

**Curriculum Map**  
**Elementary Mathematics**  
**Grade One**  
**Saugus Public Schools**

## Week 1

### *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.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.

**2.P.1** Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.

### **TOPIC ONE: Numbers to 12**

1. Number: 0 to 5 (1-1)
2. Number: 6 to 10 (1-2)
3. Number: 10, 11, and 12 (1-3)
4. Number: Spatial Patterns for Numbers to 9 (1-4)
5. Number: Spatial Patterns for Numbers to 10 (1-5)
6. Use Objects to Act Out the Actions in Problems (1-6)

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

1. **Read** and **Write** numbers to 12.
2. **Recognize** patterned arrangements of numbers without counting.
3. **Recognize** two-part spatial patterns of numbers.
4. **Act Out** the Actions in Problems.

#### **Essential Question**

**How are the numbers 1 through 12 identified using pattern arrangements?**

#### **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

#### **Media and Technology 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 **Numbers to 12**.

#### **Lesson Completion Date:**

#### **Technology Used/ Date Used:**

#### **Completed By:**

#### **Comments:**

## Week 2

### *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.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.  
**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).

### **TOPIC TWO: Comparing and Ordering Numbers**

1. Number: Comparing Two Numbers (2-1)
2. Number: Ordering Three Numbers (2-2)
3. Number: Ordering Numbers to 12 with a Number Line (2-3)
4. Use Objects to Act Out Ordering Numbers to Solve Story Problems (2-4)

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

1. **Compare** Two Numbers 1 through 12.
2. **Compare** and **Order** Three Numbers through 12.
3. **Order** Numbers to 12 Using a Number Line.
4. **Act** Out Ordering Numbers to Solve Story Problems.

#### **Essential Question**

**What is the process of comparing and ordering the numbers 1 through 12?**

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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 involving **Comparing and Ordering Numbers**.

#### **Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 3**

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

**TOPIC THREE: Understanding Addition**

1. Addition: Making 6 and 7 (3-1)
2. Addition: Making 8 and 9 (3-2) and (3-3)
3. Addition: Introducing Addition Number Sentences (3-4)

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

1. **Recognize** parts of a number as a Strategy for Addition.
2. **Recognize** parts of the numbers 8 and 9.
3. **Write** addition number sentences to find the whole, given two parts.
4. **Write** addition sentences to solve stories about joining.

**Essential Question**

**Why do you write addition sentences to find the whole given two parts?**

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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:**

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**Comments:**

**Week 4**

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

**TOPIC THREE: Understanding Addition**

1. Write addition sentences to solve stories about joining (3-5)
2. Addition: Adding in Any Order (3-6)
3. Use Objects to Solve Story Problems (3-7)

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

1. **Learn** to add in any order.
2. **Use** objects to solve addition story problems.

**Essential Question**

**Why does the order in which you add two numbers not important?**

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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 **Understanding Addition**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 5**

***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.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).

**TOPIC FOUR: Understanding Subtraction**

- 1. Subtraction: Finding Missing Parts of 6 and 7 (4-1)
- 2. Subtraction: Finding Missing Parts of 8 (4-2)
- 3. Subtraction: Finding Missing Parts of 9 (4-3)
- 4. Subtraction: Introducing Subtraction Number Sentences (4-4)

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

- 1. **Solve** problems by finding the missing part.
- 1. **Find** a missing part of 8 when one part is known.
- 2. **Use** subtraction to find the missing part of 9 when one part is known.
- 3. **Write** and **Solve** subtraction number sentences.

**Essential Question**

**How are the operations of addition and subtraction related to each other?**

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

**Technology Used/ Date Used:**

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**Comments:**

**Week 6**

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

**TOPIC FOUR: Understanding Subtraction**

1. Subtraction: Stories About Separating (4-5)
2. Subtraction: Stories About Comparing (4-6)
3. Subtraction: Connecting Addition and Subtraction (4-7)
4. Use Objects to Act Out and Solve Subtraction Story Problems (4-8)

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

1. **Tell** and **Act** out stories about separating to find how many are left.
2. **Subtract** to compare two numbers.
3. **Write** related addition and subtraction facts.
4. **Act** out and **solve** subtraction story problems, using counters.

**Essential Question**

**How do you determine whether a word problem involves the concept of addition or subtraction?**

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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 involving **Understanding Subtraction**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 7**

***Massachusetts Performance Standards***

***The students will:***

**2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements. : 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.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).

**TOPIC FIVE: Five and Ten Relationships**

1. Number: Representing Numbers on a Ten Frame (5-1)
2. Numbers: Recognizing Numbers on a Ten Frame (5-2)
3. Number: Parts of 10 (5-3)
4. Number: Finding Missing Parts of 10 (5-4)
5. Make a Table to Solve Problems (5-5)

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

1. **Model** numbers using counters and a ten-frame.
2. **Recognize** numbers on a ten-frame, noting the relationships of those numbers to 5 and 10.
3. **Show** ten as two parts.
4. **Use** counters and a part -part -whole mat to find missing parts of 10.
5. **Make** tables to solve problems.

**Essential Question**

**How do you model and solve problems using counters and a ten frame?**

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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.

**Test:** On the concepts involving **Five and Ten Relationships**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 8**

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

**TOPIC SIX: Addition Facts to 12:**

1. Adding with 0,1,2 (6-1)
2. Addition: Doubles (6-2)
3. Addition: Near Doubles (6-3)
4. Addition: Facts with 5 on a Ten-Frame (6-4)
5. Addition: Making 10 on a Ten-Frame (6-5)
6. Draw a Picture and Write a Number Sentence (6-6)

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

1. **Count** on to add, starting with the greater number.
2. **Recognize** doubles as a strategy for recalling sums.
3. **Use** doubles facts to learn near doubles facts.
4. **Use** a ten-frame to write addition facts with 5.
5. **Model** addition facts using two ten-frames.
6. **Draw** pictures to solve addition story problems.

**Essential Question**

**What strategies can we use to add facts to twelve?**

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- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** On the concepts involving **Addition Facts to 12.**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 9

### *Massachusetts Performance Standard*

**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.5** Construct and solve open sentences that have variables.
- 2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

### TOPIC SEVEN: Subtraction Facts to 12

1. Subtraction: Subtracting with 0,1,2 (7-1)
2. Subtraction: Thinking Addition (7-2)
3. Subtraction: Thinking Addition to 8 to Subtract (7-3)
4. Subtraction: Thinking Addition to 12 to Subtract (7-4)
5. Draw a Picture and Write a Number Sentence (7-5)

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

1. **Master** concepts of 0 less than, 1 less than, and 2 less than when subtracting 0,1, or 2.
2. **Learn** to use doubles addition facts to master related subtraction facts.
3. **Understand** how addition facts to 8 relate to subtraction facts to 8.
4. **Write** related addition and subtraction facts to 12.
5. **Draw** a picture and **write** a number sentence to solve subtraction story problems.

#### Essential Question

**How are related facts used to add and subtract numbers to 12?**

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

**Test:** On the concepts involving **Subtraction Facts to 12**.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 10**

**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.4** Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.
- 2.G.6** Predict the results of putting shapes together and taking them apart.

**TOPIC EIGHT: Geometry**

- 1. Geometry: Identifying Plane Shapes (8-1)
- 2. Geometry: Properties of Plane Shapes (8-2)
- 3. Geometry: Making New Shapes from Shapes (8-3)
- 4. Geometry: Breaking Apart Shapes to Make Shapes (8-4)
- 5. Geometry: Ways to Move Shapes (8-5)

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

- 1. **Identify** and name standard plane shapes and recognize them in the environment.
- 2. **Sort** plane shapes and identify their properties.
- 3. **Combine** two - dimensional geometric shapes to make new two- dimensional shapes.
- 4. **Break apart** large shapes to make smaller shapes.
- 5. **Learn** the difference between a slide, a flip, and a rotation and how each movement changes the position of a shape.

**Essential Question**

**What are the differences between a slide, a flip, and a turn?**

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**Lesson Completion Date:**

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**Comments:**

## Week 11

### 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.3** Recognize congruent shapes.
- 2.G.5** Identify symmetry in two-dimensional shapes.
- 2.G.6** Predict the results of putting shapes together and taking them apart.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

### TOPIC EIGHT: Geometry

1. Geometry: Congruence (8-6)
2. Geometry: Symmetry (8-7)
3. Geometry: Make an Organized List (8-8)
4. Geometry: Identifying Solid Figures (8-9)
5. Geometry: Flat Surfaces and Corners (8-10)
6. Geometry: Sorting Solid Figures (8-11)

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

1. **Identify** plane shapes that are the same size and the same shape.
2. **Understand** that a shape shows symmetry if it can be folded into two matching parts.
3. **Make** organized lists to solve problems.
4. **Identify** and name standard geometric solids and recognize them in the environment.
5. **Count** the number of flat surfaces and vertices on geometric solids.
6. **Identify** geometric solids (sphere, cone, cylinder, rectangular prism, and cube), and sort by various attributes.

#### Essential Question

**How do you determine the symmetry of a geometric figure?**

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

#### Lesson Completion Date:

#### Technology Used/ Date Used:

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#### Comments:

**Week 12**

***Massachusetts Performance Standards***

**The students will:**

**2.P.1** Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.

**TOPIC NINE: Patterns**

1. Describing Patterns (9-1)
2. Using Patterns to Predict (9-2)
3. Extending Shape Patterns (9-3)
4. Look For a Pattern to Solve Problems (9-4)

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

1. **Describe** elements in repeating patterns and the part of the pattern that repeats.
2. **Identify** the pattern unit in a pattern to predict what comes next.
3. **Identify** the pattern unit in a repeating pattern to extend shape patterns.
4. **Find** a pattern to solve problems.

**Essential Question**

**How is a pattern identified and the next element in the pattern predicted?**

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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.  
**Test:** On the concepts involving **Patterns**.

**Lesson Completion Date:**

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**Completed By:**

**Comments:**

**Week 13**

***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.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.

**TOPIC TEN: Counting and Number Patterns to 100**

- 1. Making Numbers 11 to 20 (10-1)
- 2. Using Numbers 11 to 20 (10-2)
- 3. Counting by 10s to 100 (10-3)
- 4. Counting Patterns on a Hundreds Chart (10-4)
- 5. Using Skip Counting (10-5)

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

- 1. **Read, count,** and **write** numbers 11 to 20.
- 2. **Show** numbers 11 to 20 as 1 or 2 more or fewer than another number.
- 3. **Count** groups of 10, up to 10 tens, and write how many.
- 4. **Find** and **extend** skip-counting patterns on a hundreds chart.
- 5. **Skip** count to find the total number of items arranged in sets of 10s, 5s, and 2s.

**Essential Question**

**How do you demonstrate skip counting patterns on a hundreds chart?**

**Teacher Resources**

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- 2. Classroom Manipulative Kit
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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 14**

***Massachusetts Performance Standards***

***The students will:***

- 2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.
- 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.1** Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.
- 2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC TEN: Counting and Number Patterns to 100**

- 1. Odd and Even Numbers (10-6)
- 2. Ordinals through Twentieth (10-7)
- 3. Patterns in Tables (10-8)
- 4. Solve Problems by finding Patterns in a Table (10-9)

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

- 1. **Identify** numbers as odd or even.
- 2. **Use** the ordinal numbers first through twentieth to identify position.
- 3. **Solve** problems by finding patterns in a table of related number pairs.
- 4. **Solve** problems by finding patterns in a table of related number parts.

**Essential Question**

**How are even and odd numbers identified by inspection?**

**Teacher Resources**

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**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Counting and Number Patterns to 100.**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 15**

**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.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.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC ELEVEN: Tens and Ones**

1. Counting with Groups of 10 and Leftovers (11-1)
2. Numbers Made with Tens (11-2)
3. Tens and Ones (11-3)
4. Expanded Form (11-4)
5. Ways to Make Numbers (11-5)
6. Make an Organized List (11-6)

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

1. **Read and Write** two-digit numbers as groups of 10 and some left over.
2. **Count** groups of ten, up to 10 tens, and write how many.
3. **Use** groups of tens and ones to show and write a given two-digit number.
4. **Model** a two-digit number and write its expanded form.
5. **Break apart** a ten to make 10 ones and write new representations in expanded form.
6. **Solve** problems by making a list to show different ways to make a number.

**Essential Question**

**How are groups of tens and ones used to model two-digit numbers?**

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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 **Tens and Ones**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 16**

***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.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.P.2** Identify different patterns on the hundreds chart.

**TOPIC TWELVE: Comparing and Ordering Numbers to 100**

- 1. One More, One Less; Ten More, Ten Less (12-1)
- 2. Making Numbers on a Hundred Chart (12-2)
- 3. Comparing Numbers with >,<,(= (12-3)
- 4. Ordering Numbers with a Hundreds Chart (12-4)

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

- 1. **Write** the numbers that are 1 more or 1 less and 10 more or 10 less than two-digit number.
- 2. **Use** a hundred chart to show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than a given number.
- 3. **Compare** two-digit numbers using symbols.
- 4. **Find** missing numbers on a hundreds chart.

**Essential Question**

**How are two-digit numbers compared using symbols?**

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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.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

Week 17

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.2 Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.
- 2.N.4 Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).
- 2.P.2 Identify different patterns on the hundreds chart.

TOPIC TWELVE: Comparing and Ordering Numbers to 100

- 1. Number Line Estimation (12-5)
- 2. Before, After, and Between (12-6)
- 3. Ordering Three Numbers (12-7)
- 4. Make an Organized List to solve (12-8)

Objectives (Students will...)

- 1. **Estimate** the positions of numbers on a number line marked only in multiples of 10.
- 2. **Use** words before, after, and between to order numbers up to 99.
- 3. **Order** numbers from least to greatest, given 3 two-digit numbers.
- 4. **Make** an organized list showing possible solutions.

Essential Question

How are three-digit numbers ordered from least to greatest?

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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 involving **Comparing and Ordering Numbers to 100.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

**Week 18**

***Massachusetts Performance Standards***

***The students will:***

**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.

**TOPIC THIRTEEN: Counting Money**

1. Values of Penny and Nickel (13-1)
2. Values of Penny, Nickel, and Dime (13-2)
3. Value of Quarter (13-3)

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

1. **Identify** the value of combinations of dimes, nickels and pennies.
2. **Identify** a quarter and find groups of coins that have the same value as a quarter.
3. **Identify** half dollars and dollars and learn their values.

**Essential Question**

**How are monetary values identified as combinations of dimes, nickels, and pennies?**

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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.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 19**

***Massachusetts Performance Standards***

***The students will:***

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

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

**TOPIC THIRTEEN: Counting Money**

1. Values of Half Dollar and Dollar (13-4)
2. Counting Sets of Coins (13-5)
3. Try, Check. And Revise Strategy to Solve Problems (13-6)

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

1. **Count** collections of coins that include half dollars, quarters, dimes, and nickels, and pennies.
2. **Solve** problems by using the try, check, and revise strategy.

**Essential Question**

**Why can different combinations of coins produce the same monetary outcome?**

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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 involving **Counting Money**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 20**

***Massachusetts Performance Standards***

***The students will:***

- 2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.
- 2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.

**TOPIC FOURTEEN: Measurement**

- 1. Comparing and Ordering by Length (14-1)
- 2. Using Units to Estimate and Measure Length (14-2)
- 3. Use Reasoning to Problem Solve (14-3)
- 4. Feet and Inches (14-4)
- 5. Centimeters (14-5)
- 6. Understanding Perimeter (14-6)
- 7. Comparing and Ordering by Capacity (14-7)

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

- 1. **Compare** and **order** lengths of objects.
- 2. **Estimate, measure,** and **compare** lengths of objects by using a nonstandard unit.
- 3. **Use** nonstandard units to measure the lengths of different objects.
- 4. **Estimate** and **measure** the lengths of objects in inches, feet, and centimeters using a ruler.
- 5. **Find** the distance around a shape.
- 6. **Estimate, measure,** and **compare** the capacities of containers.

**Essential Question**

**How do you use both a standard and metric ruler to properly measure lengths of different objects?**

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

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 21**

***Massachusetts Performance Standards***

***The students will:***

- 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.

**TOPIC FOURTEEN: Measurement**

- 1. Cups, Pints, and Quarts (14-8)
- 2. Liters (14-9)
- 3. Comparing and Ordering by Weight (14-10)
- 4. Pounds (14-11)
- 5. Grams and Kilograms (14-12)
- 6. Comparing and Ordering by Temperature (14-13)

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

- 1. **Use** cups, pints, and quarts to measure the amounts that containers can hold.
- 2. **Use** liters to measure the amounts that containers can hold.
- 3. **Estimate, measure, and compare** the weights, of different objects.
- 4. **Compare** the weights of objects to one pound.
- 5. **Select** the appropriate unit for measuring mass, given the choice of grams and kilograms.
- 6. **Estimate and compare** the temperature of different objects.

**Essential Question**

**How do you compare the weight of different items without formal measurement?**

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

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 22**

***Massachusetts Performance Standards***

**The students will:**

**2.M.2** Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

**TOPIC FIFTEEN: Time**

- 1. Understanding the Hour and Minute Hand (15-1)
- 2. Telling and Writing Time to the Hour (15-2)
- 3. Telling and Writing Time to the Half Hour (15-3)

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

- 1. **Identify** the hour and minute hands on a clock and tell time to the hour.
- 2. **Tell and write** time the hour and half hour using digital and analog clocks.

**Essential Question**

**How is an analog clock used to tell time to the nearest half hour?**

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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 23**

***Massachusetts Performance Standards***

***The students will:***

- 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.6** Make and use estimates of measurement, including time, volume, weight, and area.
- 2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**TOPIC FIFTEEN: Time**

- 1. Estimating and Ordering Lengths of Time (15-4)
- 2. Using the Calendar (15-5)
- 3. Use Data From a Table to Solve Problems (15-6)

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

- 1. **Estimate** and **order** time durations using, minutes, hours and days.
- 2. **Read** and **use** a calendar.
- 3. **Use** a table to make a schedule to solve problems.

**Essential Question**

**How are yearly, monthly, and daily calendars used to approximate timing of events?**

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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 **Time**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 24**

***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.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.

**TOPIC SIXTEEN: Addition Facts to 18**

1. Doubles (16-1)
2. Doubles Plus One (16-2)
3. Doubles Plus Two (16-3)
4. Two Question Problem Solving (16-4)

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

1. **Recognize** the doubles relationship and use it as a strategy for recalling addition facts with two like addends.
2. **Master** addition facts where the addends are 1 apart.
3. **Master** addition facts where the addends are 2 apart.
4. **Solve** two-question problems by using the answer to the first question to answer the second question.

**Essential Question**

**What is the relationship between numbers and their doubles?**

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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 25**

***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.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.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
- 2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**TOPIC SIXTEEN: Addition Facts to 18**

1. Making 10 to Add Nine (16-5)
2. Making 10 to Add Eight (16-6)
3. Adding Three Numbers (16-7)
4. Make a Table to Solve Problems (16-8)

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

1. **Master** addition facts where one addend is 9.
2. **Master** addition facts where one addend is 8.
3. **Use** the associative and commutative properties to add three numbers.
4. **Make** a table to solve problems.

**Essential Question**

**How do you use estimation 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 **Addition Facts to 18**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 26

### 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.

### TOPIC SEVENTEEN: Subtraction Facts to 18

1. Using Related Facts(17-1)
2. Fact Families (17-2)
3. Using Addition to Subtract (17-3)
4. Subtraction Facts (17-4)
5. Draw a Picture and Write a Number Sentence (17-5)

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

1. **Find** subtraction facts to 18 and learn the relationship between addition and subtraction.
2. **Use** a part-part-whole model to find the subtraction facts and addition facts in a fact family.
3. **Use** a related addition fact to find the missing part in a subtraction problem.
4. **Use** related addition facts to solve subtraction problems.
5. **Draw** pictures and **write** number sentences to solve addition and subtraction story problems.

#### Essential Question

**How are related addition facts used to solve subtraction problems?**

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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 **Subtraction Facts to 18**.

#### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 27**

***Massachusetts Performance Standards***

***The students will:***

- 2.G.7** Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.
- 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.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**TOPIC EIGHTEEN: Data and Graphs**

- 1. Graphs: Using Data from Real Graphs (18-1)
- 2. Graphs: Using Data from Picture Graphs (18-2)
- 3. Graphs: Using Data from Bar Graphs (18-3)
- 4. Graphs: Location on a Grid (18-4)
- 5. Graphs: Collecting Data Using Tally Marks (18-5)

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

- 1. **Use** real -object graph to answer questions and draw conclusions.
- 2. **Use** a bar graph to answer questions and draw conclusions.
- 3. **Describe** the location of an object.
- 4. **Record** data using tally marks.

**Essential Question**

**How do you determine which is the correct graph to use for a given set of data?**

**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.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 28**

***Massachusetts Performance Standards***

***The students will:***

- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.
- 2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.
- 2.D.4** Decide which outcomes of experiments are most likely.

**TOPIC EIGHTEEN: Data and Graphs**

- 1. Graphs: Making Real Graphs (18-6)
- 2. Graphs: Making Picture Graphs (18-7)
- 3. Make a Graph to Solve Problems (18-8)
- 4. Probability: Certain or Impossible (18-9)
- 5. Probability: Likely or Unlikely (18-10)

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

- 1. **Collect** a set of data and organize it in a real graph.
- 2. **Organize** and **analyze** data using a picture graph.
- 3. **Use** data in a table to complete a bar graph.
- 4. **Describe** the likelihood of an event as certain or impossible.
- 5. **Describe** the likelihood of an event as likely or unlikely.

**Essential Question**

**How is the likelihood of an event determined from a graph of given set of data?**

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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 involving **Data and Graphs**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 29**

***Massachusetts Performance Standards***

***The students will:***

- 2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.
  - 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. :
- Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).

**TOPIC NINETEEN: Fractional Parts**

- 1. Fractions: Making Equal Parts (19-1)
- 2. Fractions: Describing Equal Parts of Whole Objects (19-2)
- 3. Fractions: Making Parts of a Set (19-4)

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

- 1. **Determine** whether a shape is divided into equal or unequal parts.
- 2. **Describe** equal parts of a shape.
- 3. **Show** parts of a set.
- 4. **Describe** parts of a set.

**Essential Question**

**How are common fractions identified as part of a shape or set?**

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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.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 30

### *Massachusetts Performance Standards*

**The students will:**

**2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.

**2.N.3** Identify and represent common fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ) as parts of wholes, parts of groups, and numbers on the number line. :

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

**2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**2.D.4** Decide which outcomes of experiments are most likely.

### **TOPIC NINETEEN: Fractional Parts**

1. Fractions: Describing Parts of Sets (19-3)
2. Draw a Picture to Solve Problems (19-4)

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

1. **Describe** parts of a set
2. **Draw** pictures to solve problems related to parts of a group.

#### **Essential Question**

**Why would the use of a graph help in identification of fractional parts of a whole?**

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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 **Fractional Parts**.

#### **Lesson Completion Date:**

#### **Technology Used/ Date Used:**

#### **Completed By:**

#### **Comments:**

**Week 31**

**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.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.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.
- 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.2** Identify different patterns on the hundreds chart.
- 2..P.3** Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....
- 2..P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

**TOPIC TWENTY: Adding and Subtracting Tens and Ones**

1. Addition: Adding Groups of Ten (20-1)
2. Addition: Adding Tens on a Hundreds Chart (20-2)
3. Addition: Adding Tens to a Two-Digit Number (20-3)
4. Addition: Adding to a Two Digit Number (20-4)

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

1. **Add** two multiples of 10 for sums to 100.
2. **Use** a hundreds chart to add multiples of 10 to two-digit numbers.
3. **Add** a multiple of 10 to a two-digit number.
4. **Add** one- digit number to two -digit numbers with and without regrouping and record the sum in horizontal form.

**Essential Question**

**What is the process for addition and subtraction of two-digit numbers?**

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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 32**

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

**TOPIC TWENTY: Adding and Subtracting Tens and Ones**

1. Subtraction: Subtracting Tens on a Hundred Chart (20-5)
2. Subtraction: Subtracting Tens from a Two Digit Number (20-6)
3. Subtraction: Subtracting from a Two- Digit Number (20-7)
4. Identify Unnecessary Information to Write and Solve Number Sentences (20-8)

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

1. **Use** a hundred chart to subtract multiples of 10 from two-digit numbers.
2. **Subtract** a multiple of 10 from a two-digit number.
3. **Subtract** one digit numbers from two digit numbers with and without regrouping and record the difference in horizontal form.
4. **Solve** problems by identifying unnecessary information and writing number sentences.

**Essential Question**

**How is a hundreds chart used to add and subtract two-digit numbers?**

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**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Adding and Subtracting Tens and Ones.**

**Lesson Completion Date:**

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**Completed By:**

**Comments:**



