## Focus Topic: OA – Operations and Algebraic Thinking

TSW = The Student Will

| Objective(s) | Common Core Alignment | Essential Questions | Understandings | Suggested Assessments |
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| • TSW use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions *(For example, by using drawings and equations with a symbol for the unknown number to represent the problem)* | 2.OA.1 | How would the world be different if we didn't have numbers? | To make an estimate of a sum, it is necessary to add only the front one or two digits of the numbers involved. | Ongoing observation & questioning during class discussions |
| • TSW fluently add and subtract within 20 using mental strategies | 2.OA.2 | Why is it important to learn our number facts? | Showing information visually rather than in written form can make comparison easier and quicker. | Performance tasks |
| • TSW know from memory all sums of two one-digit numbers | 2.OA.2 | How are whole numbers used in our daily life? | Not all the math we do in life requires exact numbers. Some questions can be answered with good estimates. | Self-Assessment |
| • TSW determine whether a group of objects (up to 20) has an odd or even number of members, *(For example, by pairing objects or counting them by 2s)* | 2.OA.3 | | | Literature Connections |
| • TSW write an equation to express an even number as a sum of two equal addends | 2.OA.3 | | | Multiple Choice |
| • TSW use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns | 2.OA.4 | | | Short Constructed Response |
| • TSW write an equation to express the total as a sum of equal addends | 2.OA.4 | | | Extended Constructed Response |

## Focus Topic: NBT– Number & Operations in Base Ten

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| Objective(s) | Common Core Alignment | Essential Questions | Understandings | Suggested Assessments |
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| • TSW understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, *(For example, 706 equals 7 hundreds, 0 tens, and 6 ones)* Understand the following as special cases:<br>- 100 can be thought of as a bundle of ten tens — called a "hundred."<br>- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) | 2.NBT.1 | How many numbers are enough? | Numbers are compared by beginning with the place of greatest value, the place farthest to the left, and then moving to the right as far as is needed. | Ongoing observation & questioning during class discussions |
| • TSW count within 1000; skip-count by 5s, 10s, and 100s | 2.NBT.2 | Do we need numbers that are more than 1 million? | Some real world-problems can be solved using known concepts, skills, and strategies. | Performance tasks |
| • TSW read and write numbers to 1000 using base-ten numerals, number names, and expanded form | 2.NBT.3 | When do all things need to be equal? | 10 tens make 100, and 10 hundreds make 1,000. | Self-Assessment |
| • TSW compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons | 2.NBT.4 | | | Literature Connections |
| • TSW fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction | 2.NBT.5 | | | Multiple Choice |
| • TSW add up to four two-digit numbers using strategies based on place value and properties of operations | 2.NBT.6 | | | Short Constructed Response |
| • TSW add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method | 2.NBT.7 | | | Extended Constructed Response |
| • TSW understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds | 2.NBT.7 | | | |

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| • TSW mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900 | 2.NBT.8 | | | |
| • TSW explain why addition and subtraction strategies work, using place value and the properties of operations | 2.NBT.9 | | | |

## Focus Topic: MD – Measurement and Data

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| Objective(s) | Common Core Alignment | Essential Questions | Understandings | Suggested Assessments |
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| • TSW measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes | 2.MD.1 | What things are impossible to measure? | The length of an object can be described by comparing it to a defined unit of length, such as a paper clip. | Ongoing observation & questioning during class discussions |
| • TSW measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen | 2.MD.2 | Why do we need standard units of measurement? | The capacity of a container can be described by comparing it to that of a defined unit of capacity. | Performance tasks |
| • TSW estimate lengths using units of inches, feet, centimeters, and meters | 2.MD.3 | How does what we measure influence how we measure? | An event that is more likely to happen will occur more often than an event that is less likely to happen. | Self-Assessment |
| • TSW measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit | 2.MD.4 | | | Literature Connections |
| • TSW use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, *(For example, by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem)* | 2.MD.5 | | | Multiple Choice |
| • TSW represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram | 2.MD.6 | | | Short Constructed Response |

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| • TSW tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 2.MD.7 | | | Extended Constructed Response |
| • TSW solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *(For example: If you have 2 dimes and 3 pennies, how many cents do you have?)* | 2.MD.8 | | | |
| • TSW generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units | 2.MD.9 | | | |
| • TSW draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories | 2.MD.10 | | | |
| • TSW solve simple put-together, take-apart, and compare problems using information presented in a bar graph | 2.MD.10 | | | |

## Focus Topic:G –Geometry

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| Objective(s) | Common Core Alignment | Essential Questions | Understandings | Suggested Assessments |
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| • TSW recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces | 2.G.1 | What is the best shape? Why? | The flat surfaces on a solid figure can be "unfolded" to form a complex two-dimensional model of that figure. | Ongoing observation & questioning during class discussions |
| • TSW identify triangles, quadrilaterals, pentagons, hexagons, and cubes | 2.G.1 | If you created the world what shapes would you use? Why? | "Equal parts" mean that each part is the same. | Performance tasks<br><br>Short Constructed Response |
| • TSW partition a rectangle into rows and columns of same-size squares and count to find the total number of them | 2.G.2 | | Solids comprise flat surfaces, vertices and edges. | Self-Assessment |

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| • TSW partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths | 2.G.3 | | | Literature Connections<br><br>Extended Constructed Response |
| • TSW recognize that equal shares of identical wholes need not have the same shape | 2.G.3 | | | Multiple Choice |

## Focus Topic: Mathematical Practices

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| Objective(s) |
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| • TSW make sense of problems and persevere in solving them. |
| • TSW reason abstractly and quantitatively. |
| • TSW construct viable arguments and critique the reasoning of others. |
| • TSW model with mathematics. |
| • TSW use appropriate tools strategically. |
| • TSW attend to precision. |
| • TSW look for and make use of structure |
| • TSW look for and express regularity in repeated reasoning. |