

# **Curriculum Map**

## **Elementary Mathematics**

### **Grade Two**

#### **Saugus Public Schools**

**Baseline Exam is to be given PRIOR to week 1.\***

**Benchmark Exam 1 (Topics 1-8) is to be given by the end of week 15**

**Benchmark Exam 2 (Topics 1-12) is to be given by the end of week 24**

**Benchmark Exam 3 (Topics 1-20) is to be given by the end of week 35**

**\*Week 1 is the first FULL week of school.**

## Week 1

### *Massachusetts Performance Standards*

**The students will:**

- 2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- 2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.
- 2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.
- 2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Footnote: Explanations may be supported by drawings or objects.)

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See *Glossary, Table 1*)

**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. (Footnote: See *1.AO.6 for a list of mental strategies*)

### TOPIC ONE: Addition and Subtraction

- (1-1) Writing Addition Number Sentences
- (1-2) Stories About Joining

#### Objectives (Students will...)

- **Join** two groups and **write** addition number sentences to tell how many in all.
- **Model** joining stories and write an addition number sentence.
- **Use** counters to model and solve addition problems.

#### Essential Question

**How are addition and subtraction related?**

#### Teacher Resources

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- Teacher Edition, Student Edition, and Workbooks
- Classroom Manipulative Kit
- Overhead Manipulative Kit
- Math Diagnosis and Intervention System
- Teaching Tool Masters

#### Media and Technology Resources

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- Electronic Digital Teacher and Student Editions
- On-Line Classroom Resources Access Pack
- eTools Electronic Math Manipulative Kit
- enVision ExamView Test Generator
- Mindpoint Quiz Show
- Turning Point Technologies

#### Evaluation/Activities

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** Baseline Exam

#### Lesson Completion Date:

#### Technology Used/ Date Used:

#### Completed By:

#### Comments:

**Week 2**

**Massachusetts Performance Standards**

**2.N.9**

**The students will:** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.

**2.P.5** Construct and solve open sentences that have variables.

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See *Glossary, Table 1*)

**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. (Footnote: See *1.AO.6 for a list of mental strategies*)

**TOPIC ONE: Understanding Addition and Subtraction**

- (1-3) Writing Subtraction Number Sentences.
- (1-4) Stories About Separating
- (1-5) Stories About Comparing
- (1-6) Connecting Addition and Subtraction
- (1.7) Problem Solving: Using Objects
- Review Topic One
- Test Topic One

**Objectives (Students will...)**

- Solve problems by writing subtraction number sentences
- Write subtraction number sentences to solve stories about separating groups
- Write related addition and subtraction facts

**Essential Question**

**How are addition and subtraction related?**

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

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**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 3**

***Massachusetts Performance Standards***

**2.N.7 *The students will:*** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)  
**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. (*Footnote: See 1.AO.6 for a list of mental strategies*)

**TOPIC TWO: Addition Strategies**

- (2.1) Adding 0,1,2
- (2.2) Doubles
- (2.3) Near Doubles
- (2.4) Adding In Any Order
- (2.5) Adding Three Numbers

**Objectives (Students will...)**

- Use counters to model and solve addition and subtraction problems
- Master addition facts involving 0,1,or 2
- Master addition facts where both addends are the same

**Essential Question(s)**

What addition strategies can help you add?  
  
 What happens when you add 0, 1, or 2 to a number?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 4

### *Massachusetts Performance Standards*

**2.N.7 The students will:**

Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.

**2.P.5** Construct and solve open sentences that have variables.

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)

**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. (*Footnote: See 1.AO.6 for a list of mental strategies*)

**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.

### TOPIC TWO: Addition Strategies

- (2.6) Making Ten To Add Nine
- (2.7) Making 10 to Add 8
- (2.8) Problem Solving: Draw A Picture And Write A Number Sentence
- Review Topic Two
- Test Topic Two

#### Objectives (Students will...)

- Master the addition facts where the addends are one apart
- Use the commutative property to find sums
- Find the sum of three addends using any order
- Find ways to make a sum of ten
- Find sums by making 10 when adding 9

#### Essential Question

**What addition strategies can help you add?**

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 5**

**Massachusetts Performance Standards**

**The students will:**

**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

**.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems

**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(Footnote: See Glossary, Table 1)*

**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. *(Footnote: See 1.AO.6 for a list of mental strategies)*

**TOPIC THREE: Subtraction Strategies**

- (3.1) Subtracting 0,1,2
- (3.2) Thinking Addition To Subtract Doubles
- (3.3) Thinking Addition To 10 To Subtract

**Objectives (Students will...)**

- Draw a picture and write a number sentence to solve a story problem
- Subtract 0, 1, and 2 from a number
- Use addition doubles facts to subtract
- Find differences by using related addition facts to 10

**Essential Question**

**How can differences be found using addition and subtraction?**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

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**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 6**

***Massachusetts Performance Standards***

***The students will:***

**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.

**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**2.P.5** Construct and solve open sentences that have variables, e.g.,  $c + 7 = 10$ .

**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. (*Footnote: See 1.AO.6 for a list of mental strategies*)

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)

**TOPIC THREE: Subtraction Strategies**

- (3.4) Thinking addition to 18 to subtract
- (3.5) Finding the missing part
- (3.6) Problem Solving :Two question problems
- Review Topic Three
- Test Topic Three

**Objectives (Students will...)**

- Find differences by using related addition facts to 18.
- Subtract by finding missing addends.
- Solve two question problems by using the answer to the first question to answer the second question.

**Essential Question**

**How can addition help with subtraction?**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

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**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 7**

**Massachusetts Performance Standards**

**2.N.1 The students will:**

Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >)

**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:

**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.

**TOPIC FOUR: Place Value: Numbers to 100**

- (4-1) Models For 10
- (4-2) Models For Tens And Ones
- (4-3) Reading And Writing Numbers
- (4-4) Using Models To Compare Numbers
- (4-5) Using Symbols To Compare Numbers

**Objectives (Students will...)**

- Represent numbers as groups of 10.
- Group objects into tens and ones to show two digit numbers.
- Children will read and write number words for numbers 0-99.
- Will compare two-digit numbers using models
- Will compare two-digit numbers using symbols.

**Essential Question**

How do you read, write and compare numbers to 100?

**Teacher Resources**

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**Evaluation/Activities**

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**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 8**

**Massachusetts Performance Standards**

*The students will:*

- 2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
- 2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).
- 2.N.5** Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.
- 2.P.2** Identify different patterns on the hundreds chart.
- 2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

- 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.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.
- 3.OA.9** Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be

**TOPIC FOUR : PLACE VALUE NUMBERS TO 100**

- .Before, After, and Between (4-6)
- Order Numbers (4-7)
- Number Patterns on a Hundred Chart (4-8)
- Even and Odd Numbers (4-9)
- Use Data from a Chart to Solve a Problem (4-10)
- Review Topic 4
- Topic 4 Test

**Objectives (Students will...)**

- Identify and write numbers that are 1 before, 1 after or between given numbers.
- Oder 3 digit numbers from least to greatest and greatest to least..
- Identify and extend number patterns on a hundred chart.
- Learn to identify even and odd numbers.
- Use data from a chart to solve problems..

**Essential Question**

**How do you read, write and compare numbers to 100?**

**Teacher Resources**

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**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 9

### *Massachusetts Performance Standards*

- 2.N.6** Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.
- 2.P.7** Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.

**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?*

### TOPIC FIVE: Counting Money

- (5-1) Dime, Nickel, and Penny
- (5-2) Quarters and Half-Dollar
- (5-3) Counting Collections of Coins
- (5-4) Ways to Show the Same Amount
- (5-5) One Dollar
- (5-6) Problem Solving
- Review topic 5
- Test topic 5

#### Objectives (Students will...)

- Count a collection of coins that includes half-dollars, quarters, dimes, nickels, and pennies.
- Show the same amount of money using different sets of coins.

#### Essential Question

**How can you identify different money amounts?**

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**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts .

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 10, 11, and 12**

**Massachusetts Performance Standards**  
**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.

**The students will:**  
**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.  
**2.P.3** Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....

**TOPIC SIX: Mental Addition**

1. Adding Tens (6-1)
2. Adding Ones (6-2)
3. Adding Tens and Ones (6-3)
4. Adding on a Hundred Chart (6-4)
5. Looking for a Pattern to Solve a Problem (6-5)
6. Review Topic 6
7. Test Topic 6

**Objectives (Students will...)**

1. **Mentally** add multiples of 10 to a two-digit number.
2. **Mentally** add two-digit number and a one-digit number.
3. **Add** a two-digit number to a two-digit number using mental math.
4. **Use** a hundred chart to add 2 two-digit numbers.
5. **Use** number patterns to solve problems.

**Essential Question**

**How can mental math be used to add numbers?**

**Teacher Resources**

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**Evaluation/Activities**

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**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Mental Addition**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 10, 11, and 12

### *Massachusetts Performance Standards*

**The students will:**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

**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.

### TOPIC SEVEN: Mental Subtraction

1. Subtracting Tens (7-1)
2. Finding Parts of 100 (7-2)
3. Subtracting on a Hundred Chart (7-3)
4. Adding On to subtract (7-4)
5. Missing of Extra Information (7-5)
6. Review Topic 7
7. Test Topic 7

#### Objectives (Students will...)

1. **Subtract** multiples of 10 from two-digit numbers using mental.
2. **Find** the missing part of 100 by counting up from the given part.
3. **Find** the difference between two-digit numbers less than 100.
4. **Subtract** a two-digit number from a two-digit number mentally of with models.
5. **Determine** whether they can solve problems with missing information of extra information.

#### Essential Question

**How can mental math be used to subtract numbers?**

#### Teacher Resources

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1. Teacher Edition, Student Edition, and Workbooks
2. Classroom Manipulative Kit
3. Overhead Manipulative Kit
4. Math Diagnosis and Intervention System
5. Teaching Tool Masters

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts involving **Mental Subtraction**.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 13, 14, and 15**

**Massachusetts Performance Standards**  
**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

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

**TOPIC EIGHT: ADDING TWO DIGIT NUMBERS**

- (8-1) Regrouping 10 ones for 1 ten
- (8-1) Continued
- (8-2) Models to add two and one digit numbers
- (8-3) Adding 2 and 1 digit numbers
- (8-4) Models to add two digit numbers

**Objectives (Students will...)**

- Use models to add a one digit number to a two digit number.
- Use concrete models to add a one digit number to a two digit number.
- Add a one digit number to a two digit number and regroup if necessary.
- Use place value models to add two digit numbers.

**Essential Question**

**What are the steps for adding two digit numbers with and without regrouping?**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 13, 14, and 15**

***Massachusetts Performance Standards***

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

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

**TOPIC 8 : ADDING TWO DIGIT NUMBERS**

- (8-5) Adding two digit numbers
- (8-5) Continued
- (8-6) Adding three numbers
- (8-7) Problem Solving: Draw a picture and write a number sentence.
- Review Topic 8
- Test Topic 8.
- **Benchmark Exam #1 (Topics 1-8)**

**Objectives (Students will...)**

- Add two digit numbers with and without regrouping.
- Use paper and pencil to add 3 two digit numbers.
- Draw pictures and write number sentences to solve addition problems.

**Essential Question**

What are the steps for adding two digit numbers with and without regrouping?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 16

### *Massachusetts Performance Standards*

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

**1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used.

### TOPIC NINE: Subtracting Two Digit Numbers

- (9-1) Regrouping 1 ten for 10 ones
- (9-2) Models to subtract two and one digit numbers
- (9-3) Subtracting two and one digit numbers.

#### Objectives (Students will...)

- Use knowledge of 100 to complete various activities.
- Regroup 1 ten for 10 ones when subtracting.
- Use models to subtract a one digit number from a two digit number with or without regrouping.
- Subtract a one digit number from a two digit number with and without regrouping. .

#### Essential Question

**What are the steps for subtracting two digit numbers with and without regrouping?**

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 17**

***Massachusetts Performance Standards***

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

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

**TOPIC NINE: Subtracting Two Digit Numbers**

- (9-4) Models To Subtract Two Digit Numbers
- (9-5) Subtracting Two Digit Numbers
- (9-5) Continued
- (9-6) Using Addition To Check Subtraction
- (9-7) Problem Solving: Two Question Problems

**Objectives (Students will...)**

- Use models to subtract two digit numbers, with and without regrouping.
- Subtract a two digit number from another two digit- number.
- Using addition to check subtraction.
- Select the operation to solve the multi step problem.

**Essential Question**

**What are the steps for subtracting two digit numbers with and without regrouping?**

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 18

### *Massachusetts Performance Standards*

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)

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

### TOPIC NINE: Subtracting Two Digit Numbers

- Practice Subtraction With Regrouping...Use Own Materials
- Review Topic 9
- Test Topic 9

#### Objectives (Students will...)

- Subtract a two digit number from another two digit number.
- Mentally add multiples of 10 to a two digit number.
- Complete and record addition problems using two digit coin amounts.

#### Essential Question

**How does a two digit number change when you add multiples of 10 to it?**

**What is the process for adding and subtraction money?**

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 19

### *Massachusetts Performance Standards*

**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

**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.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)

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

### TOPIC TEN: Using Addition and Subtraction

- (10-1) Adding Money
- (10-2) Estimating Sums
- (10-3) Ways to Add
- (10-4) Subtracting Money

#### Objectives (Students will...)

- Estimate the sum of two digit numbers.
- Use different methods to help them solve addition problems.
- Subtract multiples of 10 from two digit numbers using mental math.
- Subtract using two digit coin amounts.

#### Essential Question

How do you estimate?  
How does a two digit number change when you subtract multiples of 10?  
What is the process for adding and subtracting money?  
How do you use models to find sums and differences?

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 20**

***Massachusetts Performance Standards***

**2.N.12** Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.  
**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal) and separation(how much remaining)

**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (*Footnote: See Glossary, Table 1*)  
**2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.

**TOPIC TEN: Using Addition and Subtraction**

1. (10-5) Estimating Differences
2. (10-6) Ways to Subtract
3. Review Topic 10
4. Test Topic 10

**Objectives (Students will...)**

- Tell if the difference between two number is more or less than a given multiple of ten.
- Use different methods to solve two –digit subtraction problems.

**Essential Question**

How do you estimate?  
How do you use models to subtract?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 21**

**Massachusetts Performance Standards**

*The students will:*

**2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.

**2.G.2** Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.

**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (*Footnote: Sizes are compared directly or visually, not compared by measuring.*)

**TOPIC ELEVEN: Geometry**

- 11-1 Flat surfaces vertices and Edges
- 11-2 Relating Plane shapes to solid figures
- 11-3 Making New shapes
- 

**Objectives (Students will...)**

- Identify solid figures by their faces or flat surfaces, edges and vertices.
- Identify the plane shapes that form the flat surfaces of solid figures
- Recognize and name trapezoids parallelograms and hexagons and identify the number of sides and vertices in each shape.

**Essential Question**

How can new shapes be made by combining other shapes?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 22**

**Massachusetts Performance Standards**

*The students will:*

- 2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.
- 2.G.2** Identify, describe, draw, and compare two-dimensional shapes, including both p
- 2.G.6** Predict the results of putting shapes together and taking them apart.olygonal (up to six sides) and curved figures such as circles.
- 2.G.5** Identify symmetry in two-dimensional shapes.

- 2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (*Footnote: Sizes are compared directly or visually, not compared by measuring.*)
- 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.

**TOPIC ELEVEN: GEOMETRY**

- 11-4 Cutting shapes apart
- 11-5 Congruence
- 11-7 Symmetry
- 11-8 Problem Solving
- Review Topic 11
- Test Topic 11

**Objectives (Students will...)**

- Recognize and name trapezoids parallelograms and hexagons and identify the number of sides and vertices in each shape.
- Identify and create figures that are the same size and same shape
- Identify objects that have symmetry and draw lines of symmetry
- Use clues to solve riddles about plane shapes and solid figures

**Essential Question**

**How can new shapes be made by combining other shapes?  
What is a symmetrical figure?**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 23**

**Massachusetts Performance Standards**  
**2.N.3** Identify and represent common fractions ( $1/2$ ,  $1/3$ ,  $1/4$ ) as parts of wholes, parts of groups, and numbers on the number line.

**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.

**TOPIC TWELVE: Fractions**

- (12.-1) Wholes and Equal Parts
- (12-2) Unit Fractions and Regions
- (12-3) Non-Unit Fractions and Regions
- (12-4) Estimating Fractional Parts of a Whole
- (12-5) Parts of a Set

**Objectives (Students will...)**

- Determine whether a shape has been divided into equal or unequal parts.
- Identify and show a unit fraction of a region
- Identify and show any fraction of a region
- Estimate the fraction for a given part of a region
- Identify and show fractions of a set

**Essential Question**

**How do identify equal and unequal parts?**

**How can you name and show fractions of a set?**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 24

### *Massachusetts Performance Standards*

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.

**2.M.6** Make and use estimates of measurement, including time, volume, weight and area.

**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.

### TOPIC TWELVE: Fractions

- Review Topic Twelve
- Test Topic Twelve
- **Benchmark Exam #2 (Topics 1-12)**

#### Objectives (Students will...)

- Determine whether a shape has been divided into equal or unequal parts.
- Identify and show a unit fraction of a region
- Identify and show any fraction of a region
- Estimate the fraction for a given part of a region
- Identify and show fractions of a set

#### Essential Question

**How do identify equal and unequal parts?**

**How can you name and show fractions of a set?**

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 25, 26, 27, 28**

***Massachusetts Performance Standards***

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.  
**2.M.6** Make and use estimates of measurement, including time, volume, weight and area.

**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.

**TOPIC THIRTEEN: Measurement Length and Area**

- (13-1) Thinking about attributes
- (13-2) Exploring length
- (13-3) Measuring length using Nonstandard Units
- (13-4) Inches, Feet and Yards
- (13-5) Centimeters and Meters
- (13-6) Exploring Perimeter
- (13-7) Exploring Area

**Objectives (Students will...)**

- Estimate and measure the lengths and heights of objects using non standard units.
- Estimate and measure items that about an inch, foot and yard.
- Estimate and measure the lengths and heights of objects in centimeters and meters.
- Count units around shapes to find perimeter.  
 Find area of closed figures using same sized objects to cover the space inside the figure.

**Essential Question**

**How do you find the perimeter around a figure?  
 How do you measure length and width using standard and non-standard units.**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
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**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 25, 26, 27, 28**

***Massachusetts Performance Standards***

2.M.4 Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.

**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.

**TOPIC THIRTEEN: Measurement: Length and Area**

- (13-8) Problem Solving: Use Objects
- Review Topic 13
- Test Topic 13

**Objectives (Students will...)**

- Count units around shapes to find perimeter.
- Use objects to find the distance around shapes.

**Essential Question**

**How do you measure length and width using standard and non-standard units.  
How do you find the perimeter around a figure?  
How do you find the area inside a shape?**

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**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 25, 26, 27, 28**

**Massachusetts Performance Standards**

**2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.

**2.M.6** Make and use estimates of measurement, including time, volume, weight and area.

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

**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.

**TOPIC FOURTEEN: Measurement: Capacity and Weight**

- (14-1 )Exploring Capacity
- (14-2) Measuring Capacity using non-standard units
- (14-3) Cups Pints and Quarts & (14-4) Liters
- (14-5) Exploring Weight
- (14-6) Ounces and pounds

**Objectives (Students will...)**

- Compare the capacities of containers.
- Estimate and measure capacity using non-standard units.
- Estimate capacity in cups, pints and quarts.
- Estimate and measure capacity in Liters.
- Compare the weights of two objects.
- Compare and estimate the weights of objects in ounces and pounds.

**Essential Question**

How do you measure capacity with standard and non-standard units?  
How do you measure the weight of an object using standard and non-standard units?

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**Completed By:**

**Comments:**

**Week 25, 26, 27, 28**

***Massachusetts Performance Standards***

- 2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.
- 2.M.5** Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.
- 2.M.6** Make and use estimates of measurement, including time, volume, weight and area.

- 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.3** Estimate lengths using units of inches, feet, centimeters, and meters.

**TOPIC FOURTEEN: Measurement and Weight**

- (14-7) Grams and Kilograms
- (14-8) Problem Solving: Use Objects
- Review Topic 14
- Test Topic 14

**Objectives (Students will...)**

- Measure objects that are more than, less than, or about one gram and one kilogram.
- Use different tools to measure the length, capacity and weight of objects.

**Essential Question**

**How do you measure capacity with standard and non-standard units?**

**How do you measure the weight of an object using standard and non-standard units?**

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**Test:** On the concepts.

**Lesson Completion Date:**

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**Completed By:**

**Comments:**

**Week 25, 26, 27, 28**

**Massachusetts Performance Standards**

- 2.M.2** Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.
- 2.M.1** Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.
- 2.M.5** Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.

- 2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- MA.2.MD.7a** Know the relationships of time, including seconds in a minute; minutes in an hour; hours in a day; days in a week, month, or year; weeks in month or a year.

**TOPIC FIFTEEN: Time and Temperature**

- (15.1) Telling time to five minutes
- (15.2) Telling time before and after the hour
- (15.3) Estimating Time
- (15.4) Using a Calendar
- 15-5) Temperature: Fahrenheit and Celsius
- Review Topic 15
- Test Topic 15

**Objectives (Students will...)**

- Learn to associate numerals on an analog clock face with increments of five minutes
- Read and express time in terms of quarter and half past an hour and before an hour
- Develop a sense of comparative time durations.
- Complete , read, and use a calendar
- Show, read, and write temperatures shown on Fahrenheit and Celsius thermometers.

**Essential Question**

**What is the difference between analog and digital time?  
How does the position of the hands on the clock show the time?  
How can the calendar help you?  
How are Fahrenheit and Celsius alike and different?**

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**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 29**

**Massachusetts Performance Standards**

*The students will:*

- 2.D.1** Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**2.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. (*Footnote: See Glossary, Table 1*)

**TOPIC SIXTEEN: Graphs and Probability**

- (16-1) Organizing data
- (16-2) Pictographs

**Objectives (Students will...)**

- Represent a set of data in a tally chart and in a bar graph.
- Make and use a pictograph to solve problems.

**Essential Question**

**How can you use graphs to organize information and compare data?**

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**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 29 Continued**

***Massachusetts Performance Standards***

**The students will:**

- 2.D.1** Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
- 2.D.4** Decide which outcomes of experiments are most likely.

- 2.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. (*Footnote: See Glossary, Table 1*)
- 7.SP.5** Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a

**TOPIC SIXTEEN: Graphs and Probability**

- 16-3 Bar graphs
- 16-4 Coordinate graphs
- 16-5 Likely and unlikely
- 16-6 Certain, probable and impossible
- 16-7 Problem Solving: use a graph
- Review Topic 16
- Test Topic 16

**Objectives (Students will...)**

- Represent a set of data in a tally chart and in a bar graph.
- Make and use a pictograph to solve problems.
- Use data in a tally chart to make a bar graph.
- Locate and name points on a coordinate grid. Use data to describe events as more likely or less likely.
- Record and analyze data to determine if an event is certain, probable or impossible.
- Use pictographs and bar graphs to solve problems.

**Essential Question**

1. How can you use graphs to organize information and compare data?
2. How can you determine if an event is certain, probable or impossible?

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**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 30**

***Massachusetts Performance Standards***

- 2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.  
**2.P.2** Identify different patterns on the hundreds chart.

- 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:  
**3.OA.9** Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

**TOPIC SEVENTEEN: Numbers and Patterns to 1,000**

- (17-1) Building 1,000
- (17-2) Counting hundreds, tens and ones.
- (17-3) Reading and writing numbers to 1,000
- (17-4) Changing Numbers by hundreds and tens
- (17-5) Patterns with numbers on a hundreds chart

**Objectives (Students will...)**

- Count by hundreds to 1,000
- Use place value models to show numbers up to 1,000
- Identify and record three digit numbers in expanded form, standard form and number word form.
- Add and subtract multiples of 10 or 100 to and from a three-digit number without regrouping.
- Find, identify and apply number patterns to a number on a hundred chart.

**Essential Question**

Why is place value important when comparing and ordering larger numbers?

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**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 31

### *Massachusetts Performance Standards*

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).

**2.P.3** Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....

**3.OA.9** Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

**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:

**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.

### TOPIC SEVENTEEN: Numbers and Patterns to 1,000

- (17-5) Continued
- (17-6) Comparing Numbers
- (17-7) Before, After and Between
- (17-8) Ordering Numbers
- (17-9) Problem Solving: Look for a pattern
- Review Topic 17
- Test topic 17

#### Objectives (Students will...)

- Find, Identify and apply number patterns to numbers on a hundred chart..
- Compare three digit numbers using the <, =, > symbols.
- Identify and write numbers that are one before, one after or between given three digit numbers.
- Order 3 three digit numbers from least to greatest and greatest to least.
- Solve problems by finding number patterns.

#### Essential Question

Why is place value important when comparing and ordering larger numbers?

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**Test:** On the concepts

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 32**

***Massachusetts Performance Standards***

**2.N.10** Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.

**2.N.11** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).

**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.

**TOPIC EIGHTEEN: Three Digit Addition and Subtraction**

- (18-1) Mental Math
- (18-2) Estimating Sums
- (18-3) Models for adding Three-Digit numbers

**Objectives (Students will...)**

- Add three digit numbers mentally without regrouping.
- Choose a method to see if the sum of 2 three- digit numbers is enough to equal or exceed a given number.
- Use place value blocks to add 2 three-digit numbers with regrouping.

**Essential Question**

What are the steps for adding and subtracting three digit numbers with and without regrouping?

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**Test:** On the concepts

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**Completed By:**

**Comments:**

**Week 32 Continued**

***Massachusetts Performance Standards***

- 2.N.10** Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.
- 2.N.11** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

- 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.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. *(Footnote: See Glossary, Table 1)*

**TOPIC EIGHTEEN: Three-Digit Addition and Subtraction**

- (18-4) Adding three different numbers
- (18-4)Continued
- (18-6)Estimating Differences
- (18-7) Models for Subtracting with Three –Digit Numbers
- (18-8) Subtracting Three-Digit Numbers

**Objectives (Students will...)**

- Use paper and pencil to add 2 three-digit numbers with regrouping./
- Use estimation to select two numbers that have a given difference.
- Subtract three digit numbers.
- Make a bar graph using data from a table.

**Essential Question**

**What are the steps for adding and subtracting three digit numbers with and without regrouping?**

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**Test:** On the concepts

**Lesson Completion Date:**

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**Completed By:**

**Comments:**

**Week 33**

**Massachusetts Performance Standards**

**2.N.11** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**2.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. *(Footnote: See Glossary, Table 1)*

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

**TOPIC EIGHTEEN: Three Digit Addition and Subtraction**

- (18-8) continued (if needed)
- (18-9)
- Topic 18 Review
- Topic 18 Test
- 

**Objectives (Students will...)**

- Subtract three digit numbers.
- Make a bar graph using data from a table.

**Essential Question**

**What are the steps for adding and subtracting three digit numbers with and without regrouping.**

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**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 34**

**Massachusetts Performance Standards**

**3.N.6** Select, use, and explain various meanings and models of multiplication (through  $10 \times 10$ ). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent  $5 \times 6$  and  $30 \div 6$ .

**3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g.,  $5 \times 7 \times 2 = 5 \times 2 \times 7 = 10 \times 7$ . e.g.,  $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$ .

**3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$  then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$  then  $3 \times 10 = 30$ . (Associative property of multiplication.)* Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Footnote: Students need not use formal terms for these properties.)

**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Footnote: See Glossary, Table 2.)

- (19-1)Repeated Addition and Multiplication
- (19-2)Building Arrays

**Objectives (Students will...)**

- Model multiplication by repeated addition of concrete objects.
- Build arrays to model multiplication situations.

**Essential Question**

**How are Multiplication and repeated addition related?**

**Teacher Resources**

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- Teacher Edition, Student Edition, and Workbooks
- Classroom Manipulative Kit
- Overhead Manipulative Kit
- Math Diagnosis and Intervention System
- Teaching Tool Masters

**Media and Technology Resources**

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- Electronic Digital Teacher and Student Editions
- On-Line Classroom Resources Access Pack
- eTools Electronic Math Manipulative Kit
- enVision ExamView Test Generator
- Mindpoint Quiz Show
- Turning Point Technologies

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 34 Continued

### *Massachusetts Performance Standards*

**3.N.6** Select, use, and explain various meanings and models of multiplication (through  $10 \times 10$ ). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent  $5 \times 6$  and  $30 \div 6$ .

**3.N.7** Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g.,  $5 \times 7 \times 2 = 5 \times 2 \times 7 = 10 \times 7$ . e.g.,  $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$ .

**3.OA.5** Apply properties of operations as strategies to multiply and divide. *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$  then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$  then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Footnote: Students need not use formal terms for these properties.)*

**3.OA.1** Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*

### TOPIC NINETEEN: MULTIPLICATION

- (19-2) Arrays Continued
- (19-3) Writing Multiplication stories
- (19-4) Vertical Form
- (19-5) Multiplying in any order
- (19-6) Problem solving: Draw a picture and write a number sentence
- Review Topic 19
- Test Topic 19

#### Objectives (Students will...)

- Build arrays to model multiplication situations.
- Use multiplication number sentences to write and solve story problems.
- Write multiplication problems in both horizontal and vertical forms.
- Use arrays to investigate multiplying in any order.
- Draw pictures and write number sentences to solve multiplication problems.

#### Essential Question

**How would you explain and model the inverse relationship between multiplication and division to solve problems?**

#### Teacher Resources

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 35**

**Massachusetts Performance Standards**  
**4.N.8** Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.

**4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  
**4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (Footnote: See Glossary, Table 2.)

**TOPIC TWENTY: Division Concepts and Facts**

- (20-1) Division as sharing
- (20-2) Division as Repeated Subtraction
- (20-3) Writing Division Stories
- (20-4) Relating Multiplication and Division
- (20-5) Using Tables to Solve Problem Involving Number Patterns
- Review Topic 20
- Test Topic 20
- **Benchmark Exam # 3 (topics 1-20)**

**Objectives (Students will...)**

- **Solve** division problems by sharing objects equally among groups.
- **Solve** division problems using repeated subtraction.
- **Use** division number sentences to solve story problems.
- **Use** multiplication to solve related division problems.
- **5. Use** tables to solve problems involving number patterns.

**Essential Question**

**How are division and repeated subtraction related?**

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Division Concepts and Facts**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**