEARNING STANDARDS

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

2. NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

- 2. OA.3: Work with equal groups of objects to gain foundations for multiplication. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2. OA.4: Work with equal groups to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 10: Graphing | |
|--|--|
| Unit Title: Graphing | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will read and present data in pictorial form and picture graphs. Students will solve real-world problems involving graphs. | |
| Textbook Correlation: Book B Chapter 17 | |
| Time Frame: approximately 1-2 weeks | |

Transfer

Students will be able to independently use their learning to...

Construct, read, analyze, and interpret graphs in daily life.

| Meaning | Meaning |
|---|--|
| Essential Questions | Understandings |
| Students will consider | Students will understand that |
| What information am I trying to gather? What are my data categories? How will I collect the data? What is the best type of graph to display my data? | Information can be organized in a graph to be able to analyze it quickly. Visual representations of data are easier to interpret than all the individual data pieces. |

| Acquisition | Acquisition |
|---|---|
| Key Knowledge | Key Skills |
| Students will know Bar graphs and picture graphs represent an organized set of information or data. Information in graphs is used to solve problems. Vocabulary: picture graph key symbol record tally chart line plot title label horizontal axis vertical axis | Students will be able to Pose a question, determine up to 4 categories of possible responses, collect data, represent data on a picture graph, bar graph or line plot and interpret the results. Solve simple one-step problems using the information from the graph. |

MISSOURI LEARNING STANDARDS

MP.1 Make sense of problems and persevere in solving them.

MP.2 Reason abstractly and quantitatively.

MP.3 Construct viable arguments and critique the reasoning of others.

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

MP.6 Attend to precision.

MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

 MD.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.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6



| Unit 11: Geometry | |
|--|------------------------|
| Unit Title: Geometry | |
| Course: 2 nd Grade Math | |
| Brief Summary of Unit: In this unit, students will identify parts of lines and curves, and flat and curved surfaces. Students will learn to combine and separate plane and solid shapes to make larger and smaller shapes. Students will identify shape attributes and names. Students will create patterns with shapes using different sizes, shapes, colors and positions (slides, flips, and turns). | |
| Textbook Correlation: | Book B Chapters 18, 19 |
| Time Frame: approximately 3 weeks | |

Transfer

Students will be able to independently use their learning to...

Use, match, and describe real world objects to others using geometric terms.

| Meaning | Meaning |
|---|--|
| Essential Questions | Understandings |
| Students will consider | Students will understand that |
| How do I determine sides, corners, edges, surfaces, faces, angles of shapes? How can I classify these shapes? How can I compose/decompose shapes to make other shapes? Why should I know the name of a shape? What shapes have faces? How can I identify a plane shape or solid shape? How can different patterns be created with this shape? | Some shapes do not have sides and corners. Shapes can be classified by their attributes (faces and angles). When given a shape's attributes or features, the shape can be identified or drawn. Shapes can be composed to make larger models or decomposed to find the shapes that make a model. Shapes can be manipulated by changing their position to create a pattern (turning, sliding, and flipping). Shapes can be used to create different patterns using their attributes (size, color, shape). |

| Acquisition | Acquisition |
|---|---|
| Key Knowledge | Key Skills |
| Students will know Plane shapes have lines, sides and corners. Solid shapes have faces. The following plane shapes: triangle, square, rectangle, trapezoid, hexagon, pentagon, rhombus, and quadrilateral. The following solid shape: cube. Each corner is represented by an angle. The following solid shape: cube. Each corner is represented by an angle. What it means to partition a shape. How to divide shapes or objects to show basic symmetry. Shapes can be divided into equal parts in a variety of ways Shapes can have lines and/or curves. Shapes can have lines and/or curves. Shapes can be patterned using attributes and positions Vocabulary: part of a line curve flat surface curve surface slide stack roll plane shape hexagon trapezoid figure pattern unit shape size turning face angle cube corner side turning face angle turning flip | Students will be able to Identify the shape when given information about its sides and angles, faces and corners. Draw the shape when given specific attributes. Explore geometry using paper strips and pictorial representations. Make the connection that a "whole" is composed of parts. Recognize how shapes can be combined to form different models or figures. Pattern shapes by alternating sizes, shapes, colors and positions (slides, flips, and turns). Identify, classify, and count flat and curved surfaces. Identify solids that can stack, slide, and/or roll. Recognize, identify, and describe parts of lines and curves. Draw plane shapes and figures on dot paper and square grid paper. Compose smaller plane shapes into larger shapes. Decompose larger plane shapes into two or more smaller plane shapes. Compose solid shapes from smaller solid shapes. Identify rectangular prisms, pyramids, cones, spheres, cylinders and cubes. Identify triangles, quadrilaterals, pentagons, and hexagons. |

MISSOURI LEARNING STANDARDS

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.

MP.8 Look for and express regularity in repeated reasoning.

- G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2. G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2. G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
- 2. OA.4: Work with equal groups to gain foundations for multiplication. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Show Me-Standards

Goal 1: 1, 4, 5, 6, 7, 8 Goal 2: 2, 3, 7 Goal 3: 1, 2, 3, 4, 5, 6, 7, 8 Goal 4: 1, 4, 5, 6