

Essential Questions	Domains & Clusters	2 nd Grade Skill	2	3	Vocabulary	Resources	
<p>What is place value?</p> <p>How can numbers be compared?</p>	<p>Numbers & Operations in Base Ten</p> <p>Understand place value</p>	2.NBT.1a	Explain and show one hundred as 10 tens using drawing or base ten blocks.	M		<p>One(s) Ten(s) Hundred(s) Thousand(s) Place value Value Three Digit Digit Model Base ten Skip count Expanded notation Word form Base-ten Numeral</p>	<p>Use pictures, tables, & graphs</p> <p>Draw pictures</p> <p>Use appropriate tools strategically: Paper Pencil Ruler Clock Cubes Shapes</p>
		2.NBT.1b	Explain and show one thousand as 10 hundreds using drawings or base ten blocks.	M			
		2.NBT.1c	Draw or show a representation of a given three digit number.	M			
		2.NBT.1d	Write a spoken number (up to three digits).	M			
		2.NBT.1e	Write a number that corresponds to a visual representation of a number (up to three digits).	M			
		2.NBT.1f	Name the value of any digit in a three digit number (i.e. In the number <u>3</u> 74, the 7 = 70).	M			
		2.NBT.1g	State the place value of any digit in a three digit number (i.e. In the number <u>7</u> 83, the 7 is in the hundreds place).	M			
		2.NBT.1h	Write and explain the expanded form of a three digit number.	M			
		2.NBT.2a	Skip count by 5s to 1000 and explain the numeric pattern developed.	M			
		2.NBT.2b	Skip count by 10s to 1000 and explain the numeric pattern developed.	M			
		2.NBT.2c	Skip count by 100s to 1000 and explain the numeric pattern developed.	M			
		2.NBT.3a	Write a spoken number up to 1000.	M			
		2.NBT.3b	Read a printed numeral up to 1000.	M			
		2.NBT.3c	Read the word form of a number and write the numeric representation up to 1000.	M			
		2.NBT.3d	Read and write numbers up to 1000 using expanded form.	M			
2.NBT.4a	Match the symbol (>) with phrase 'greater than' and the symbol (<) with the phrase 'less than.'	M					

What are the strategies we can use to add and subtract numbers?	Use place value understanding and properties of operations to add and subtract.	2.NBT.4b	Compare two 3-digit numbers using the terms and symbols > (greater than), < (less than) and = (equal to).	M		Compare Greater than> Less than < More Less Equal Worth Group Regroup Add Subtract Strategy		
		2.NBT.4c	Explain why a 3-digit number is greater than or less than another 2 or 3-digit number, based on place value (i.e. 433>298 because the 4 in 433 is worth 400 and the 2 in 298 is worth 200, so 433 is larger than 298 since 400 is larger than 200).	M				
		2.NBT.4d	Draw a visual representation (or manipulate place value blocks) to show why a 3-digit number is larger or smaller than another 2 or 3-digit number.	M				
		2.NBT.5a	Add and subtract within 100 using fluency within 20 (with quick recall and without any visual aids).	M				
		2.NBT.5b	Show and explain related addition and subtraction facts.	M				
		2.NBT.5c	Explain addition and subtraction strategies used.	M				
		2.NBT.5d	Explain the relationship between addition and subtraction and prove this relationship through inverse operations.	M				
What are the steps to solving word problems?	2.NBT.6a	Add up to four 2-digit numbers.	M		Inverse operation Associative property Commutative property Two-digit number(s) Mentally Sum Difference Place value Expanded form			
	2.NBT.6b	Explain the meaning of regrouping when adding (also to include written explanation).	I	M				
	2.NBT.6c	Explain and show why, though expanded form, when adding, the digits must be lined up in the correct place value (ex. $22+23+13=58$ because $(20+2)+(20+3)+(10+3)=(20+20+10)+(2+3+3)=50+8=58$).	M					
	2.NBT.6d	Show why the commutative property $[A+B=B+A]$ and associative $[A+B+C=(A+B)+C=A+(B+C)]$ of addition holds true, when adding up to four 2-digit numbers.	I	M				
Why are number patterns so important?	2.NBT.7a	Add and subtract a 3-digit number to a one, two, or three digit number with and without regrouping, using a variety of strategies and explain the strategy used.	M					

Why are number patterns important in math?	Use place value understanding and properties of operations to add and subtract.	2.NBT.7b	Draw pictures and use place value blocks to show why, when adding or subtracting, it might be necessary to compose or decompose a ten or hundred (regroup).	M				
		2.NBT.7c	Explain/write the relationship between addition and subtraction.	M				
		2.NBT.7d	Solve addition and subtraction one and two-step word problems and evaluate the solution in the context of the word problem.	M				
		2.NBT.8a	Mentally add or subtract 10 or 100 to a given three digit number with quick recall.	M				
		2.NBT.8b	Skip count by tens and hundreds from any given number (to include counting forwards and backwards).	M				
		2.NBT.8c	Write a sequence of numbers with the rule “add ten”, “subtract ten”, “add one hundred”, or “subtract 100” starting with any number.	M				
		2.NBT.8d	Explain how ten more, ten less, one hundred more, or one hundred less is related to place value.	M				
		2.NBT.9	Evaluate an addition or subtraction equation for the validity of the sum or difference as true or false and show why it is true or false.	M				

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	Operations & Algebraic Thinking Represent and solve problems involving addition and subtraction.	2.OA.1a	Solve addition and subtraction one and two-step word problems within 100 and explain reasoning used.	M		
		2.OA.1b	Read addition and subtraction word problems to select the operation needed for solving.	M		
		2.OA.1c	Draw visual representations of addition and subtraction word problems within 100.	M		
		2.OA.1d	Write an addition or subtraction equation to match a word problem.	M		

	Add and subtract within 20.	2.OA.1e	Create a word problem that matches a given equation.	M		
		2.OA.1f	Solve a word problem for unknown in all positions of addition and subtraction equations (by writing an equation with a symbol for the unknown).	M		
		2.OA.2a	Add and subtract fluently within 20 (with quick recall and without any visual aids).	M		
	Work with equal groups of objects to gain foundation for multiplication.	2.OA.2b	Show and explain related addition and subtraction facts.	M		
		2.OA.3a	Describe the difference between even and odd.	M		
		2.OA.3b	Prove whether or not a group of objects is even or odd by pairing up objects from each group to either form two equal or two unequal groups.	M		
		2.OA.4a	Draw an array to represent an equation for multiplication.	M		
		2.OA.4b	Explain the parts of a multiplication equation in reference to an array, using the terms factor(s) and product.	M		
		2.OA.4c	Draw two or more arrays to show multiple ways to represent the same multiplication equation.	M		
	2.OA.4d	Skip count by 2s, 5s, and 10s to count the total number of objects shown in an array.	M			
2.OA.4e	Add repeatedly, to find the total number of objects shown in an array.	M				
2.OA.4f	Write a multiplication equation to show a given array.	M				
2.OA.4g	Write an addition equation (repeated addition) to show a given array.	M				

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<p>What tools do we use for length?</p> <p>How do we measure length?</p>	<p>Measurement & Data</p> <p>Measure and estimate length in standard units.</p>	2.MD.1a	Measure the length of a given object, using a variety of measurement tools (rulers, yardstick, meter stick, and measuring tape).	M		<p>Length Measure Measurement Ruler Yardstick Meter stick Tape measure Units Estimate Meter(s) Feet/Foot Inches/Yard Yard(s) Centimeter(s) Longer Shorter Longer than Shorter than Width Measurement Solve Compare Difference Total In all Inch/Inches Equation Whole number Number line</p>	
		2.MD.1b	Compare and contrast between ruler, yardsticks, meter sticks, and measuring tapes.	M			
		2.MD.1c	Describe measurement situations for a variety of tools.	M			
		2.MD.1d	Estimate the length of an object based on knowledge of tools.	M			
		2.MD.2a	Measure the length of a given object, using two different units (ex. feet & inches) and compare between the two measurements.	M			
		2.MD.2b	Explain & show why when measuring with a larger unit the measurement will be a smaller number than when measuring with a smaller unit.	M			
		2.MD.3a	Estimate measurements in inches, feet, centimeters, and meters.	M			
		2.MD.3b	Show in inches, feet, centimeters, and meters on ruler, yardstick, meter stick or tape measure.	M			
		2.MD.3c	Measure an object in inches, feet, centimeters, and meters to compare actual measurements with estimates.	M			
		2.MD.3d	Compare and contrast between inches, feet, centimeters, and meters.	M			
		2.MD.4a	Measure an object in inches, feet, centimeters, and meters.	M			
		2.MD.4b	Compare the length of two objects measured to determine which objects has the longer or shorter length.	M			
		2.MD.4c	Subtract the length of two objects to determine how much longer or shorter one object is in comparison to another.	M			

How do we write and tell time?	Relate addition and subtraction to length.	2.MD.5a	Add & subtract measurements within 100.	M	
		2.MD.5b	Solve addition and subtraction word problems involving measurements (with regrouping).	M	
		2.MD.5c	Write an equation to match a given word problem involving measurements.	M	
		2.MD.5d	Draw pictures to represent a word problem involving measurements.	M	
		2.MD.6a	Show a given number as a length/distance from 0 on a number line.	M	
		2.MD.6b	Explain whole numbers as lengths/distance from 0 on a ruler or number line.	M	
		2.MD.6c	Show whole number sums and differences within 100 on a number line.	M	
		2.MD.6d	Explain the addition and subtraction of whole numbers as the addition or subtraction of lengths on the number line (distances added or subtracted).	M	
		2.MD.7a	Label A.M. or P.M. based on the time of day.	M	
		2.MD.7b	Skip count by 5s to 60.	M	
How do we write and count money?	Work with time and money.	2.MD.7c	Read and write the time shown on an analog clock to the nearest five minutes.	M	
		2.MD.7d	Match the time shown on an analog clock to the corresponding digital time to the nearest five minutes.	M	
		2.MD.7e	Read the time shown on a digital clock.	M	
		2.MD.8a	Count and write the amount of a collection of coins and dollars using notation and \$.	M	
		2.MD.8b	Solve word problems involving dollar bills, quarter, nickels, dimes, and pennies, using & and ¢.	M	
		2.MD.8c	Add and subtract decimals numbers in the context of money.	M	
					Analog clock Digital clock A.M. P.M. Minutes Time Hour(s) Dollar Cent(s) Penny Nickel Dime Quarter

What do we do with data?	Represent and interpret data.	2.MD.9a	Measure the length of several objects to the nearest whole unit.	M		Line plot Measurement Data Whole Units Inch/Inches Centimeter Foot/Feet	
		2.MD.9b	Measure an object multiple times for accuracy.	M			
		2.MD.9c	Order several measurements from least to greatest or greatest to least.	M			
		2.MD.9d	Create a line plot from measurement data collected by measuring several objects.	M			
		2.MD.10a	Read the data presented in a bar graph and picture graph.	M			
		2.MD.10b	Solve simple ‘put together’ and ‘take apart’ word problems involving graphed data.	M			
		2.MD.10c	Compare and contrast between picture and bar graph with up to four categories.	M			
2.MD.10d	Create a picture graph and bar graph with up to four categories.	M					

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How do we name shapes?	Geometry Reason with shapes and their attributes.	2.G.1a	Describe the attributes of triangles, pentagons, hexagons, and cubes.	M		Attribute Shape Closed Side(s) Angle(s) Face(s) Two-dimensional Triangle Quadrilateral Pentagon Hexagon Cube Vertex Array	Multiplication Rows Columns Factor Area model Divide Part Fraction Whole Half Half of Quarter Fourth Equal shares
		2.G.1b	Describe and show (through drawings or manipulatives) sides and angles on two-dimensional shapes.	M			
2.G.1c		Describe and show (through drawings or manipulatives) faces and vertices on three dimensional shapes.	M				
2.G.1d		Name & draw shapes (triangles, quadrilaterals, pentagons, hexagons, and cubes) based on specified attributes (number of faces, number of angles).	M				
2.G.1e		Compare and contrast between two- and three-dimensional shapes.	M				
How do we find out how much space shapes take up?							

How do we divide shapes into equal shares?	2.G.2a	Divide a rectangle into rows and columns of equal size and count to find the area of the rectangle.	M			
	2.G.2b	Explain area in terms of factors (rows and columns) and product (area).	M			
	2.G.3a	Draw lines to equally divide circles and rectangles into thirds, halves, and fourths (quarters).	M			
	2.G.3b	Name and label the divided pieces of a shape using the terms halve, third, fourth (quarter).	M			
	2.G.3c	Explain the effects of dividing a shape in terms of the size of the divided pieces.	M			
	2.G.3d	Show how equal shares of a figure do not need to be the same shape.	M			
	2.G.3e	Show equivalent fraction for $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ using geometric figures.	M			

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