

Curriculum Map
Elementary Mathematics
Grade Two
Saugus Public Schools

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.

TOPIC ONE: Addition and Subtraction

1. Writing Addition Number Sentences (1-1)
2. Stories About Joining (1-2)
3. Writing Subtraction Number Sentences (1-3)
4. Stories About Separating and Comparing (1-4 and 1-5)
5. Connecting Addition and Subtraction (1-6)
6. Modeling Addition and Subtraction Problems (1-7)

Objectives (Students will...)

1. **Join** two groups and **write** addition number sentences to tell how many in all.
2. **Model** joining stories and write an addition number sentence.
3. **Solve** problems by writing subtraction number sentences.
4. **Write** subtraction sentences to solve stories about separating groups.
5. **Write** subtraction sentences to solve stories about comparing groups.
6. **Write** related addition and subtraction facts.
7. **Use** counters to model and solve addition and subtraction problems.

Essential Question

How can the inverse relationship between addition and subtraction be modeled and explained?

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 **Addition and Subtraction**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2

Massachusetts Performance Standards

The students will:

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.

TOPIC TWO: Addition Strategies

1. Adding 0, 1, 2 (2-1)
2. Doubles (2-2)
3. Near Doubles (2-3)
4. Adding in Any Order (2-4)

Objectives (Students will...)

1. **Master** addition facts involving 0, 1, or 2.
2. **Master** addition facts where both addends are the same.
3. **Master** addition facts where the addends are 1 apart.
4. **Use** the commutative property to find sums.

Essential Question

How can the commutative property be used to model and solve addition number sentences?

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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 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.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 TWO: Addition Strategies

1. Adding Three Numbers (2-5)
2. Making 10 to Add 9 (2-6)
3. Making 10 to Add 8 (2-7)
4. Draw a Picture and Write a Number Sentence (2-8)

Objectives (Students will...)

1. **Find** the sum of three addends using any order.
2. **Find** sums by making 10 when adding 9.
3. **Find** sums by making 10 when adding 8.
4. **Draw** a picture and write a number sentence to solve a story problem.

Essential Question

How can the commutative property be used to find sums?

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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 **Addition Strategies**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

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.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.

TOPIC THREE: Subtraction Strategies

1. Subtracting 0, 1, 2 (3-1)
2. Thinking Addition to Subtract Doubles (3-2)
3. Thinking Addition to 10 to Subtract (3-3)

Objectives (Students will...)

1. **Subtract** 0, 1, and 2 from a number by applying the concepts of 0-less-than, 1-less-than, and 2-less-than a number.
2. **Use** addition doubles facts to subtract.
3. **Find** differences by using related addition facts to 10.

Essential Question

How can differences be found using addition and 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.

Lesson Completion Date:

Technology Used/ Date Used:

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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.

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 THREE: Subtraction Strategies

1. Thinking Addition to 18 to Subtract (3-4)
2. Finding the Missing Part (3-5)
3. Two-Question Problems (3-6)

Objectives (Students will...)

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

Essential Question

What is the process for finding the missing number in a number sentence?

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

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

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 6

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 (<, =, >).

TOPIC FOUR: Place Value: Numbers to 100

- 1. Models for Tens (4-1)
- 2. Model for Tens and Ones (4-2)
- 3. Reading and Writing Numbers (4-3)
- 4. Using Models to Compare Numbers (4-4)
- 5. Using Symbols to Compare Numbers (4-5)

Objectives (Students will...)

- 1. **Represent** numbers as groups of 10.
- 2. **Group** objects into tens and ones to show two-digit numbers.
- 3. **Read** and **write** number words for numbers 0-99.
- 4. **Compare** two-digit numbers using models.
- 5. **Compare** two-digit numbers using symbols.

Essential Question

How can numbers be written, read, and compared up to one hundred?

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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

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

TOPIC FOUR: Place Value: Numbers to 100

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

Objectives (Students will...)

1. **Identify** and **write** numbers that are one before, one after, or between given numbers.
2. **Order** 3 two-digit numbers from least to greatest and from greatest to least.
3. **Identify** and **extend** number patterns as a hundred chart.
4. **Learn** to identify even and odd numbers.
5. **Use** data from a chart to solve problems.

Essential Question

How can students identify and order even and odd 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 **Place Value: Numbers to 100.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

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,

2.P.4 Skip count by twos, fives, and tens up to at least 50, starting at any number

TOPIC FIVE: Counting Money

1. Dime, Nickel, and Penny (5-1)
2. Quarter and Half-Dollar (5-2)
3. Counting Collections of Coins (5-3)

Objectives (Students will...)

1. **Identify** the value of a group of dimes, nickels, and pennies through 99 cents.
2. **Count** a collection of coins that includes half-dollars, quarters, dimes, nickels, and pennies.
3. **Count** collections of coins that include half-dollars, quarters, dimes, nickels, and pennies.

Essential Question

How can different money amounts be identified?

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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 9

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,
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 FIVE: Counting Money

1. Ways to Show the Same Amount (5-4)
2. One Dollar (5-5)
3. Make an Organized List to Solve a Problem Involving Coins (5-6)

Objectives (Students will...)

1. **Show** the same amount of money using different sets of coins.
2. **Count** money amounts greater than one dollar and **write** the amount with a dollar sign and a decimal point.
3. **Make** an organized list to find different combinations of coins.

Essential Question

How can an organized list be created to solve problems involving money?

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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 **Counting Money**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

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)

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?

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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 11

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.

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)

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 or with models.
5. **Determine** whether they can solve problems with missing information or extra information.

Essential Question

How can mental math be used to subtract 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.

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

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

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.

TOPIC EIGHT: Adding Two-Digit Numbers

1. Regrouping 10 Ones for 1 Ten (8-1)
2. Models to Add Two-Digit and One-Digit Numbers (8-2)
3. Adding Two-Digit and One-Digit Numbers (8-3)
4. Model to add Two-Digit Numbers (8-4)

Objectives (Students will...)

1. **Use** models to add a one-digit number to a two-digit number.
2. **Use** concrete models to add a one-digit number to a two-digit number.
3. **Add** a one-digit number to a two-digit number.
4. **Use** place-value model and the standard algorithm to add 2 two-digit numbers.

Essential Question

What is the standard algorithm for adding two digit numbers with and without regrouping?

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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 13

Massachusetts Performance Standards

The students will:

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

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

TOPIC EIGHT: Adding Two-Digit Numbers

1. Adding Two-Digit Numbers (8-5)
2. Adding Three Numbers (8-6)
3. Draw a Picture and Write a Number Sentence to solve Addition Problems (8-7)

Objectives (Students will...)

1. **Use** the standard algorithm symbolically to add two-digit numbers with and without grouping.
2. **Use** paper and pencil to add 3 two-digit numbers.
3. **Draw** pictures and write sentences to solve addition problems.

Essential Question

What is the standard algorithm for adding three digit numbers with and without regrouping?

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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 **Adding Two-Digit Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14

Massachusetts Performance Standards

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.

TOPIC NINE: Subtracting Two-Digit Numbers

1. Regrouping 1 Ten for 10 Ones (9-1)
2. Models to subtract Two-Digit and One-Digit Numbers (9-2)
3. Subtracting Two-Digit and One-Digit Numbers (9-3)
4. Models to Subtract Two-Digit Numbers (9-4)

Objectives (Students will...)

1. **Regroup** 1 ten as 10 ones when subtracting.
2. **Use** models to subtract a one-digit number from two-digit number with or without regrouping.
3. **Subtract** a one-digit number from a two-digit number with and without regrouping using the standard algorithm.
4. **Use** models to subtract two-digit numbers, with and without regrouping.

Essential Question

What is the standard algorithm for subtracting two digit numbers with and without regrouping?

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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 15

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.

TOPIC NINE: Subtracting Two-Digit Numbers

1. Subtracting Two-digit Numbers (9-5)
2. Using Addition to Check Subtraction (9-6)
3. Two-Question Problems Regarding Subtraction (9-7)

Objectives (Students will...)

1. **Use** the standard subtraction algorithm to subtract a two-digit number from another two-digit number.
2. **Relate** addition to subtraction by using one operation to check the other.
3. **Solve** two-question problems and **select** the operation to solve each problem.

Essential Question

How can addition be used to check 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 **Subtracting Two-Digit Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

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.

TOPIC TEN Using Addition and Subtraction

1. Adding Money and Estimating Sums (10-1 and 10-2)
2. Ways to Add (10-3)
3. Subtracting Money and Estimating Differences (10-4 and 10-5)
4. Ways to Subtract (10-6)
5. Adding and Subtracting by the Try, Check, and Revise Method (10-7)

Objectives (Students will...)

1. **Complete** and **record** addition problems using two-digit coin amounts.
2. **Estimate** the sum of 2 two-digit numbers.
3. **Use** different method to help them solve addition problems.
4. **Subtract** using two-digit coin amounts.
5. **Tell** if the difference between two numbers is more or less than a given multiple of ten.
6. **Use** different methods to solve two-digit subtraction problems.
7. **Solve** problems involving adding and subtracting money by using the try, check, and revise strategy.

Essential Question

How can whole numbers be estimated?

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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 **Using Addition and Subtraction**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

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.6** Predict the results of putting shapes together and taking them apart.
- 2.G.7** Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.

TOPIC ELEVEN: Geometry

- 1. Flat Surfaces, Vertices, and Edges (11-1)
- 2. Relating Plane Shapes to Solid Figures (11-2)
- 3. Making New Shapes (11-3)
- 4. Cutting Shapes Apart (11-4)

Objectives (Students will...)

- 1. **Identify** solid figures by their faces or flat surfaces, edges, and vertices.
- 2. **Identify** the plane shapes that form the flat surfaces of solid figures.
- 3. **Recognize** and name trapezoids, parallelograms, and hexagons and **identify** the number of sides and vertices in each shape.
- 4. **Cut** shapes apart to make new shapes.

Essential Question

How can faces, vertices, and edges be understood and identified?

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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 18

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.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.5** Identify symmetry in two-dimensional shapes.

TOPIC ELEVEN: Geometry

1. Congruence (11-5)
2. Ways to Move Shapes (11-6)
3. Symmetry (11-7)
4. Solving Riddles about Shapes and Figures (11-8)

Objectives (Students will...)

1. **Identify** and **create** figures that are the same size and the same shape.
2. **Recognize** and **apply** translations, reflections, and rotations to geometric shapes.
3. **Identify** objects that have symmetry and **draw** lines of symmetry.
4. **Use** clues to solve riddles about plane shapes and solid figures.

Essential Question

How can the vocabulary for congruence and symmetry be applied?

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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 **Geometry**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

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.

TOPIC TWELVE: Fractions

1. Wholes and Equal Parts (12-1)
2. Unit Fractions and Regions (12-2)
3. Non-Unit Fractions and Regions (12-3)

Objectives (Students will...)

1. **Determine** whether a shape has been divided into equal or unequal parts.
2. **Identify** and **show** a unit fraction of a region.
3. **Identify** and **show** any fraction of a region.

Essential Question

How can common fractions be identified and represented as parts of a region?

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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 20

Massachusetts Performance Standards

The students will:

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.

TOPIC TWELVE: Fractions

1. Estimating Fractional Parts of a whole (12-4)
2. Fractions of a Set (12-5)
3. Using Objects to Find Fractions of a Group (12-6)

Objectives (Students will...)

1. **Estimate** the fraction for a given part of a region.
2. **Identify** and **show** fractions of a set.
3. **Use** objects to solve problems finding fractions of a group.

Essential Question

How can common fractions be identified and represented as parts of a set?

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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 **Fractions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 21

Massachusetts Performance Standards

The students will:

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

TOPIC THIRTEEN: Measurement: Length and Area

1. Thinking About Attributes (13-1)
2. Exploring Length and Measuring Length Using Nonstandard Units (13-2 and 13-3)
3. Inches, Feet, Yards, Centimeters and Meters (13-4 and 13-5)
4. Exploring Perimeter and Area (13-6 and 13-7)
5. Using Objects to Find Distance Around Shapes (13-8)

Objectives (Students will...)

1. **Describe** attributes of objects and ways to measure objects.
2. **Measure** the lengths of objects using nonstandard units.
3. **Estimate** and **measure** the lengths and heights of objects using non standard units.
4. **Estimate** and **measure** items that are about an inch, foot, and yard.
5. **Estimate** and **measure** the lengths and heights of objects in centimeters and meters.
6. **Count** units around shapes to find the perimeter.
7. **Find** the area of closed figures using same-sized objects to cover the space inside the figure.
8. **Use** objects to find the distance around shapes.

Essential Question

How are units of length, area, and perimeter of different objects compared and measured?

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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 **Measurement: Length and Area.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22

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

TOPIC FOURTEEN: Measurement: Capacity and Weight

1. Exploring Capacity (14-1)
2. Measuring Capacity Using Nonstandard Units (14-2)
3. Cups, Pints, and Quarts (14-3)
4. Liters (14-4)

Objectives (Students will...)

1. **Compare** the capacities of containers.
2. **Estimate** and **measure** capacity using nonstandard units.
3. **Estimate** capacity in cups, pints, and quarts.
4. **Estimate** and **measure** capacity in liters.

Essential Question

How do you compare and estimate the capacity and weight of different objects?

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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 23

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: Capacity and Weight

- 1. Exploring Weight (14-5)
- 2. Ounces and Pounds (14-6)
- 3. Grams and Kilograms (14-7)
- 4. Using Tools to Measure Weight and Capacity (14-8)

Objectives (Students will...)

- 1. **Compare** the weights of two objects.
- 2. **Compare** and **estimate** the weights of objects in ounces and pounds.
- 3. **Measure** objects that are more than, less than, or about one gram and one kilogram.
- 4. **Use** different tools to measure the length, capacity, and weight of objects.

Essential Question

How can you use tools to measure the capacity and weight of different objects?

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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 **Measurement: Capacity and Weight.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

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

TOPIC FIFTEEN: Time and Temperature

1. Telling Time to Five Minutes (15-1)
2. Telling Time Before and After the Hour (15-2)
3. Estimating Time (15-3)

Objectives (Students will...)

1. **Learn** to associate numerals on an analog clock face with increments of five minutes.
2. **Read** and **express** time in terms of quarter and half past an hour and before an hour.
3. **Develop** a sense of comparative time durations and the kinds of estimations they can make with them.

Essential Question

How can you estimate and measure time?

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

TOPIC FIFTEEN: Time and Temperature

1. Using a Calendar (15-4)
2. Temperature: Fahrenheit and Celsius (15-5)
3. Solving a Story Problem Using Multiple Step (15-6)

Objectives (Students will...)

1. **Complete, read, and use** a calendar.
2. **Show, read, and write** temperatures shown on Fahrenheit and Celsius thermometers.
3. **Find and use** the answers to hidden questions to solve story problems.

Essential Question

How can you estimate and measure temperature?

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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 **Time and Temperature**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

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.

TOPIC SIXTEEN: Graphs and Probability

1. Organizing Data (16-1)
2. Pictographs and Bar Graphs (16-2 and 16-3)
3. Coordinate Graphs (16-4)
4. Likely and Unlikely (16-5)
5. Certain, Probable, and Impossible (16-6)
6. Solving Problems with Graphs (16-7)

Objectives (Students will...)

1. **Represent** a set of data in a tally chart and in a bar graph.
2. **Make** and **use** a pictograph to solve problems.
3. **Use** data in a tally chart to make a bar graph and answer questions about the data represented in the bar graph.
4. **Locate** and **name** points on a coordinate grid.
5. **Use** data to describe events as more likely or less likely.
6. **Record** and **analyze** data to determine if an event is certain, probable, or impossible.
7. **Use** picture graphs and bar graphs to solve problems.

Essential Question

How can you organize and compare data based on information used in different types of graphs?

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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 **Graphs and Probability**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 27

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.

TOPIC SEVENTEEN: Numbers and Patterns to 1,000

- 1. Building 1,000 (17-1)
- 2. Counting Hundreds, Tens, and Ones (17-2)
- 3. Reading and Writing Numbers to 1,000 (17-3)
- 4. Changing Numbers by Hundreds and Tens (17-4)
- 5. Patterns with Numbers on Hundreds Charts (17-5)

Objectives (Students will...)

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

Essential Question

Why is it important to line up place values when adding and subtracting larger numbers?

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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 28

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

TOPIC SEVENTEEN: Numbers and Patterns to 1,000

1. Comparing Numbers (17-6)
2. Before, After, and Between (17-7)
3. Ordering Numbers (17-8)
4. Finding Number Patterns (17-9)

Objectives (Students will...)

1. **Compare** three-digit numbers using the symbols <, =, >.
2. **Identify** and **write** numbers that are one before, one after, or between given three-digit numbers.
3. **Order** 3 three-digit numbers from least to greatest and greatest to least.
4. **Solve** problems by finding number patterns.

Essential Question

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

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1. Teacher Edition, Student Edition, and Workbooks
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3. Overhead Manipulative Kit
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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 **Numbers and Patterns to 1,000.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29

Massachusetts Performance Standards

The students will:

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).

TOPIC EIGHTEEN: Three-Digit Addition and Subtraction

1. Mental Math (18-1)
2. Estimating Sums (18.2)
3. Models for Adding with Three-Digit Numbers (18-3)
4. Adding Three-Digit Numbers (18-4)
5. Ways to Find Missing Parts (18-5)

Objectives (Students will...)

1. **Add** three-digit numbers mentally without regrouping.
2. **Choose** a method to see if the sum of 2 three-digit numbers is enough to equal or exceed a given number.
3. **Use** place-value blocks to add 2 three-digit numbers with regrouping.
4. **Use** paper and pencil to add 2 three-digit numbers with regrouping.
5. **Find** the missing part by counting back if given a quantity and one of its parts.

Essential Question

How can the standard algorithm be applied when adding and subtracting three digit numbers with regrouping?

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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 30

Massachusetts Performance Standards

The students will:

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.

TOPIC EIGHTEEN: Three-Digit Addition and Subtraction

1. Estimating Differences (18-6)
2. Models for Subtracting with Three-Digit Numbers (18-7)
3. Subtracting Three-Digit Numbers (18-8)
4. Making a Bar Graph from a Table (18-9)

Objectives (Students will...)

1. **Use** estimation to select two numbers that have a given difference.
2. **Use** models to subtract three-digit numbers with regrouping.
3. **Subtract** three-digit numbers using a standard algorithm.
4. **Make** a bar graph using data from a table.

Essential Question

How can students use standard algorithms symbolically to add and subtract three digit numbers with regrouping?

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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 **Three-Digit Addition and Subtraction.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

3.N.6 Select, use, and explain various meanings and models of multiplication (through 10×10). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent 5×6 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., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.

TOPIC NINETEEN: Multiplication Concepts

1. Repeated Addition and Multiplication (19-1)
2. Building Arrays (19-2)
3. Writing Multiplication Stories (19-3)
4. Vertical Form (19-4)
5. Multiplying in Any Order (19-5)
6. Draw a Picture and Write a Number sentence Involving Multiplication (19-6)

Objectives (Students will...)

1. **Model** multiplication by repeated addition of concrete objects.
2. **Build** arrays to model multiplication situations.
3. **Use** multiplication number sentences to write and solve story problems.
4. **Write** multiplication problems in both horizontal and vertical forms.
5. **Use** arrays to investigate multiplying in any order.
6. **Draw** pictures and **write** number sentences to solve multiplication problems.

Essential Question

How are multiplication and repeated addition connected?

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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 **Multiplication Concepts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32

Massachusetts Performance Standards

The students will:

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.

TOPIC TWENTY: Division Concepts and Facts

1. Division as sharing (20-1)
2. Division as Repeated Subtraction (20-2)
3. Writing Division Stories (20-3)
4. Relating Multiplication and Division (20-4)
5. Using Tables to Solve Problem Involving Number Patterns (20-5)

Objectives (Students will...)

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

Essential Question

How would you explain and model the inverse relationship between multiplication and division to solve 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 **Division Concepts and Facts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

