Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
A **August 22, 2012 through September 7, 2012**	**Indicators which are addressed and assessed**			
	2.1.1a Count orally forward or backward for 10 consecutive numbers from any given number up to 100. **2.1.1d** Count orally and write numbers by 10's to 100. **2.1.2a** Describe the pattern of digits in the ones place for each group of ten, from tens through nineties. **2.1.5a** Tell if a number is larger or smaller than a given number, with any two numbers up to 100.			
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 1- Understanding Addition and Subtraction, Lesson 1 Writing addition number sentences, Lesson 2 Stories about joining, Lesson 3 Writing subtraction number sentences, Lesson 4 Stories about separating, Lesson 5 Stories about comparing, Lesson 6 Connecting addition and subtraction, Lesson 7 Problem solving using objects, review topic concepts, assessment			
	Indicators which are addressed (not necessarily assessed)			
	2.NBT.2 count within 1,000; skip count by 5's,10's, 100's **2.NBT.1 understand that three digits of a three digit number represent amounts of hundreds, tens, and ones.** **2.NBT.4 compare two three digit-numbers**			**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning

	based on meanings of the hundreds, tens, and ones digits, using >,=,< symbols to record the results of comparisons.			used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD,**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Addition and subtraction strategies**			

Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
B **September 10, 2012 through September 28, 2012**	**Indicators which are addressed and assessed**			
	2.1.1c Count orally and write numbers by 5's to 100. **2.1.2b** Explain that the tens digit does not change in any grouping of ten (i.e., teens, twenties, thirties, forties, etc.) **2.1.5b** Arrange a given set of numbers up to 100 in order from least to greatest. **2.1.3a-c** Show numbers up to 100 in various combinations of tens and ones using place value drawings. Show numbers up to 100 in various combinations of tens and ones using place value models. Write numbers up to 100 in various combinations of tens and ones. Ex: 6 tens + 3 ones = 63	**2.2.1a** Model addition of numbers less than 100 with objects.		
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 2- Addition Strategies, Lesson 1 Adding 0,1,2, Lesson 2 Doubles, Lesson 3 Near Doubles, Lesson 4 Adding in any Order, Lesson 5 Adding three numbers, Lesson 6 Making 10 to add 9, Lesson 7 Making 10 to add 8, Lesson 8 Problem Solving Draw a picture and write a number sentence, Review topic concepts, assessment **Envision Topic 3- Subtraction Strategies, Lesson 1 Subtracting 0,1,2, Lesson 2 Thinking addition to subtract doubles, Lesson 3 Thinking addition to 10 to subtract, Lesson 4 Thinking addition to 18 to subtract, Lesson 5 Finding the missing part, Lesson 6 Problem Solving Two-Question problems, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
	2.NBT.2 count within 1,000; skip count by	**2.OA.1 use addition and subtraction within**		**2.6.1a** Select the best strategy and materials to solve mathematical problems.

	5's,10's, 100's **2.NBT.5 fluently add and subtract within 100 using strategies based on place value and properties of operations, and/or the relationship between addition and subtraction** **2.NBT.4 compare two three digit-numbers based on meanings of the hundreds, tens, and ones digits, using >,=,< symbols to record the results of comparisons.**	**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, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem**		Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD,**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Counting money, place value to 100**			

Quarter 1	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
C **October 1, 2012 through October 19, 2012**	**Indicators which are addressed and assessed**			
	2.1.2c Describe the patterns in the tens and ones places as you increase or decrease a given number by ten, for any number up to 100. Ex: Increasing or decreasing 69 by ten results in the ones place digit remaining the same and the tens place digit increasing or decreasing by one digit. **2.1.5c** Arrange a given set of numbers up to 100 in order from greatest to least. **2.1.4a** Name the number that is ten more or ten less than any number 10 through 90. Use a hundred charts to locate the number that is ten more or ten less than a given number. **2.1.1b** Count orally and write numbers by 2's to 100 **2.1.7a** Create models or drawings to represent odd and even numbers. **2.1.7b** Explain the difference between odd and even numbers. **2.1.7c** Select odd and even numbers from a list of numbers up to 100.	**2.2.1b** Model addition of numbers less than 100 by drawing pictures.	**2.5.12a** Tell the value in pennies equal to a quarter, half-dollar, and dollar. **2.5.12b** Determine the value of a collections of pennies, nickels, dimes, quarters, half-dollars, and dollars. The value of pennies, nickels, and dimes was taught in first grade.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 4- Place Value: Numbers to 100, Lesson 1 Models for tens, Lesson Models for tens			

	and ones, Lesson 3 Reading and writing numbers, Lesson 4 Using models to compare numbers, Lesson 5 Using symbols to compare numbers, Lesson 6 Before, After, and Between, Lesson 7 Order numbers, Lesson 8 Number patterns on a hundred chart, Lesson 9 Even and odd numbers, Lesson 10 Problem Solving using data from a chart, Review topic concepts, assessment **Envision Topic 5- Counting Money, Lesson 1 Dime, nickel, penny, Lesson 2 Quarter and half-dollar, Lesson 3 Counting collections of coins, Lesson 4 Ways to show the same amount, Lesson 5 One dollar, Lesson 6 Problem Solving making an organized list, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
	2.NBT.1 understand that three digits of a three digit number represent amounts of hundreds, tens, and ones. **2.NBT.4 compare two three digit-numbers based on meanings of the hundreds, tens, and ones digits, using >,=,< symbols to record the results of comparisons.** **2.NBT.8 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.2 count within 1,000; skip count by**	**2.2.2a** Add two whole numbers less than 100 without regrouping. **2.2.6a** Use mental arithmetic to add 0, 1, 2, 3, 4, 5, or 10 to numbers less than 100. **2.3.4a** Describe the rule for a given addition number pattern. **2.3.4b** Extend number patterns using addition. **2.OA.1 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, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem**	**2.MD.8 solve word problems involving dollar bills, quarters, dimes, nickels and pennies using appropriate symbols**	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.

	5's,10's, 100's **2.OA.3 determine whether a group of objects (up to 20) has an odd or even number of members**			
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, coins and bills**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Mental addition, mental subtraction**			

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
A **October 22, 2012 through November 9, 2012**	**Indicators which are addressed and assessed**			
	2.1.6a Match the number names (first, second, third, etc.) with an ordered set of up to 100 items.	**2.2.2a** Add two whole numbers less than 100 without regrouping.		
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 6- Mental Addition, Lesson 1 Adding tens, Lesson 2 Adding ones, Lesson 3 Adding tens and ones, Lesson 4 Adding on a hundred chart, Lesson 5 Problem Solving Look for a pattern, Review topic concepts, assessment **Envision Topic 7- Mental Subtraction, Lesson 1 Subtracting tens, Lesson 2 Finding parts of 100, Lesson 3 Subtracting on a hundred chart, Lesson 4 Adding on to subtract, Lesson 5 Problem Solving Missing or extra information, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
	2.NBT.6 add up to four two digit numbers using strategies based on place value and properties of operations	**2.3.2d** Define the associative property for addition. Students need to understand what parentheses are and how they affect a math problem. **2.2.6b** Use mental arithmetic to subtract 0, 1, 2, 3, 4, 5, or 10 from numbers less than 100. **2.3.2e** Explain how to use the		**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares."

		associative property for addition to simplify mental calculations and to check results. **2.OA.2 fluently add and subtract within 20 using mental strategies 2.OA.1 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, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem**		**2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, student clocks,**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Geometry**			

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
B **November 12, 2012 through November 30, 2012**	**Indicators which are addressed and assessed**			
			2.1.10a Illustrate that, when all fractional parts are included, the result is equal to the whole and to one. Use drawings and models to demonstrate this concept **2.4.2a** Describe plane shapes (triangle, square, and rectangle) by size and number of sides and by number of vertices.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 11- Geometry, Lesson 1 Flat surfaces, vertices, edges, Lesson 2 Relating plane shapes to solid figures, Lesson 3 Making new shapes, Lesson 4 Cutting shapes apart, Lesson 5 Congruence, Lesson 6 Ways to move shapes, Lesson 7 Symmetry, Lesson 8 Problem Solving use reasoning, Review topic concepts, assessment			
	Indicators which are addressed (not necessarily assessed)			
			2.4.1a Construct squares, rectangles, triangles, cubes, and rectangular prisms with appropriate materials. Ex: Use blocks to make a rectangular prism. **2.4.2b** Classify plane shapes (triangle, square, and rectangle) by size and number of sides and by number of vertices. **2.4.2c** Sort plane shapes (triangle, square, and rectangle) by size and number	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given

			of sides and by number of vertices. edges and vertices. **2.4.2e** Classify solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices. **2.4.2f** Sort solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices. **2.4.2d** Describe solid geometric shapes (cube, rectangular prism) according to the number and shape of faces and the number of edges and vertices. **2.4.3a** Predict the result of putting together and taking apart two-dimensional shapes. Draw your prediction. **2.4.3b** Create a new shape by putting together and taking apart two-dimensional shapes. **2.4.3c** Predict the result of putting together and taking apart three-dimensional shapes. **2.4.3d** Create a new shape by putting together and taking apart three-dimensional shapes. **2.G.1 recognize and draw shapes having specified attributes, such as given number**	mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.

			of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, Thermometers, Rulers and Yard Sticks,**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Time and Temperature**			

Quarter 2	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
C **December 3, 2012 through December 21, 2012**	**Indicators which are addressed and assessed**			
			2.4.4a Identify (name) congruent two-dimensional shapes in any position. **2.5.9a** Tell the time to the nearest quarter hour using an analog clock. Students need to know that 15 minutes is equivalent to a quarter of an hour.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision 15- Time and Temperature, Lesson 1 Telling time to five minutes, Lesson 2 Telling time before and after the hour, Lesson 3 Estimating time, Lesson 4 Using a calendar, Lesson 5 Fahrenheit and Celsius, Lesson 6 Problem solving multiple-step problems, Review topic concepts, assessment			
	Indicators which are addressed (not necessarily assessed)			
	2.1.9a Name the unit fractions: 1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, and 1/12.		**2.4.5a** Label/name geometric shapes and structures found in the environment. **2.4.5b** Tell where geometric shapes and structures are found in the environment. **2.5.9b** Determine five-minute intervals using an analog clock. **2.5.10b** Tell how many minutes are in an hour. **2.5.10d** Tell how many days are in a week. **2.5.10h** Tell how many months are in a year. **2.5.10a** Tell how many seconds are in a minute. **2.5.10c** Tell how many hours are in a day.	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a

			2.5.10e Tell how many days are in each month. Students should recognize that the number of days in a month varies for different months. **2.5.10f** Tell how many days are in a year. Students should recognize that leap year contains an extra day. **2.5.10g** Tell how many weeks are in a year. **2.5.8a** Use a thermometer to measure the temperature in degrees Fahrenheit. Students should be familiar with a thermometer and what it is used for. **2.5.8b** Estimate temperature in degrees Fahrenheit. **2.5.8c** Use a thermometer to measure the temperature in degrees Celsius. **2.5.9c** Explain the difference between a.m. and p.m. **2.5.8d** Estimate temperature in degrees Celsius. **2.MD.7 tell and write from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**	problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, Student Clocks, Geometric Shapes**			
Assessments	**COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics	**Adding two digit numbers, graphs and probability**			

assessed	

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
A **January 7, 2013 through January 25, 2013**	**Indicators which are addressed and assessed**			
	2.1.11a-b Collect numerical data in systematic ways using student or teacher generated questions. Record numerical data in systematic ways. Ex: Record data in tables, bar graphs, tally marks, etc.	**2.2.2b** Add two whole numbers less than 100 with regrouping. **2.3.4d-f** Describe the rule for a given subtraction number pattern. Extend number patterns using subtraction. Create number patterns using subtraction.		
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 16- Graphs and Probability, Lesson 1 Organizing data, Lesson 2 Pictographs, Lesson 3 Bar Graphs, Lesson 4 Coordinate graphs, Lesson 5 Likely and unlikely, Lesson 6 Certain, Probable, and Impossible, Lesson 7 Problem solving use a graph, Review topic concepts, assessment Envision Topic 8- Adding Two-Digit Numbers, Lesson 1 Regrouping 10 Ones for 1 Ten, Lesson 2 Models to add Two- and One- digit numbers, Lesson 3 Adding Two- and One- digit numbers, Lesson 4 Models to add Two- digit numbers, Lesson 5 Adding Two- digit numbers, Lesson 6 Adding three numbers, Lesson 7 Problem solving draw a picture and write a number sentence, Review topic concepts, assessment			
	Indicators which are addressed (not necessarily assessed)			
	2.MD.10 draw a picture and a bar graph with single unit scale to represent a data set with up to four categories.	**2.3.2f** Apply the associative property for addition to simplify mental calculations and to check results. Ex: mentally add (5 + 17)+13 and then add 5+(17+13). Explain which was easier and why. **2.2.4c** Apply understanding of inverse relationships to determine if an addition or subtraction answer is valid. **2.NBT.5 fluently add and subtract within**	**2.5.2c** Tell how many inches are in a yard. **2.5.2e** Describe the relationships among inch, foot, and yard.	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given

		100 using strategies based on place value and properties of operations, and/or the relationship between addition and subtraction		mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD,**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Subtracting two digit numbers**			

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
B **January 28, 2013 through February 14, 2013**	**Indicators which are addressed and assessed**			
	2.3.4a-b Describe the rule for a given addition number pattern. Extend number patterns using addition.	**2.2.3a** Subtract two whole numbers less than 100 without regrouping. **2.3.1a-c** Select whether an addition or subtraction number sentence fits a given problem situation. Write an addition number sentence for a given problem situation. Write a subtraction number sentence for a given problem situation.		
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 9- Subtracting Two-digit Numbers, Lesson 1 Regrouping 1 Ten for 10 Ones, Lesson 2 Models to subtract Two- and One- digit numbers, Lesson 3 Subtracting Two- and One-digit numbers, Lesson 4 Models to subtract Two- digit numbers, Lesson 5 Subtracting Two- digit numbers, Lesson 6 Using addition to check subtraction, Problem solving Two –Question problems			
	Indicators which are addressed (not necessarily assessed)			
	2.2.6a Use mental arithmetic to add 0, 1, 2, 3, 4, 5, or 10 to numbers less than 100 **2.1.12a** Create tables, tally charts, and bar graphs using data. Prerequisite knowledge includes: how to record and count tally marks and practice with bar graphs and tally charts **2.OA.2 fluently add and subtract within 20 using mental strategies**	**2.OA.1 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, e.g. by using drawings and**		**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning

	2.MD.10 draw a picture and a bar graph with single unit scale to represent a data set with up to four categories.	**equations with a symbol for the unknown number to represent the problem 2. NBT.9 explain why addition and subtraction strategies work, using place value and the prop. of operations**		used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD,**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Using addition and subtraction, measurement of length and area**			

Quarter 3	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
C **February 19, 2013 through March 15, 2013**	**Indicators which are addressed and assessed**			
			2.5.1c-d Measure length to the nearest centimeter and meter. Estimate length to the nearest centimeter and meter. **2.5.2a-c&e** Tell how many inches are in a foot. Tell how many feet are in a yard. Tell how many inches are in a yard. Describe the relationships among inch, foot, and yard.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 10- Using Addition and Subtraction, Lesson 1 Adding money, Lesson 2 Estimating Sums, Lesson 3 Ways to add, Lesson 4 Subtracting money, Lesson 5 Estimating differences, Lesson 6 Ways to Subtract, Lesson 7 Problem solving Try, Check, and Revise, Review topic concepts, assessment **Envision Topic 13- Measurement: Length and Area, Lesson 1 Thinking about attributes, Lesson 2 Exploring length, Lesson 3 Measuring length using nonstandard units, Lesson 4 Inches, feet, yards, Lesson 5 Centimeters and meters, Lesson 6 Exploring perimeter, Lesson 7 Exploring area, Lesson 8 Problem solving use objects, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
	2.1.12c Interpret data using tables, tally charts, and bar graphs. **2.5.4a-c** Estimate how many square tiles would cover a		2.5.2d Describe the relationship between centimeter and meter and tell how many	

	given area. Review estimation. Determine how many square tiles would cover a given area. Use a given object to determine the area of another object.		centimeters are in a meter. 2.5.3a-b Select whether inches, feet, or yards is the most appropriate unit to measure within a given situation. Ex: Would you use yards or inches to measure the length of your school books? Explain your answer. Select whether centimeters or meters is the most appropriate unit to measure within a given situation. **2.MD.1 measure the length of an object by selecting and using appropriate tools such as, rulers, yard sticks, meter sticks and measuring tape** **2.MD. 2 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.3 estimate lengths using units of inches, feet, centimeters, and meters **2.MD.4 measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit**	
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD,**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Fractions, numbers and patterns to 1,000**			

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
A **March 18, 2013 through April 12, 2013**	**Indicators which are addressed and assessed**			
			2.1.9a-b Name the unit fractions: 1/2, 1/3, 1/4, 1/5, 1/6, 1/8, 1/10, and 1/12. Tell which unit fraction is larger or smaller, given any two unit fractions. Students should understand that dividing a whole or a group into more equal parts creates smaller parts.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 17- Numbers and Patterns to 1,000, Lesson 1 Building 1,000, Lesson 2 Counting hundreds, tens and ones, Lesson 3 Reading and writing numbers to 1,000, Lesson 4 Changing numbers by hundreds and tens, Lesson 5 Patterns with numbers on hundreds charts, Lesson 6 comparing numbers, Lesson 7 Before, After, and Between, Lesson 8 Ordering numbers, Lesson 9 Problem solving look for a pattern, Review Topic concepts, assessment **Envision Topic 12- Fractions, Lesson 1 Wholes and equal parts, Lesson 2 Unit fractions and regions, Lesson 3 Non-unit fractions and regions, Lesson 4 Estimating Fractional parts of a whole, Lesson 5 Fractions of a Set, Lesson 6 Problem solving use objects, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
		2.1.5b Arrange a given set of numbers up to 100 in order from least to greatest. **2.1.3a-c** Show numbers up to 100 in various combinations of tens and ones using place value drawings. Show numbers up to 100 in various combinations of tens and ones using place value models. Write numbers up to 100 in various combinations of tens and ones. Ex: 6 tens	**2.1.8a** Demonstrate how fractions (including unit fractions) show parts of a whole using drawings. **2.1.8b** Demonstrate how fractions (including unit fractions) show parts of a whole using models. **2.1.8c** Demonstrate how fractions (including unit fractions) show parts of a group (set) using drawings.	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or

		+ 3 ones = 63 **2. NBT.3 read and write numbers to 1,000 using base ten numerals, number names, and expanded form** **2.NBT.4 compare two three digit-numbers based on meanings of the hundreds, tens, and ones digits, using >,=,< symbols to record the results of comparisons.**	**2.1.8d** Demonstrate how fractions (including unit fractions) show parts of a group (set) using models. **2.G.2 partition a rectangle into rows and columns of same size squares and count to find the total number of them** **2.G.3 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. recognize that equal shares of identical wholes need not have the same shape**	drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, Pattern Blocks, Fraction Strips,**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Measurement with capacity and weight, three digit addition and subtraction**			

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
B **April 15, 2013 through May 10, 2013**	**Indicators which are addressed and assessed**			
			2.5.1 Measure to the nearest inch.	
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
	Envision Topic 18- Three-digit Addition and Subtraction, Lesson 1 Mental math, Lesson 2 Estimating sums, Lesson 3 Models for Adding with three-digit numbers, Lesson 4 Adding three-digit numbers, Lesson 5 Mental math: ways to find missing parts, Lesson 6 Estimating differences, Lesson 7 Models for subtracting with three-digit numbers, Lesson 8 Subtracting three-digit numbers, Lesson 9 Problem solving make a graph, Review Topic concepts, assessment **Envision Topic 14- Measurement: Capacity and Weight, Lesson 1 Exploring capacity, Lesson 2 Measuring Capacity using nonstandard units, Lesson 3 Cups, pints, quarts, Lesson 4 Liters, Lesson 5 Exploring weight, Lesson 6 Ounces and pounds, Lesson 7 Grams and kilograms, Lesson 8 Problem solving use objects, Review topic concepts, assessment**			
	Indicators which are addressed (not necessarily assessed)			
			2.5.5a Tell how many cups are in a pint. **2.5.5b** Measure the capacity of a container using cups. **2.5.5c** Estimate capacity of a container using cups. **2.5.5d** Measure the capacity of a container using pints. **2.5.5e** Estimate capacity of a container using pints. **2.5.6a** Estimate which of two objects is heavier. The concept of using a balance scale should be reviewed or introduced if necessary. **2.MD.9 generate measurement data by measuring lengths of**	**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem… "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem.

			several objects to the nearest whole unit	**2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, Plane Shapes, Geometric Shapes**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed	**Multiplication concepts**			

Quarter 4	Number Sense and Operations	Algebra and Functions	Geometry and Measurement	Problem Solving
C **May 13, 2013 through June 1, 2013**	**Indicators which are addressed and assessed**			
	Resources **www.internet4classrooms.com; www.IXL.com; www.mathwire.com**			
			Envision Topic 19	**Envision Topic 19**
	Indicators which are addressed (not necessarily assessed)			
	2.2.5b Decide whether answers for addition problems are reasonable by using estimation **2.OA.4 use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns**			**2.6.1a** Select the best strategy and materials to solve mathematical problems. Ex: Solve the problem... "Count the number of squares on the surface of a cube. Put two cubes together, and count the visible squares. Repeat with 3, 4, 5, etc. cubes in a line. Find a rule for the number of squares." **2.6.2a** Select the appropriate tools, such as objects or drawings, to model given mathematical problems. **2.6.3a** Explain the reasoning used in solving a problem. **2.6.3b** Justify the selected procedures in solving a problem. **2.6.4a** Perform precise calculations. **2.6.4b** Evaluate the validity of the results within the context of the problem. **2.6.5a** Describe connections between two problems. **2.6.5b** Apply understanding of one problem to solve another

				problem.
Instructional Strategies/Suggestions	**Direct Instruction, COMPASS, Whiteboards, Center Activities, Envision Animated Learning CD, Capacity Containers**			
Assessments	**Interim Assessments, COMPASS, Envisions Quick Check, Daily Observation, Teacher Checklists**			
Upcoming topics assessed				