

Table of Contents – Grade 2

Go Math! Scope and Sequence	4
Common Core	5
Domain: 2.OA – Operations & Algebraic Thinking	5
Cluster: 2.OA.A – Represent and solve problems involving addition and subtraction	5
Standard: 2.OA.A.1	5
Cluster: 2.OA.B – Add and subtract within 20.	8
Standard: 2.OA.B.2	8
Cluster: 2.OA.C – Work with equal groups of objects to gain foundations for multiplication.	11
Standard: 2.OA.C.3	11
Standard: 2.OA.C.4	13
Domain: 2.NBT – Number & Operations in Base Ten	15
Cluster: 2.NBT.A – Understand place value.	15
Standard: 2.NBT.A.1	15
Standard: 2.NBT.A.1a	17
Standard: 2.NBT.A.1b	19
Standard: 2.NBT.A.2	21
Standard: 2.NBT.A.3	23
Standard: 2.NBT.A.4	26
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	28
Standard: 2.NBT.B.5	28
Standard: 2.NBT.B.6	31
Standard: 2.NBT.B.7	34
Standard: 2.NBT.B.8	37
Standard: 2.NBT.B.9	39
Domain: 2.MD – Measurement & Data	41
Cluster: 2.MD.A – Measure and estimate lengths in standard units	41
Standard: 2.MD.A.1	41
Standard: 2.MD.A.2	44
Standard: 2.MD.A.3	46
Standard: 2.MD.A.4	48

Cluster: 2.MD.B – Relate addition and subtraction to length.	50
Standard: 2.MD.B.5	50
Standard: 2.MD.B.6	52
Cluster: 2.MD.C – Work with time and money.	54
Standard: 2.MD.C.7	54
Standard: 2.MD.C.8	56
Cluster: 2.MD.D – Represent and interpret data.	59
Standard: 2.MD.D.9	59
Standard: 2.MD.D.10	61
Domain: 2.G – Geometry.	64
Cluster: 2.G.A – Reason with shapes and their attributes.	64
Standard: 2.G.A.1	64
Standard: 2.G.A.2	67
Standard: 2.G.A.3	69

Go Math! Scope and Sequence

	Introduction	Instruction	Assessment	TOTAL
Chapter 1: Number Concepts	1 day	9 days	2 days	12 days
Chapter 2: Numbers to 1,000	1 day	12 days	2 days	15 days
Chapter 3: Basic Facts and Relationships	1 day	11 days	2 days	14 days
Chapter 4: 2-Digit Addition	1 day	12 days	2 days	15 days
Chapter 5: 2-Digit Subtraction	1 day	11 days	2 days	14 days
Chapter 6: 3-Digit Addition and Subtraction	1 day	10 days	2 days	13 days
Chapter 7: Money and Time	1 day	11 days	2 days	14 days
Chapter 8: Length in Customary Units	1 day	9 days	2 days	12 days
Chapter 9: Length in Metric Units	1 day	7 days	2 days	10 days
Chapter 10: Data	1 day	6 days	2 days	9 days
Chapter 11: Geometry and Fraction Concepts	1 day	10 days	2 days	13 days
End of the Year Planner: Getting ready for Grade 3	4 days	20 days	2 days	26 days
Flex Days (projects, reteaching, standardized testing, etc.)	--	13 days	--	--
TOTAL DAYS	15 days	141 days	24 days	180 days

Common Core

Domain: 2.OA – Operations & Algebraic Thinking	
Cluster: 2.OA.A – Represent and solve problems involving addition and subtraction.	
Standard: 2.OA.A.1	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How are bar models used to show addition and subtraction problems? • How are the number sentences used to show addition and subtraction situations? • How can drawing a diagram help when solving addition problems? • How do you write a number sentence to represent a problem? • How can drawing a diagram help when solving subtraction problems? • How do you write a number sentence to represent a problem? • How do you decide what steps to do to solve a problem? 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.
Standards: 1.OA.A.1	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Creativity and Innovation

<input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Use bar models to represent a variety of addition and subtraction situations. • Write equations to represent and solve a variety of addition and subtraction situations. • Solve problems involving 2-digit addition by using the strategy draw a diagram. • Represent addition situations with number sentences using a symbol for the unknown number. • Solve problems involving 2-digit subtraction by using the strategy draw a diagram. • Represent subtraction situations with number sentences using a symbol for the unknown number. • Analyze word problems to determine what operations to use to solve multistep problems. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Show 3 blue counters and 8 red counters. Have children name the four related facts that can be represented by the bear counters. As children name the facts, have them write the facts on their MathBoards. Suppose we take one of the red counters away. How would the related facts for the bears change? • On the board, write the following: $__ + __ = 10$ and $10 - __ = __$. What pair of numbers can you use in both number sentences? • Share the following problem with children. Justin has 8 fish. 3 fish are large. The rest are small. How many small fish does Justin have? Have children make a train of 8 cubes. Have children trace around the cube train to draw a bar model. Children should snap off 3 cubes (and draw a line in their bar models) to show the 3 large fish. They can count the rest of the cubes to find the missing addend. • Write the following problems on the board: $23 + 48 = __$ and $51 + 34 = __$. Have children rewrite these problems in vertical format on their papers and find the sums. Ask for volunteers to record their problems and solutions on the board. • Show children a cube train of 4 red connecting cubes and 5 blue connecting cubes. What addition facts could be written for this cube train? What related subtraction facts could be written for this cube train? • Have children find the difference for each of the following problems: $75 - 28 = __$ and $75 - 32 = __$. When you subtracted did you regroup in both problems? Explain. • Have children find the answer to each of the following problems: $36 + 37 = __$ and $73 - 28 = __$. Did you regroup in both problems? Explain how the regrouping was different in these two problems. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 3.8, 3.9, 4.9, 4.10, 5.9, 5.10, 5.11 	

- Refer to Go Math! Teacher Edition and Student Edition page(s): *149A–149B, 149–152, 153A–153B, 153–156, 205A–205B, 205–208, 209A–209B, 209–212, 261A–261B, 261–264, 265A–265B, 265–268, 269A–269B, 269–272* (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

7 Days

Domain: 2.OA – Operations & Algebraic Thinking	
Cluster: 2.OA.B – Add and subtract within 20.	
Standard: 2.OA.B.2	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can you use doubles facts to find sums for near doubles facts? • What are some ways to remember sums? • How is the make a ten strategy used to find sums? • How do you add three numbers? • How are addition and subtraction related? • What are some ways to remember differences? • How does getting to 10 in subtraction help when finding differences? 	<p>Students will:</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. • By end of Grade 2, know from memory all sums of two one-digit numbers.
Standards: 2.OA.B.2	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

Entrepreneurial Literacy	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Use doubles facts as a strategy for finding sums for near doubles facts. • Recall sums for basic facts using properties and strategies. • Recall sums for addition facts using the make a ten strategy. • Find sums of three addends by applying the Commutative and Associative Properties of Addition. • Use the inverse relationship of addition and subtraction to recall basic facts. • Recall differences for basic facts using mental strategies. • Find differences on a number line to develop the mental strategy of decomposing to simplify facts. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Use counters to model doubles facts. For example, show two groups of 3 counters. Have children tell how many counters there are in all. Repeat this activity with two groups of 2 counters and two groups of 4 counters. • Use connecting cubes to illustrate the Commutative Property of Addition. Show children a train of 3 red cubes and 4 blue cubes. What addition fact is shown? Then flip the train so that it shows 4 blue cubes and 3 red cubes. What addition fact is shown now? How are these two cube trains alike? How are they different? Repeat for $2 + 7 = 9$ and $7 + 2 = 9$. • Group children in pairs. Give each pair 10 counters and a ten frame. How can you use a ten frame to show $3 + 7$? What is a different combination of yellow and red counters that shows a sum of 10? • Review addition basic facts by showing children the addition fact cards and having them name the sums. Have children discuss some of the strategies they use to find sums. What strategy did you use to find the sum for $9 + 7$? • Ask children to write a number sentence for each problem. I have 5 bears, and I find 2 more bears. How many do I have now? I have 5 bears, and I lose 2 bears. How many do I have now? How did you know whether to add or subtract to solve each problem? • Review related addition and subtraction facts. Write $5 + 3 = 8$ on the board. Then have children name a related subtraction fact. How does the subtraction fact undo the addition fact? • Introduce the number line to model the subtraction fact $6 - 2 = 4$. Demonstrate how to start at the first number, 6, and jump back by the second number, 2. Repeat the activity for $5 - 4 = 1$. Be sure children understand that the number you end on is the difference. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 • Refer to Go Math! Teacher Edition and Student Edition page(s): <i>121A–121B, 121–124, 125A–125B, 125–128, 129A–129B, 129–132, 133A–133B, 133–136, 137A–137B, 137–140, 141A–141B, 141–143, 145A–145B, 145–148</i> (Note: Pages only in Teacher Edition are italics) 	

- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

7 Days

Domain: 2.OA – Operations & Algebraic Thinking	
Cluster: 2.OA.C – Work with equal groups of objects to gain foundations for multiplication.	
Standard: 2.OA.C.3	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How are even numbers and odd numbers different? • Why can an even number be shown as the sum of two equal addends? 	Students will: <ul style="list-style-type: none"> • Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s • Write an equation to express an even number as a sum of two equal addends.
Standards: 2.OA.C.3, 2.OA.C.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Classify numbers up to 20 as even or odd. • Write equations with equal addends to represent even numbers. 	
Instructional Strategies	

- On the board, write the following groups: pair of shoes, pair of socks, and pair of mittens. How are a pair of shoes, a pair of socks, and a pair of mittens alike? What are some other things that are bought in pairs?
- Read the following problem aloud. Then have children model the problem with their cubes. Jen is helping with the laundry. She has 11 socks that are all the same. She rolls them into pairs. Are any socks left over? Is 11 an even number or an odd number? Explain.

Resources

- Refer to Go Math! Lesson(s): 1.1, 1.2
- Refer to Go Math! Teacher Edition and Student Edition page(s): 13A–13B, 13–16, 17A–17B, 17–20 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

2 Days

Domain: 2.OA – Operations & Algebraic Thinking	
Cluster: 2.OA.C – Understand and apply properties of operations and the relationship between addition and subtraction.	
Standard: 2.OA.C.4	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can acting it out help when solving a problem about equal groups? • How can you write an addition sentence for problems with equal groups? 	<p>Students will:</p> <ul style="list-style-type: none"> • Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns • Write an equation to express the total as a sum of equal addends.
Standards: 2.OA.C.3, 2.OA.C.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Solve problems involving equal groups by using the strategy act it out. • Write equations using repeated addition to find the total number of objects in arrays. 	

Instructional Strategies
<ul style="list-style-type: none">• Discuss with children examples of when they might use skip counting to find a total number of objects in several equal groups. What are some items you might see in equal groups in a store? Describe how you could count to find how many bars of soap there are in 4 packages of 2 bars of soap.• Draw two rows of four objects. How many objects are in each row? How many rows are there? How many objects are there in all?
Resources
<ul style="list-style-type: none">• Refer to Go Math! Lesson(s): 3.10, 3.11• Refer to Go Math! Teacher Edition and Student Edition page(s): <i>157A–157B, 157–160, 161A–161B, 161–164</i> (Note: <i>Pages only in Teacher Edition are italics</i>)• Go Math! Animated Math Models (via Think Central)• HMH Mega Math (via Think Central)• Go Math! iTools (via Think Central)• Go Math! eGlossary (via Think Central)• Go Math! Destination Math (via Student Edition in Think Central)• Corresponding Go Math! Grab and Go for Activities/Literature/Games• Corresponding Go Math! Daily Routines• https://www-k6.thinkcentral.com/ePC/start.do• http://www.firstinmath.com/• http://www.corestandards.org/Math
Suggested Time Frame:
2 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.1	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you write a 3-digit number for a group of tens? • How do you show a 3-digit number using blocks? • How do you write the 3-digit number that is shown by a set of blocks? • How do you know the values of the digits in numbers? 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Write 3-digit numbers that are represented by groups of tens. • Use concrete and pictorial models to represent 3-digit numbers. 	

- Apply place value concepts to write 3-digit numbers that are represented by pictorial models.
- Use place value to describe the values of digits in numbers to 1,000.

Instructional Strategies

- Use base-ten blocks to model 1 hundred as 10 tens. How many tens are there? How many hundreds are there? Explain. Regroup to confirm the answer. Then continue to model hundreds as groups of 10 tens.
- Review drawing quick pictures for 2-digit numbers. Write 58 on the board. Ask a volunteer to use blocks to show the number and then draw a quick picture for the number.
- Write the number 236 on the board. Have a volunteer use base-ten blocks to model the number 236. Have another volunteer come up and add 2 more tens. Ask: what number do the blocks show now?
- Show the number 263 using base-ten blocks. What number is shown with these blocks? Explain. How can you write this 3-digit number as the sum of hundreds, tens, and ones?

Resources

- Refer to Go Math! Lesson(s): 2.2, 2.3, 2.4, 2.5
- Refer to Go Math! Teacher Edition and Student Edition page(s): *61A–61B, 61–64, 65A–65B, 65–68, 69A–69B, 69–72, 73A–73B, 73–76* (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

4 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.1a	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do you group tens as hundreds? 	<p>Students will:</p> <ul style="list-style-type: none"> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. 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.”
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Understand that each group of 10 tens is equivalent to 1 hundred. 	

Instructional Strategies
<ul style="list-style-type: none">• Ask children if they have a container at home that they use to collect small objects. Suppose you have a large box full of blocks. What might be a quicker way to count them than counting the blocks one by one?
Resources
<ul style="list-style-type: none">• Refer to Go Math! Lesson(s): 2.1• Refer to Go Math! Teacher Edition and Student Edition page(s): 57A–57B, 57–60 (Note: <i>Pages only in Teacher Edition are italics</i>)• Go Math! Animated Math Models (via Think Central)• HMH Mega Math (via Think Central)• Go Math! iTools (via Think Central)• Go Math! eGlossary (via Think Central)• Go Math! Destination Math (via Student Edition in Think Central)• Corresponding Go Math! Grab and Go for Activities/Literature/Games• Corresponding Go Math! Daily Routines• https://www-k6.thinkcentral.com/ePC/start.do• http://www.firstinmath.com/• http://www.corestandards.org/Math
Suggested Time Frame:
1 Day

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.1b	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do you group tens as hundreds? 	<p>Students will:</p> <ul style="list-style-type: none"> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> 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).
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Understand that each group of 10 tens is equivalent to 1 hundred. 	
Instructional Strategies	
<ul style="list-style-type: none"> Ask children if they have a container at home that they use to collect small objects. Suppose you have a large box full of blocks. What might be a quicker way to count them than counting the blocks one by one? 	
Resources	
<ul style="list-style-type: none"> Refer to Go Math! Lesson(s): 2.1 Refer to Go Math! Teacher Edition and Student Edition page(s): 57A–57B, 57–60 (Note: <i>Pages only in Teacher Edition are italics</i>) Go Math! Animated Math Models (via Think Central) HMH Mega Math (via Think Central) Go Math! iTools (via Think Central) Go Math! eGlossary (via Think Central) Go Math! Destination Math (via Student Edition in Think Central) Corresponding Go Math! Grab and Go for Activities/Literature/Games Corresponding Go Math! Daily Routines https://www-k6.thinkcentral.com/ePC/start.do http://www.firstinmath.com/ http://www.corestandards.org/Math 	
Suggested Time Frame:	
1 Day	

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.2	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you count by 1s, 5s, and 10s with numbers less than 100? • How do you count by 1s, 5s, 10s, and 100s with numbers less than 1,000? 	Students will: <ul style="list-style-type: none"> • Count within 1000. • Skip-count by 5s, 10s, and 100s.
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Extend counting sequences within 100, counting by 1s, 5s, and 10s. • Extend counting sequences within 1,000, counting by 1s, 5s, 10s, and 100s. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Have children line up and count by ones. Ask the first child to say “1,” the second child 	

to say “2,” and so on until children have counted how many children are in the class.

- Have the class count aloud together from 1 to 100 by ones and count from 5 to 100 by fives. Then review counting by ones and counting by fives with 2-digit numbers. How do you know what number comes next when you count on by ones? What pattern do you notice in counting by fives?

Resources

- Refer to Go Math! Lesson(s): 1.8, 1.9
- Refer to Go Math! Teacher Edition and Student Edition page(s): 41A–41B, 41–44, 45A–45B, 45–48 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

2 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.3	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you know the value of a digit? • How do you describe a 2-digit number as tens and ones? • What are different ways to write a 2-digit number? • How can you show the value of a number in different ways? • How does finding a pattern help you find all the ways to show a number with tens and ones? • How do you write 3-digit numbers using words? • What are three ways to write a 3-digit number? • How can you use blocks or quick pictures to show the value of a number in different ways? 	<p>Students will:</p> <ul style="list-style-type: none"> • Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that	21st Century Skills:

apply) <input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Use place value to describe the values of digits in 2-digit numbers. • Write 2-digit numbers in expanded form. • Write 2-digit numbers in word form, expanded form, and standard form. • Apply place value concepts to find equivalent representations of numbers. • Solve problems by finding different combinations of tens and ones to represent 2-digit numbers using the strategy find a pattern. • Read and write 3-digit numbers in word form. • Write 3-digit numbers in expanded form and in standard form. • Apply place value concepts to find equivalent representations of numbers. 	
Instructional Strategies	
<ul style="list-style-type: none"> • With children, count aloud to find how many children are in the room. How is this number written? Have a volunteer write the number on the board. Have children line up in groups of ten and single children (as applicable) to represent the tens and ones in the number. Count the groups by tens and then count on by ones until all children have been counted. • Show 5 tens blocks. As children count by tens, point to the blocks. How can we find the value of these blocks? Repeat for other groups of tens blocks to represent numbers from 10 to 90. • As a review of reading and writing 2-digit numbers, write 29 on the board. Ask a volunteer to read the number and to draw a quick picture to represent the number. What do the digits 2 and 9 mean in this number? What is another way you can write this number? As time permits, repeat for other 2-digit numbers, including numbers with a 0 in the ones place. • Use base-ten blocks to represent children's answers to the following questions. What 2-digit numbers can you write with the digits 3 and 5? How are the numbers alike? How are they different? • Use base-ten blocks to represent 43. Draw a quick picture to show the number 43 using 4 tens. How many ones do you need? Trade 1 tens block for 10 ones blocks. How many tens and ones do you have now? Remind children that when exchanging tens and ones in a number, the value of the number is the same. • Write the following counting pattern on the board. 2, 3, __, 5, 6, __, 8. What numbers complete this counting pattern? What number is next in this counting pattern? Repeat the activity with a counting pattern that shows counting back by ones. • Show 238 to children. What is the value of the 2 in 238? Repeat the questioning for the 	

remaining digits in the number. If time permits, have a volunteer show a different 3-digit number. Classmates then identify the value of each digit.

- Write the number 342 on the board. Use base-ten blocks to display 342. Have children say the number of hundreds, tens, and ones. Then regroup and have children observe as 1 hundred is regrouped as 10 tens. Have children say the number of hundreds, tens, and ones now. Point out that the value of the number, 342, has not changed. Why does the number 342 not change when regrouped?

Resources

- Refer to Go Math! Lesson(s): 1.3, 1.4, 1.5, 1.6, 1.7, 2.6, 2.7, 2.8
- Refer to Go Math! Teacher Edition and Student Edition page(s): 21A–21B, 21–24, 25A–25B, 25–28, 29A–29B, 29–31, 33A–33B, 33–36, 37A–37B, 37–40, 77A–77B, 77–80, 81A–81B, 81–83, 85A–85B, 85–88 (Note: Pages only in Teacher Edition are italics)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

8 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.A – Understand place value.	
Standard: 2.NBT.A.4	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How can you make a model to solve a problem about comparing numbers? How do you compare 3-digit numbers? 	<p>Students will:</p> <ul style="list-style-type: none"> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Standards: 2.NBT.A.1, 2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Solve problems involving number comparisons by using the strategy make a model. Compare 3-digit numbers using the $>$, $=$, and $<$ symbols. 	
Instructional Strategies	

- Discuss the following with children. Suppose there is a bucket of 25 crayons on the table and a bucket of 31 crayons in the closet. Where are there more crayons? How did you decide where there are more crayons?
- Use base-ten blocks to model the values of each digit in the numbers 267 and 176. How many hundreds are in 267? How many hundreds are in 176? How can you tell which number is greater?

Resources

- Refer to Go Math! Lesson(s): 2.11, 2.12
- Refer to Go Math! Teacher Edition and Student Edition page(s): 97A–97B, 97–100, 101A–101B, 101–104 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

2 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	
Standard: 2.NBT.B.5	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you record the steps when adding 2-digit numbers? • How does breaking apart a number make subtracting easier? • When do you regroup in subtraction? • How do you record 2-digit subtraction? • How do you record the steps when subtracting 2-digit numbers? • What are two different ways to write subtraction problems? • How can you use addition to solve subtraction problems? 	<p>Students will:</p> <ul style="list-style-type: none"> • Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Standards: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving

<input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Record 2-digit addition using the standard algorithm. • Practice 2-digit addition with and without regrouping. • Break apart a 1-digit subtrahend to subtract it from a 2-digit number. • Break apart a 2-digit subtrahend to subtract it from a 2-digit number. • Model 2-digit subtraction with regrouping. • Draw quick pictures and record 2-digit subtraction using the standard algorithm. • Record 2-digit subtraction using the standard algorithm. • Practice 2-digit subtraction with and without regrouping. • Rewrite horizontal subtraction problems vertically in the standard algorithm format. • Use addition to find differences. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Review drawing quick pictures for 2-digit numbers with children. First tell children a 2-digit number and have them draw a quick picture for it. Then draw a quick picture for a 2-digit number on the board and have children write the number. Have children work with partners to continue the activity. First, one child names a number and the partner draws the quick picture. Then a child draws a quick picture and the partner writes the number. • Write the number 99 on the board. Ask children: How can you make a model to show the value of this number? How will your model change if you add 1 one? • Write this number sentence on the board. $10 - \underline{\quad} = \underline{\quad}$. Ask children to complete the sentence in as many different ways as they can. Record the ways on the board. • Use a number line to remind children how subtraction can be shown on a number line. For example, show $9 - 6$. Have a volunteer name the difference. How do you know the starting number for the subtraction problem? How do you know what number is being subtracted? What is the difference? Repeat for other subtraction problems as time permits. • Show children a handful of ones blocks. Ask a volunteer to trade ones blocks for tens blocks. How did you decide how to trade these ones blocks for tens blocks? Show children 2 tens blocks and 4 ones blocks. Ask a volunteer to trade 1 tens block for ones blocks. How many tens blocks and how many ones blocks are there now? • On the board draw the workmat used in lesson 5.3. As a volunteer answers the questions below, draw a quick picture on the workmat to show the model he or she uses. How could you use blocks on the workmat to find the difference for $34 - 8$? What is the difference for $34 - 8$? • Write this subtraction problem on the board $45 - 7 = \underline{\quad}$. Have children draw a quick picture to show how they would solve the problem. Ask them to explain the steps in their solution. How did you solve this problem? 	

- Write $52 - 8$ on the board. Have children work with a partner to solve the problem. Then have one or two pairs of children explain to the class how they found the difference. Encourage children to draw quick pictures or use another representation to show the subtraction.
- Write the subtraction problem $86 - 54$ vertically on the board. Which digits are the ones digits? Which digits are the tens digits? Have a volunteer find the difference.
- Use a number line to show how to find sums. For example, show how to find the sum of $37 + 8$. Add in steps, first adding 3 to get to 40, the next tens number, and then adding the remaining 5 to get 45. Describe how to break apart 8 to make adding $37 + 8$ easier.

Resources

- Refer to Go Math! Lesson(s): 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
- Refer to Go Math! Teacher Edition and Student Edition page(s): *193A–193B, 193–196, 197A–197B, 197–199, 201A–201B, 201–204, 229A–229B, 229–232, 233A–233B, 233–236, 237A–237B, 237–240, 241A–241B, 241–244, 245A–245B, 245–248, 249A–249B, 249–251, 253A–253B, 253–256, 257A–257B, 257–260* (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

11 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	
Standard: 2.NBT.B.6	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How does breaking apart a number make it easier to add? • How can you make an addend a ten to help solve an addition problem? • How do you break apart addends to add tens and then add ones? • When do you regroup in addition? • How do you record 2-digit addition? • What are some ways to add 3 numbers? 	<p>Students will:</p> <ul style="list-style-type: none"> • Add up to four two-digit numbers using strategies based on place value and properties of operations.
Standards: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication

<input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Find a sum by breaking apart a 1-digit addend to make a 2-digit addend a multiple of 10. • Use compensation to develop flexible thinking for 2-digit addition. • Apply place-value concepts when using a break-apart strategy for 2-digit addition. • Model 2-digit addition with regrouping. • Draw quick pictures and record 2-digit addition using the standard algorithm. • Find sums of three 2-digit numbers. • Find sums of four 2-digit numbers. • What are some ways to add 4 numbers? 	
Instructional Strategies	
<ul style="list-style-type: none"> • Have children practice modeling 2-digit numbers with base-ten blocks. How many tens blocks show the value of the tens digit in 32? How many ones blocks show the value of the ones digit in 32? Repeat with the numbers 28, 41, and 17. • Show 2 tens and 15 ones. How many tens and ones are shown? I can trade 10 ones for 1 ten. Now how many tens and ones are shown? Repeat with 3 tens and 12 ones. • Show 3 tens and 6 ones. What number do these blocks show? What blocks are shown? Repeat for 72, 19, and 53. • On the board, draw two ten frames, with 8 counters in one and 5 counters in the other. Write $8 + 5$ above the ten frames. How do you use the make a ten strategy to find the sum of $8 + 5$? Repeat for $7 + 8$ and $9 + 3$. • Draw a quick picture to represent 2 tens and 13 ones on one side of the board and a quick picture to represent 3 tens and 3 ones on the other side of the board. How are these two groups different? How are they alike? How do you know both groups have the same value? • Read the following problem to children and ask them to solve it in any way that they choose. Alexis had 2 books. Her mom gave her 3 books and her aunt gave her 4 books. How many books does Alexis have now? How did you solve the problem? How many books are there in all? • Write the following problems on the board: $8 + 9 + 5 = \underline{\quad}$, $3 + 8 + 7 = \underline{\quad}$, $5 + 6 + 3 = \underline{\quad}$. Have children solve each problem. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 4.1, 4.2, 4.3, 4.4, 4.5, 4.11, 4.12 • Refer to Go Math! Teacher Edition and Student Edition page(s): 173A–173B, 173–176, 177A–177B, 177–180, 181A–181B, 181–184, 185A–185B, 185–188, 189A–189B, 189–192, 213A–213B, 213–216, 217A–217B, 217–220 (Note: Pages only in Teacher Edition are italics) • Go Math! Animated Math Models (via Think Central) 	

- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

7 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	
Standard: 2.NBT.B.7	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you draw quick pictures to represent 3-digit addition? • How do you break apart addends to add hundreds, tens, and then ones? • When do you regroup ones in addition? • When do you regroup tens in addition? • How do you know when to regroup in addition? • How can making a model help when solving subtraction problems? • When do you regroup tens in subtraction? • When do you regroup hundreds in subtraction? • How do you know when to regroup in subtraction? • How do you regroup when there are zeros in the number you start with? 	<p>Students will:</p> <ul style="list-style-type: none"> • 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. • 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.
Standards: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2

<ul style="list-style-type: none"> • 8.2.2.G.2 	<ul style="list-style-type: none"> ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Draw quick pictures to represent 3-digit addition. • Apply place value concepts when using a break apart strategy for 3-digit addition. • Record 3-digit addition using the standard algorithm with possible regrouping of ones. • Record 3-digit addition using the standard algorithm with possible regrouping of tens. • Record 3-digit addition using the standard algorithm with possible regrouping of both ones and tens. • Solve problems involving 3-digit subtraction by using the strategy make a model. • Record 3-digit subtraction using the standard algorithm with possible regrouping of tens. • Record 3-digit subtraction using the standard algorithm with possible regrouping of hundreds. • Record 3-digit subtraction using the standard algorithm with possible regrouping of both hundreds and tens. • Record subtraction using the standard algorithm when there are zeros in the minuend. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Use base-ten blocks to show 46. Have children draw a quick picture of the number. What number do these blocks show? Check children’s quick pictures. Then, if time allows, repeat this activity for the numbers 38 and 72. • Write the number 283 on the board. Then ask these questions: What digit is in the tens place? What digit is in the hundreds place? What is the value of the digit 2 in this number? Repeat for the number 634. Have children identify the place value position of the 3 in 634, and tell the value of this digit. • Use base-ten blocks to show 274. What number do these blocks show? Show me how you would draw a quick picture for this number. • Write the following addition problem on the board: $217 + 148 = \underline{\quad}$. Ask a volunteer to go to the board and explain the steps for solving the sum. If time permits, repeat for $162 + 305$. 	

- Show addition of 629 and 218 with base-ten blocks. Note the value of the hundreds, tens, and ones digits for each number before adding. Regroup the ones. Ask a child to say the sum and check the answer. Repeat the activity for $315 + 472$. Have children describe how they add in each place value position and find the sum.
- Ask children if they have ever visited an art show or an art museum. Encourage them to discuss the highlights of their museum visits. What did you see and learn? What did you like best about your visit?
- Have children model 132 with blocks. How can you take 7 ones blocks away? Have children model regrouping tens as ones and taking away ones. Repeat the activity. Have children use base-ten blocks to model 247 and then take away 5 ones.
- Show subtraction of 483 and 127 with base-ten blocks. Show 483 with the blocks. Note the number of hundreds, tens, and ones. Regroup 1 ten to the ones column and remove 7 ones. Then remove 2 tens and 1 hundred. Ask a child to say the difference. Describe the regrouping that was needed in this problem. Repeat the activity for $394 - 211$. Have children describe the subtraction for each place value position and find the difference.
- Write the following subtraction problem on the board: $582 - 216 = \underline{\quad}$. Ask a volunteer to go to the board and explain the steps for solving for the difference. Repeat for $348 - 172$.
- Write $70 - 24$ on the board. What are some different ways to solve this problem?

Resources

- Refer to Go Math! Lesson(s): 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
- Refer to Go Math! Teacher Edition and Student Edition page(s): *281A–281B, 281–284, 285A–285B, 285–288, 289A–289B, 289–292, 293A–293B, 293–296, 297A–297B, 297–299, 301A–301B, 301–304, 305A–305B, 305–308, 309A–309B, 309–312, 313A–313B, 313–316, 317A–317B, 317–320* (Note: Pages only in Teacher Edition are italics)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

10 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	
Standard: 2.NBT.B.8	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do you use place value to find 10 more, 10 less, 100 more, or 100 less than a 3-digit number? How does place value help you identify and extend counting patterns? 	Students will: <ul style="list-style-type: none"> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
Standards: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Identify 10 more, 10 less, 100 more, or 100 less than a given number. 	

- Extend number patterns by counting on by tens or hundreds.

Instructional Strategies

- Review counting on by 10s and counting back by 10s. Have the children count forward from 10 to 100. Then have children count back by tens from 100 to 10. Discuss how the tens digit changes when counting by 10. Remove the chart from view and have the children repeat the activity without looking at the chart.
- Show 200 using blocks. Ask children to tell what number the blocks represent. Then add tens blocks as children count by tens and you write the numbers on the board. What pattern do you see in these numbers when you count by tens? Repeat the activity and question, having children count by hundreds from 200 to 900.

Resources

- Refer to Go Math! Lesson(s): 2.9, 2.10
- Refer to Go Math! Teacher Edition and Student Edition page(s): 89A–89B, 89–92, 93A–93B, 93–96 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

2 Days

Domain: 2.NBT – Number & Operations in Base Ten	
Cluster: 2.NBT.B – Use place value understanding and properties of operations to add and subtract.	
Standard: 2.NBT.B.9	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • When do you regroup in addition? • When do you regroup in subtraction? 	Students will: <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work, using place value and the properties of operations.
Standards: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Model 2-digit addition with regrouping. • Model 2-digit subtraction with regrouping. 	
Instructional Strategies	
<ul style="list-style-type: none"> • On the board, draw two ten frames, with 8 counters in one and 5 counters in the other. 	

Write $8 + 5$ above the ten frames. How do you use the make a ten strategy to find the sum of $8 + 5$? Repeat for $7 + 8$ and $9 + 3$.

- Show children a handful of ones blocks. Ask a volunteer to trade ones blocks for tens blocks. How did you decide how to trade these ones blocks for tens blocks? Show children 2 tens blocks and 4 ones blocks. Ask a volunteer to trade 1 tens block for ones blocks. How many tens blocks and how many ones blocks are there now?

Resources

- Refer to Go Math! Lesson(s): 4.4, 5.3
- Refer to Go Math! Teacher Edition and Student Edition page(s): *185A–185B, 185–188, 237A–237B, 237–240* (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

2 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.A – Measure and estimate lengths in standard units.	
Standard: 2.MD.A.1	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How can you use inch models to measure length? • Why is using a ruler similar to using a row of color tiles to measure length? • How do you use an inch ruler to measure lengths? • How do you choose a measuring tool to use when measuring lengths? • How do you use a centimeter model to measure the lengths of objects? • How do you use a centimeter ruler to measure lengths? 	<p>Students will:</p> <ul style="list-style-type: none"> • Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Standards: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication

<input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Use concrete models to measure the lengths of objects in inches. • Make an inch ruler and use it to measure the lengths of objects. • Measure the lengths of objects to the nearest inch using an inch ruler. • Select appropriate tools for measuring different lengths. • Use a concrete model to measure the lengths of objects in centimeters. • Measure lengths of objects to the nearest centimeter using a centimeter ruler. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Draw a horizontal line segment on the board. Have a volunteer draw a line segment below it that is shorter than the line segment you drew. Guide the child to line up the end of his or her line segment under the end of your line segment. How can you use the word <i>longer</i> to describe the two lengths? • Have children place a color tile between their thumb and forefinger. Then have them remove the tile but maintain the distance between their thumb and forefinger. What is the distance between your thumb and finger? Explain. What are some other objects that have a length of about 1 inch? • Show children a small paper clip (about 1 inch long). Then show children a chalkboard eraser. Without measuring, estimate how many paper clips long you think the eraser is. How did you make your estimate? Measure the length of the eraser with the paper clip and compare the estimates to the result. • Discuss the concepts of length and distance with children. Look at the distance from your desk to the door. Then look at the distance from your desk to the back of the classroom. How would you describe these distances? If time allows, have several children from different areas of the classroom answer this question. • Hold up a pencil. Review how to use the tiles to measure the length of the pencil. What other objects can you use to measure this pencil? • Show children a number line from 0 to 10. Point out that the marks are evenly spaced and that each unit (space) represents the same length. Then show children a centimeter ruler. Help children to make comparisons between the ruler and the number line. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 8.1, 8.2, 8.4, 8.8, 9.1, 9.3 • Refer to Go Math! Teacher Edition and Student Edition page(s): 389A–389B, 389–392, 393A–393B, 393–396, 401A–401B, 401–404, 417A–417B, 417–420, 433A–433B, 433–436, 441A–441B, 441–444 (Note: Pages only in Teacher Edition are italics) • Go Math! Animated Math Models (via Think Central) • HMH Mega Math (via Think Central) • Go Math! iTools (via Think Central) 	

- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

6 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.A – Measure and estimate lengths in standard units.	
Standard: 2.MD.A.2	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is measuring in feet different from measuring in inches? • How is measuring in meters different from measuring in centimeters? 	<p>Students will:</p> <ul style="list-style-type: none"> • 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.
Standards: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Measure the lengths of objects in both inches and feet to explore the inverse relationship between size and number of units. • Measure the lengths of objects in both centimeters and meters to explore the inverse 	

relationship between size and number of units.
Instructional Strategies
<ul style="list-style-type: none"> • Display a 1-foot piece of trim. About how many of these pieces would it take to cover the bottom edge of the bulletin board? Measure the bottom edge of the bulletin board with the 1-foot pieces of trim to check children’s estimates. Repeat with the 1-inch piece of trim. • Make meter-long pieces of yarn and distribute them to children. Have children use tens blocks to measure the length of the piece of yarn. Have children count by tens to find how many unit cubes long the yarn is. How long is the yarn in unit cubes? How long is the yarn in centimeters?
Resources
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 8.6, 9.5 • Refer to Go Math! Teacher Edition and Student Edition page(s): 409A–409B, 409–412, 449A–449B, 449–452 (Note: <i>Pages only in Teacher Edition are italics</i>) • Go Math! Animated Math Models (via Think Central) • HMH Mega Math (via Think Central) • Go Math! iTools (via Think Central) • Go Math! eGlossary (via Think Central) • Go Math! Destination Math (via Student Edition in Think Central) • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding Go Math! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do • http://www.firstinmath.com/ • http://www.corestandards.org/Math
Suggested Time Frame:
2 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.A – Measure and estimate lengths in standard units.	
Standard: 2.MD.A.3	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you estimate the lengths of objects in inches? • How do you estimate the lengths of objects in feet? • How do you know lengths to estimate unknown lengths? • How do you estimate the lengths of objects in meters? 	<p>Students will:</p> <ul style="list-style-type: none"> • Estimate lengths using units of inches, feet, centimeters, and meters.
Standards: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Estimate the lengths of objects by mentally partitioning the lengths into inches. 	

- Estimate the lengths of objects in feet.
- Estimate lengths of objects in centimeters by comparing them to known lengths.
- Estimate the lengths of objects in meters.

Instructional Strategies

- Ask children to look at their rulers. What is the name of this tool? What is it used for? What do the different color sections of the ruler show?
- Have children estimate the length of their pencil in inches. How do you estimate the length of an object in inches?
- Show children: chalk, marker, and a paintbrush. How would you order these objects from shortest to longest? How did you decide how to order the objects?
- Remind children that a single tens block is about 10 centimeters long. Have children use a tens block to estimate the length of their pencil in centimeters. How does knowing the length of the tens block help you estimate the length of your pencil?

Resources

- Refer to Go Math! Lesson(s): 8.3, 8.7, 9.2, 9.6
- Refer to Go Math! Teacher Edition and Student Edition page(s): 397A–397B, 397–400, 413A–413B, 413–416, 437A–437B, 437–440, 453A–453B, 453–456 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

4 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.A – Measure and estimate lengths in standard units.	
Standard: 2.MD.A.4	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do you find the difference between the lengths of two objects? 	Students will: <ul style="list-style-type: none"> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Standards: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Measure and then find the difference in the lengths of two objects. 	
Instructional Strategies	
<ul style="list-style-type: none"> Have children measure the width of their book in centimeters. Explain why it is important to line up the left edge of the book with the zero mark on the ruler. 	
Resources	

- Refer to Go Math! Lesson(s): 9.7
- Refer to Go Math! Teacher Edition and Student Edition page(s): 457A–457B, 457–460
(Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

1 Day

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.B – Relate addition and subtraction to length.	
Standard: 2.MD.B.5	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How can drawing a diagram help when solving problems about length? 	<p>Students will:</p> <ul style="list-style-type: none"> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
Standards: 2.MD.B.5, 2.MD.B6	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Solve addition and subtraction problems involving the lengths of objects by using the strategy draw a diagram. Solve problems involving adding and subtracting lengths by using the strategy draw a diagram. 	

Instructional Strategies
<ul style="list-style-type: none">• Have children describe real-life situations that involve addition. Then ask them to describe real-life situations that involve subtraction.• Draw a number line on the board and show a centimeter ruler to children. Discuss with children how number lines are similar to rulers. Elicit from them that on both a ruler and a number line, you count the spaces between the marks.
Resources
<ul style="list-style-type: none">• Refer to Go Math! Lesson(s): 8.5, 9.4• Refer to Go Math! Teacher Edition and Student Edition page(s): 405A–405B, 405–407, 445A–445B, 445–447 (Note: <i>Pages only in Teacher Edition are italics</i>)• Go Math! Animated Math Models (via Think Central)• HMH Mega Math (via Think Central)• Go Math! iTools (via Think Central)• Go Math! eGlossary (via Think Central)• Go Math! Destination Math (via Student Edition in Think Central)• Corresponding Go Math! Grab and Go for Activities/Literature/Games• Corresponding Go Math! Daily Routines• https://www-k6.thinkcentral.com/ePC/start.do• http://www.firstinmath.com/• http://www.corestandards.org/Math
Suggested Time Frame:
2 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.B – Relate addition and subtraction to length.	
Standard: 2.MD.B.6	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How can drawing a diagram help when solving problems about length? 	<p>Students will:</p> <ul style="list-style-type: none"> 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.
Standards: 2.MD.B.5, 2.MD.B.6	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Solve addition and subtraction problems involving the lengths of objects by using the strategy draw a diagram. Solve problems involving adding and subtracting lengths by using the strategy draw a 	

diagram.
Instructional Strategies
<ul style="list-style-type: none"> • Have children describe real-life situations that involve addition. Then ask them to describe real-life situations that involve subtraction. • Draw a number line on the board and show a centimeter ruler to children. Discuss with children how number lines are similar to rulers. Elicit from them that on both a ruler and a number line, you count the spaces between the marks.
Resources
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 8.5, 9.4 • Refer to Go Math! Teacher Edition and Student Edition page(s): <i>405A–405B, 405–407, 445A–445B, 445–447</i> (Note: <i>Pages only in Teacher Edition are italics</i>) • Go Math! Animated Math Models (via Think Central) • HMH Mega Math (via Think Central) • Go Math! iTools (via Think Central) • Go Math! eGlossary (via Think Central) • Go Math! Destination Math (via Student Edition in Think Central) • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding Go Math! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do • http://www.firstinmath.com/ • http://www.corestandards.org/Math
Suggested Time Frame:
2 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.C – Work with time and money.	
Standard: 2.MD.C.7	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you tell time to the hour and half hour on a clock? • How do you tell and show time to five minutes? • What are the different ways you can read the time on a clock? • How do you use A.M. and P.M. to describe times? 	<p>Students will:</p> <ul style="list-style-type: none"> • Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Standards: 2.MD.C.7, 2.MD.C.8	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Tell and write time to the hour and half hour. • Tell and write time to the nearest five minutes. 	

- Practice telling time to the nearest five minutes.
- Tell and write time using A.M. and P.M.

Instructional Strategies

- Show a clock face with the hour hand pointing to the 9. Ask: What time does the clock show? If it is 9 o'clock and then a half hour passes, how will the hour hand move? Where will the hour hand point? Invite a volunteer to move the hour hand to the correct location for half past 9:00.
- Show children a time of 2:00 on a clock. Ask a volunteer to read the time. Change the time to 2:30. Point out to children that as the minute hand moves from number to number, the hour hand gradually moves also.
- Show children a time of 12:15 on a clock. Ask a volunteer to read the time. Then ask: What is the time in 5 minutes?
- Show different times on a clock to 5 minutes. Have children read the times. How do you find the number of minutes after the hour for each time?

Resources

- Refer to Go Math! Lesson(s): 7.8, 7.9, 7.10, 7.11
- Refer to Go Math! Teacher Edition and Student Edition page(s): 365A–365B, 365–368, 369A–369B, 369–372, 373A–373B, 373–376, 377A–377B, 377–380 (Note: Pages only in Teacher Edition are italics)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

4 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.C – Work with time and money.	
Standard: 2.MD.C.8	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you find the total value of a group of dimes, nickels, and pennies? • How do you find the total value of a group of coins? • How do you order coins to help find the total value of a group of coins? • How do you choose coins to show a money amount in different ways? • How can you show the value of one dollar with coins? • How do you show money amounts greater than one dollar? • How does acting it out help when solving problems about money? 	<p>Students will:</p> <ul style="list-style-type: none"> • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
Standards: 2.MD.C.7, 2.MD.C.8	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness	<input checked="" type="checkbox"/> Creativity and Innovation

<input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Find the total values of collections of dimes, nickels, and pennies. • Find the total values of collections of quarters, dimes, nickels, and pennies. • Order coins in a collection by value and then find the total value. • Represent money amounts less than a dollar using two different combinations of coins. • Show one dollar in a variety of ways. • Find and record the total value for money amounts greater than \$1. • Solve word problems involving money by using the strategy act it out. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Have children work in small groups to connect 5 cubes to make a cube train. Continue until they have made 7 cube trains. Then have them count by fives to find the total number of cubes in the group. Next, have small groups of children connect 10 cubes to make a cube train. Discuss how these cube trains are different from the first cube trains they made. Continue until they have made 5 cube trains. Then have them count by tens to find the total number of cubes in the group. • Review the name and value of each coin with children. Then ask: How many pennies is a nickel worth? How many pennies is a dime worth? • Display coins. Which coin has a value of 10¢? Which coin has a value of 25¢? Display pairs of different kinds of coins. Ask children to find the value of each pair of coins. • Ask children: What are some ways you can trade 1 quarter for other coins? If you trade 1 quarter for a group of nickels, how many nickels would be used? If you trade 1 quarter for a group of pennies, how many pennies would be used? What is the only single coin we cannot trade for other coins? • Write 83¢ on the board and work with children to show the amount using quarters, dimes, and pennies. How did you count to find the total value? Repeat the activity, having children show 57¢ with quarters, nickels, and pennies. • Using coins, have children draw and write the total value of different coins to show \$1.00. How can you tell that your coins have a total value of one dollar? • Show children a collection of coins, such as 1 quarter, 3 dimes, 2 nickels, and 7 pennies. Have children count to find the total value. How much money is this? Repeat with a collection of money that includes one \$1 bill. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 • Refer to Go Math! Teacher Edition and Student Edition page(s): 337A–337B, 337–340, 341A–341B, 341–344, 345A–345B, 345–348, 349A–349B, 349–352, 353A–353B, 353–355, 357A–357B, 357–360, 361A–361B, 361–364 (Note: Pages only in Teacher Edition) 	

are italics)

- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

7 Days

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.D – Represent and interpret data.	
Standard: 2.MD.D.9	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How can a line plot be used to show measurement data? 	Students will: <ul style="list-style-type: none"> 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.
Standards: 2.MD.D.9, 2.MD.D.10	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Measure the lengths of objects and use a line plot to display the measurement data. 	
Instructional Strategies	
<ul style="list-style-type: none"> Review how to measure with an inch ruler. Ask children to measure to the nearest inch 	

the length of a given object, such as the edge of a book. Record the results on the board. How did you measure your object?
Resources
<ul style="list-style-type: none">• Refer to Go Math! Lesson(s): 8.9• Refer to Go Math! Teacher Edition and Student Edition page(s): 421A–421B, 421–424 (Note: <i>Pages only in Teacher Edition are italics</i>)• Go Math! Animated Math Models (via Think Central)• HMH Mega Math (via Think Central)• Go Math! iTools (via Think Central)• Go Math! eGlossary (via Think Central)• Go Math! Destination Math (via Student Edition in Think Central)• Corresponding Go Math! Grab and Go for Activities/Literature/Games• Corresponding Go Math! Daily Routines• https://www-k6.thinkcentral.com/ePC/start.do• http://www.firstinmath.com/• http://www.corestandards.org/Math
Suggested Time Frame:
1 Day

Domain: 2.MD – Measurement & Data	
Cluster: 2.MD.D – Represent and interpret data.	
Standard: 2.MD.D.10	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do you use a tally chart to record data from a survey? • How do you use a picture graph to show data? • How do you make a picture graph to show data in a tally chart? • How is a bar graph used to show data? • How do you make a bar graph to show data? • How does making a bar graph help when solving problems about data? 	<p>Students will:</p> <ul style="list-style-type: none"> • Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. • Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
Standards: 2.MD.D.9, 2.MD.D.10	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

<input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Collect data in a survey and record that data in a tally chart. • Interpret data in picture graphs and use that information to solve problems. • Make picture graphs to represent data. • Interpret data in bar graphs and use that information to solve problems. • Make bar graphs to represent data. • Solve problems involving data by using the strategy make a graph. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Review what tally marks are, how they are drawn, and when they are used. What can you tell me about tally marks? When do we use tally marks? • Draw groups of tally marks on the board to represent different numbers, such as 3, 7, 12, and 16. Have children identify the number shown by each group of marks. Ask volunteers to describe how they counted each group. • Show children 3 crayons, 4 pencils, and 7 markers. Make a picture graph (iTools or on paper) with the title School Supplies. Use the same picture to stand for each item, and discuss the title, labels, and pictures as you make the graph. By looking at the graph, how can you tell which school supply there are most of? • Make a picture graph showing this data: Title: Favorite Sport; baseball: 5; basketball: 3; soccer: 6; hockey: 4. How does the picture graph show the sport that most children chose? The fewest children? • Sketch a picture graph on the board titled Favorite Vegetable. The picture graph shows corn: 5; peas: 2; and carrots: 3. If you wanted to show this data in a bar graph, would you use the same title and the same categories? Which vegetable would have the shortest bar? Explain. • Review how to read a bar graph. Create one and use Pets We Have as a title. Ask five children to tell the number of pets they have and complete a bar graph. Then discuss the graph. What is the title of the graph? Why is it important? 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 10.1, 10.2, 10.3, 10.4, 10.5, 10.6 • Refer to Go Math! Teacher Edition and Student Edition page(s): 469A–469B, 469–472, 473A–473B, 473–476, 477A–477B, 477–479, 481A–481B, 481–484, 485A–485B, 485–488, 489A–489B, 489–492 (Note: Pages only in Teacher Edition are italics) • Go Math! Animated Math Models (via Think Central) • HMH Mega Math (via Think Central) • Go Math! iTools (via Think Central) • Go Math! eGlossary (via Think Central) • Go Math! Destination Math (via Student Edition in Think Central) • Corresponding Go Math! Grab and Go for Activities/Literature/Games 	

- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

6 Days

Domain: 2.G – Geometry	
Cluster: 2.G.A – Reason with shapes and their attributes.	
Standard: 2.G.A.1	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What objects match three-dimensional shapes? • How would you describe the faces of a rectangular prism and the faces of a cube? • What shapes can you name just by knowing the number of sides and vertices? • How do you find and count angles in two-dimensional shapes? • How do you use the number of sides and angles to sort two-dimensional shapes? 	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. • Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Standards: 2.G.A.1, 2.G.A.2, 2.G.A.3	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration

Entrepreneurial Literacy	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Identify three-dimensional shapes. • Identify and describe three-dimensional shapes according to the number of faces, edges, and vertices. • Name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices. • Identify angles in two-dimensional shapes. • Sort two-dimensional shapes according to their attributes. 	
Instructional Strategies	
<ul style="list-style-type: none"> • Use iTools to show a picture of a sphere. Ask children to name some real objects that have the same shape. Then use iTools to show a picture of a cube. Ask children to name some real objects that have the same shape. • Use the iTools three-dimensional shapes to review the different shapes. Pose the following challenges: Which three-dimensional shapes slide? Explain. Which three-dimensional shapes roll? Explain. Which three-dimensional shapes slide and roll? Explain. • Display a cube. Point out the 6 square faces on the cube. Explain that in the last lesson they looked at three-dimensional shapes, including the cube, but in this lesson they will be looking at two-dimensional shapes, including the square. Use iTools to demonstrate how three-dimensional shapes can be “unfolded” to show the two-dimensional shapes that make up a cube. Click on the cube and then click “show net.” Click “show solid figure” to return to the picture of the cube. • Show children a triangle, a square, and a hexagon. Which shape has 3 sides? How many sides does a hexagon have? How many sides in all would 2 squares have? • Have children find all the pattern blocks that are quadrilaterals. Remind children that a quadrilateral has 4 sides and 4 angles. Have children trace each 4-sided block on their MathBoard/paper. 	
Resources	
<ul style="list-style-type: none"> • Refer to Go Math! Lesson(s): 11.1, 11.2, 11.3, 11.4, 11.5 • Refer to Go Math! Teacher Edition and Student Edition page(s): 509A–509B, 509–512, 513A–513B, 513–516, 517A–517B, 517–520, 521A–521B, 521–524, 525A–525B, 525–528 (Note: <i>Pages only in Teacher Edition are italics</i>) • Go Math! Animated Math Models (via Think Central) • HMH Mega Math (via Think Central) • Go Math! iTools (via Think Central) • Go Math! eGlossary (via Think Central) • Go Math! Destination Math (via Student Edition in Think Central) • Corresponding Go Math! Grab and Go for Activities/Literature/Games • Corresponding Go Math! Daily Routines • https://www-k6.thinkcentral.com/ePC/start.do 	

- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

5 Days

Domain: 2.G – Geometry	
Cluster: 2.G.A – Reason with shapes and their attributes.	
Standard: 2.G.A.2	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do you find the total number of same-size squares that will cover a rectangle? 	Students will: <ul style="list-style-type: none"> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
Standards: 2.G.A.1, 2.G.A.2, 2.G.A.3	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> 8.1.2.A.1-5 8.1.2.B.1 8.1.2.C.1 8.1.2.D.1 8.1.2.E.1 8.2.2.A.1 8.2.2.B.2 8.2.2.D.1 8.2.2.F.1 8.2.2.G.2 	<ul style="list-style-type: none"> Mathematical Practices <ul style="list-style-type: none"> CCSS.Math.Practice.MP1-8 Science <ul style="list-style-type: none"> 5.1.P.A.1 5.1.P.B.1-3 5.1.P.C.1 5.1.P.D.1 Social Studies <ul style="list-style-type: none"> 6.1.P.A.1-3 6.1.P.B.1-2 6.1.P.D.1-4 Literacy <ul style="list-style-type: none"> CCSS.ELA-Literacy.SL.2.1-2.3 CCSS.ELA-Literacy.SL.2.4-2.6 CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Partition rectangles into equal-size squares and find the total number of these squares. 	
Instructional Strategies	
<ul style="list-style-type: none"> Ask children to trace one color tile on a sheet of paper. What shape did you draw? How many sides, vertices, and angles does this shape have? 	
Resources	
<ul style="list-style-type: none"> Refer to Go Math! Lesson(s): 11.6 	

- Refer to Go Math! Teacher Edition and Student Edition page(s): *529A–529B, 529–531*
(Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

1 Day

Domain: 2.G – Geometry	
Cluster: 2.G.A – Reason with shapes and their attributes.	
Standard: 2.G.A.3	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What are halves, thirds, and fourths of a whole? • How do you know if a shape shows halves, thirds, or fourths? • How do you find a half of, a third of, or a fourth of a whole? • How can drawing a diagram help when solving problems about equal shares? 	<p>Students will:</p> <ul style="list-style-type: none"> • 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. • Recognize that equal shares of identical wholes need not have the same shape.
Standards: 2.G.A.1, 2.G.A.2, 2.G.A.3	
Technology Standard(s)	Interdisciplinary Standard(s)
<ul style="list-style-type: none"> • 8.1.2.A.1-5 • 8.1.2.B.1 • 8.1.2.C.1 • 8.1.2.D.1 • 8.1.2.E.1 • 8.2.2.A.1 • 8.2.2.B.2 • 8.2.2.D.1 • 8.2.2.F.1 • 8.2.2.G.2 	<ul style="list-style-type: none"> • Mathematical Practices <ul style="list-style-type: none"> ○ CCSS.Math.Practice.MP1-8 • Science <ul style="list-style-type: none"> ○ 5.1.P.A.1 ○ 5.1.P.B.1-3 ○ 5.1.P.C.1 ○ 5.1.P.D.1 • Social Studies <ul style="list-style-type: none"> ○ 6.1.P.A.1-3 ○ 6.1.P.B.1-2 ○ 6.1.P.D.1-4 • Literacy <ul style="list-style-type: none"> ○ CCSS.ELA-Literacy.SL.2.1-2.3 ○ CCSS.ELA-Literacy.SL.2.4-2.6 ○ CCSS.ELA-Literacy.RF.2.3-2.4c
21st Century Themes: (Check all that apply)	21st Century Skills:
<input type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration
Student Learning Targets/Objectives	

- Identify and name equal parts of circles and rectangles as halves, thirds, or fourths.
- Partition shapes to show halves, thirds, or fourths.
- Identify and describe one equal part as a half of, a third of, or a fourth of a whole.
- Solve problems involving wholes divided into equal shares by using the strategy draw a diagram.

Instructional Strategies

- Review the different pattern blocks and their attributes with children. Invite a volunteer to identify the triangle pattern block. How many sides does a triangle have? How many vertices? Repeat the activity with the quadrilateral and hexagon blocks.
- Show children a fraction circle divided into halves. How many parts is this circle divided into? Is this circle divided into halves, thirds, or fourths? Explain.
- Hold up the fraction strip that shows halves and distribute a copy of this strip to small groups of children. Does this rectangle show halves, thirds, or fourths? Explain. Repeat with thirds and fourths.
- Have children sort Plane Shapes into those that show halves, those that show thirds, and those that show fourths. Have children look at the group showing halves. One part of each of these shapes is shaded. What part of a whole does the shaded part show? Repeat with a third of a whole and a fourth of a whole.

Resources

- Refer to Go Math! Lesson(s): 11.7, 11.8, 11.9, 11.10
- Refer to Go Math! Teacher Edition and Student Edition page(s): 533A–533B, 533–536, 537A–537B, 537–540, 541A–541B, 541–544, 545A–545B, 545–548 (Note: *Pages only in Teacher Edition are italics*)
- Go Math! Animated Math Models (via Think Central)
- HMH Mega Math (via Think Central)
- Go Math! iTools (via Think Central)
- Go Math! eGlossary (via Think Central)
- Go Math! Destination Math (via Student Edition in Think Central)
- Corresponding Go Math! Grab and Go for Activities/Literature/Games
- Corresponding Go Math! Daily Routines
- <https://www-k6.thinkcentral.com/ePC/start.do>
- <http://www.firstinmath.com/>
- <http://www.corestandards.org/Math>

Suggested Time Frame:

4 Days