

Focus Topic: OA – Operations and Algebraic Thinking

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
<ul style="list-style-type: none"> • 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 (<i>For example, by using drawings and equations with a symbol for the unknown number to represent the problem</i>) 	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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • TSW determine whether a group of objects (up to 20) has an odd or even number of members, (<i>For example, by pairing objects or counting them by 2s</i>) 	2.OA.3			Literature Connections
<ul style="list-style-type: none"> • TSW write an equation to express an even number as a sum of two equal addends 	2.OA.3			Multiple Choice
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> TSW understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, (<i>For example, 706 equals 7 hundreds, 0 tens, and 6 ones</i>) Understand the following as special cases: <ul style="list-style-type: none"> 100 can be thought of as a bundle of ten tens — called a “hundred.” 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> TSW add up to four two-digit numbers using strategies based on place value and properties of operations 	2.NBT.6			Short Constructed Response
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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			

<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> TSW use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, <i>(For example, by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem)</i> 	2.MD.5			Multiple Choice
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • TSW solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>(For example: If you have 2 dimes and 3 pennies, how many cents do you have?)</i> 	2.MD.8			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • 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			
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 Short Constructed Response
<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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 Extended Constructed Response
<ul style="list-style-type: none"> • 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)
<ul style="list-style-type: none"> • TSW make sense of problems and persevere in solving them.
<ul style="list-style-type: none"> • TSW reason abstractly and quantitatively.
<ul style="list-style-type: none"> • TSW construct viable arguments and critique the reasoning of others.
<ul style="list-style-type: none"> • TSW model with mathematics.
<ul style="list-style-type: none"> • TSW use appropriate tools strategically.
<ul style="list-style-type: none"> • TSW attend to precision.
<ul style="list-style-type: none"> • TSW look for and make use of structure
<ul style="list-style-type: none"> • TSW look for and express regularity in repeated reasoning.