KNOX COUNTY PUBLIC SCHOOLS
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Course: Mathematics

Grade: 2nd

Standards Website		
1st Nine Weeks- Module 1 (44 days) **Formative:** Daily Exit Ticket, Topic Ticket, Observation **Summative:** Edulastic & Topic Assessment		
	Standards	**Learning Target**	**Notes:**
1A1	**KY.2.MD.10 Create a pictograph 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.**	**I can make two different kinds of graphs called a pictograph and a bar graph. These graphs show information using pictures or bars.I can use the information in the graphs to solve problems.** *Today we will draw and label a picture graph to represent data.*	
1A2	**KY.2.MD.10 Create a pictograph 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.**	**I can make two different kinds of graphs called a pictograph and a bar graph. These graphs show information using pictures or bars.I can use the information in the graphs to solve problems.** *Today we will draw and label a bar graph to represent data.*	
1A3-4	**KY.2.MD.10 Create a pictograph 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.**	**I can make two different kinds of graphs called a pictograph and a bar graph. These graphs show information using pictures or bars.I can use the information in the graphs to solve problems.** *Today we will use information from a bar graph to solve compare and addition and subtraction problems.*	Combine 1A3 and 1A4
1B5	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool, like a ruler, yardstick, meter stick, or measuring tape, to measure how long something is.I can use that tool to figure out exactly how long the object is, from one end to the other** *Today we will measure objects using centimeter cubes.*	
1B6	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool, like a ruler, yardstick, meter stick, or measuring tape, to measure how long something is.I can use that tool to figure out exactly how long the object is, from one end to the other.** *Today we will make a centimeter ruler and use it to measure objects.*	

1B7	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool, like a ruler, yardstick, meter stick, or measuring tape, to measure how long something is.I can use that tool to figure out exactly how long the object is, from one end to the other.** *Today we will measure with centimeter cubes and a centimeter ruler and compare the results.*	
1B8	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool, like a ruler, yardstick, meter stick, or measuring tape, to measure how long something is.I can use that tool to figure out exactly how long the object is, from one end to the other.** *Today we will make a meter stick and measure objects.*	
1B9	**KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.**	**I can add and subtract numbers up to 100 really quickly and easily by thinking about the place value of the numbers, like the tens and ones.** *Today we will use place value to help us understand equal measurements.*	
1B10	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool, like a ruler, yardstick, meter stick, or measuring tape, to measure how long something is.I can use that tool to figure out exactly how long the object is, from one end to the other.** *Today we will investigate the relationship between the size of our measuring tool and how many of them we need to measure an object.*	
Mid module Review, Topic A and B Quiz			
1C11	**KY.2.MD.3 Estimate lengths using units of inches, feet, yards, centimeters and meters.** *Students understand estimates are not exact answers or unreasonable guesses. Estimates are based on prior knowledge and the ability to reason about the appropriateness of their estimates.* **KY.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.**	**I can guess or make a good guess about how long something is using different units like inches, feet, yards, centimeters, and meters.** **I can use a ruler, measuring tape, or other tools to figure out how long two objects are and compare the lengths of the two objects to figure out how much longer one is than the other, using inches, feet, centimeters, or meters.** *Today we will estimate and compare lengths.*	
1C12	**KY.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.**	**I can use a ruler, measuring tape, or other tools to figure out how long two objects are and compare the lengths of the two objects to figure out how much longer one is than the other, using inches, feet, centimeters, or meters.** *Today we will draw models to compare different sized objects.*	

1C13	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.** **KY.2.MD.3 Estimate lengths using units of inches, feet, yards, centimeters and meters.** *Students understand estimates are not exact answers or unreasonable guesses. Estimates are based on prior knowledge and the ability to reason about the appropriateness of their estimates.*	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** **I can guess or make a good guess about how long something is using different units like inches, feet, yards, centimeters, and meters.** **I can use a ruler, measuring tape, or other tools to figure out how long two objects are and compare the lengths of the two objects to figure out how much longer one is than the other, using inches, feet, centimeters, or meters.** *Today we will estimate and measure height to model metric relationships.*	
1C14	**KY.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.**	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** *Today we will compare the heights of the people in our class.*	
1D15-16	**KY.2.MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line.** *Students show their thinking of adding and subtracting quantities using a number line. For example, a grasshopper jumped 7 cm forward and 4 cm back and then stopped. If the grasshopper started at 18 cm, where did the grasshopper stop?*	**I can show whole numbers like 0, 1, 2, and so on, on a number line. Each number has its own special spot, and the spots are all the same distance apart. I can use the number line to help me add and subtract whole numbers up to 100.** *Today we will use a measuring tape like a number line to add and subtract.*	Combine 1D15 and 1D16

1D17	**KY.2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students use concrete models and/or representations such as drawings of rulers to make sense of adding and subtracting word problems involving length. For example, a girl had a 43 cm section of a necklace and another section that was 8 cm shorter than the first. How long would the necklace be if she combined the two sections?* **KY.2.MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line.** *Students show their thinking of adding and subtracting quantities using a number line. For example, a grasshopper jumped 7 cm forward and 4 cm back and then stopped. If the grasshopper started at 18 cm, where did the* **KY.2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.***grasshopper stop?*	**I can solve fun problems about lengths by adding or taking away numbers up to 100. I'll use drawings to help me understand the problem.I can use math sentences with symbols like '+' or '-' to write down what I'm doing. If I don't know one of the numbers, I'll use a special symbol for it, like a question mark (?), and figure it out.** **I can show whole numbers like 0, 1, 2, and so on, on a number line. Each number has its own special spot, and the spots are all the same distance apart. I can use the number line to help me add and subtract whole numbers up to 100 .** *Today we will solve problems that compare two lengths.*	
1D18-19	*Students use concrete models and/or representations such as drawings of rulers to make sense of adding and subtracting word problems involving length. For example, a girl had a 43 cm section of a necklace and another section that was 8 cm shorter than the first. How long would the necklace be if she combined the two sections?* **KY.2.MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line.** *Students show their thinking of adding and subtracting quantities using a number line. For example, a grasshopper jumped 7 cm forward and 4 cm back and then stopped. If the grasshopper started at 18 cm, where did the grasshopper stop?*	**I can solve fun problems about lengths by adding or taking away numbers up to 100. I'll use drawings to help me understand the problem.I can use math sentences with symbols like '+' or '-' to write down what I'm doing. If I don't know one of the numbers, I'll use a special symbol for it, like a question mark (?), and figure it out** **I can show whole numbers like 0, 1, 2, and so on, on a number line. Each number has its own special spot, and the spots are all the same distance apart. I can use the number line to help me add and subtract whole numbers up to 100.** *Today we will solve word problems that compare two lengths.*	Combine 1D18 and 1D19

1 day for review of Module			
	District Common Assessment #1A Date:_____		**FEEDBACK FORM**
1E20	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred."**	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** *Today we will count and bundle ones, tens, and hundreds to 1,000.*	
1E21	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will count within 1000 by using ones, tens, and hundreds.*	
1E22	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will use counting strategies to solve addition word problems.*	

1E23	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred."** **KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.* **KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.**	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will organize, count, and record a collection of objects.*	
1F24	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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).** **KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.*	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will count to 1000 using place value units.*	
1F25	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600,**	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens,**	

	700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	**which we call a 'hundred.' It's like having 100 ones all together in one big group.** *Today we will write three-digit numbers in unit form and show the value that each digit represents.*	
1F26	**KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.**	**I can read numbers up to 1000, using the regular numbers we know, like 0, 1, 2, 3, and using names we give numbers, like 'one,' 'two,' 'three,' I can show how a number is made up of different parts by writing it in expanded form. For example, I can write 123 as 100 + 20 + 3.** *Today we will write base ten numbers in expanded form.*	
1F27	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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). KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.**	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can read numbers up to 1000, using the regular numbers we know, like 0, 1, 2, 3, and using names we give numbers, like 'one,' 'two,' 'three,' I can show how a number is made up of different parts by writing it in expanded form. For example, I can write 123 as 100 + 20 + 3.** *Today we will read, write, and relate base ten numbers in all forms.*	
1G28	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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).**	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** *Today we will use place value to count and exchange $1, $10, and $100 bills.*	

1G29	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will count by $1, $10, and $100.*	
1G30	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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).** **KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.*	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** *Today we will determine how many $10 bills are equal to $1000.*	
Mid module Review, Topic E,F & G Quiz			
1H31	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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).** **KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.** **KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number*	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can read numbers up to 1000, using the regular numbers we know, like 0, 1, 2, 3, and using names we give numbers, like 'one,' 'two,' 'three,' I can show how a number is made up of different parts by writing it in expanded form. For example, I can write 123 as 100 + 20 + 3.**	

	lines when comparing two three-digit numbers using the symbols <, >, and =.	**I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are. I can compare the two numbers and write down my comparison using <,>,=** *Today we will count the total value of ones, tens, and hundreds with place value disks.*	
1H32	**KY.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. 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).** **KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number lines when comparing two three-digit numbers using the symbols <, >, and =*	**I can look at a three-digit number and understand that the first digit is how many bundles of hundreds there are, the second digit is how many groups of tens there are, and the third digit is how many ones there are. For example, in the number 327, there are 3 hundreds, 2 tens, and 7 ones.I can understand that the number 100 is like a special bundle of ten tens, which we call a 'hundred.' It's like having 100 ones all together in one big group.** **I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are. I can compare the two numbers and write down my comparison using <,>,=** *Today we will exchange 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.*	
1H33-34	**KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number lines when comparing two three-digit numbers using the symbols <, >, and =*	**I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are. I can compare the two numbers and write down my comparison using <,>,=** *Today we will model numbers and solve problems with more than 9 ones or 9 tens.*	Combine 1H33 and 1H34
1I35-36	**KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number lines when comparing two three-digit numbers using the symbols <, >, and =*	**I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are. I can compare the two numbers and write down my comparison using <,>,=**	COmbine 1I35 and 1I36

		Today we will compare three-digit numbers by using <,>, and = and apply place value.	
1I37	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.* **KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number lines when comparing two three-digit numbers using the symbols <, >, and =*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** **I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are.** **I can compare the two numbers and write down my comparison using <,>,=** *Today we will organize, count, and compare a collection of objects.*	
1I38	**KY.2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form.** **KY.2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.** *Students use base ten blocks, hundred charts and/or number lines when comparing two three-digit numbers using the symbols <, >, and =*	**I can read numbers up to 1000, using the regular numbers we know, like 0, 1, 2, 3, and using names we give numbers, like 'one,' 'two,' 'three,' I can show how a number is made up of different parts by writing it in expanded form. For example, I can write 123 as 100 + 20 + 3.** **I can look at two three-digit numbers and understand what each digit means. The first digit is how many hundreds there are, the second digit is how many tens there are, and the third digit is how many ones there are.** **I can compare the two numbers and write down my comparison using <,>,=** *Today we will compare numbers in different forms.*	
1 day for review of Module			
District Common Assessment #1B Date:_____			**FEEDBACK FORM**

2nd Nine Weeks- Module 2 (26 days) and Module 3 Topic C (11 days)

Formative: Daily Exit Ticket, Topic Ticket, Observation **Summative:** Edulastic & Topic Assessment

	Standards	Learning Target	Notes:
2A1	**KY.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.** *Students are not expected to know a standard algorithm until grade 4*	**I can add together four two-digit numbers by thinking about the value of each digit in each number.** *Today we will reason about addition with four addends.*	
2A2	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** *Students model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** *Today we will break apart and add like units.*	
2A3-4	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations.** *Students model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** *Today we will use compensation to add within 100 and 200.*	Combine 2A3 and 2A4.
2A5	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations.** *Students model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** *Today we will make a ten to add within 100.*	

2A6	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will make ten to add within 200.*	
2A7	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** *Today we will solve word problems by using simplifying strategies for addition.*	

	relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.		
2B8-9	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use concrete models to compose a ten and solve addition problems.*	Combine 2B8 and 2B9
2B10	**KY.2.NBT.7 Add and subtract within 1000. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use concrete models to compose a hundred.*	
2B11	**KY.2.NBT.7 Add and subtract within 1000. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to compose a hundred and solve addition problems.*	

2B12	**KY.2.NBT.7 Add and subtract within 1000. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to compose a ten and a hundred with two- and three- digit addends to solve addition problems.*	
Mid module Review, Topic A and B Quiz			
2C13	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** *Today we will represent and solve ¨take from¨ subtraction word problems.*	
2C14	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use addition and subtraction strategies to find an unknown part.*	
2C15-16	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… •**	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like**	Combine 2C15 and 2C16

	concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. *Students model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** *Today we will use compensation to subtract within 100 and 200.*	
2C17	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S**tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will take from a ten to subtract within 100.*	
2C18	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S**tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will take from a ten to subtract within 200.*	
2C19	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all**	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.**	

	positions, by using drawings and equations with a symbol for the unknown number to represent the problem. *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations.. *S**tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** *Today we will solve word problems with simplifying strategies for subtraction.*	
2D20	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** *Students model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will reason about when to unbundle a ten to subtract.*	
2D21	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations.** *Students*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.**	

	model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.	*Today we will use concrete models to decompose a ten with two-digit totals.*	
2D22	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** *Today we will use place value charts to decompose a ten and solve subtraction problems.*	
2D23-24	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use concrete models and place value charts to decompose a hundred and solve subtraction problems.*	Combine 2D23 and D24
2D25	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds,**	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting**	

	tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to subtract with two decompositions.*	
2D26	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** *Today we will solve addition and subtraction word problems.*	
2D27	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** *Today we will solve two-step addition and subtraction word problems within 100.*	
1 day for review of Module			
	District Common Assessment #2 Date:_____		**FEEDBACK FORM**
3A1-2	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides.**	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons,**	Combine 3A1 and 3A2

	Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces). *Sizes are compared directly or visually, not compared by measuring.*	**hexagons, and cubes, and I know how many sides and corners they have.** *Today we will determine the defining attributes of a polygon and use attributes to identify, build, and describe two dimensional shapes.*	
3A3	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).** *Sizes are compared directly or visually, not compared by measuring.*	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons, hexagons, and cubes, and I know how many sides and corners they have.** *Today we will identify, build, and describe right angles and parallel lines.*	
3A4	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).** *Sizes are compared directly or visually, not compared by measuring.*	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons, hexagons, and cubes, and I know how many sides and corners they have.** *Today we will use attributes to identify, classify and compose different quadrilaterals.*	
3A5	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).** *Sizes are compared directly or visually, not compared by measuring.*	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons, hexagons, and cubes, and I know how many sides and corners they have.** *Today we will relate the square to the cube and use attributes to describe a cube.*	
3B6	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).** *Sizes are compared directly or visually, not compared by measuring.*	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons, hexagons, and cubes, and I know how many sides and corners they have.** *Today we will recognize that a whole polygon can be decomposed into smaller parts and the parts can be composed to make a whole.*	
3B7	**KY.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons**	**I can recognize and draw shapes with certain qualities, like triangles, squares, pentagons, hexagons, and cubes, and I know how many sides and corners they have.**	

	and cubes (identify number of faces). *Sizes are compared directly or visually, not compared by measuring.*	*Today we will combine shapes to create a composite shape and create a new shape from composite shapes.*	
3B8-9	**KY.2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.** *Students explore rectangles and circles being partitioned in multiple ways to recognize that equal shares may be different shapes within the same whole.*	**I can split circles and rectangles into two, three, or four equal parts, and I can talk about these parts using words like halves, thirds, and fourths. I also know that even if the parts look different, they can still be equal.** *Today we will create composite shapes by using equal parts and name them as halves, thirds, and fourths and interpret equal shares in composite shapes as halves, thirds, and fourths.*	Combine 3B8 and 3B9
3C10	**KY.2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.** *Students explore rectangles and circles being partitioned in multiple ways to recognize that equal shares may be different shapes within the same whole.*	**I can split circles and rectangles into two, three, or four equal parts, and I can talk about these parts using words like halves, thirds, and fourths. I also know that even if the parts look different, they can still be equal.** *Today we will divide circles and rectangles into equal parts and describe the parts as halves.*	
3C11	**KY.2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.** *Students explore rectangles and circles being partitioned in multiple ways to recognize that equal shares may be different shapes within the same whole.*	**I can split circles and rectangles into two, three, or four equal parts, and I can talk about these parts using words like halves, thirds, and fourths. I also know that even if the parts look different, they can still be equal.** *Today we will divide circles and rectangles into equal parts and describe those parts as halves, fourths, or thirds.*	
3C12	**KY.2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.** *Students explore rectangles and*	**I can split circles and rectangles into two, three, or four equal parts, and I can talk about these parts using words like halves, thirds, and fourths. I also know that even if the parts look different, they can still be equal.** *Today we will describe a whole by the number of equal parts in halves, thirds, or fourths.*	

	circles being partitioned in multiple ways to recognize that equal shares may be different shapes within the same whole.		
3C13	**KY.2.G.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.** *Students explore rectangles and circles being partitioned in multiple ways to recognize that equal shares may be different shapes within the same whole.*	**I can split circles and rectangles into two, three, or four equal parts, and I can talk about these parts using words like halves, thirds, and fourths. I also know that even if the parts look different, they can still be equal.** *Today we will recognize that equal parts of an identical rectangle can be different shapes.*	
Mid module Review, Topic A, B and C Quiz			
3rd Nine Weeks- Module 3 Topic D (7 days), Module 4 (27 days)			
	Standards	**Learning Target**	**Notes**
3D14	**KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Students orally tell and write the time from both types of clocks to the nearest five minutes. Realizing that a clock can be seen as a number line.*	**I can look at both analog and digital clocks and tell what time it is to the nearest five minutes, and I know whether it's a.m. or p.m.** *Today we will understand the difference in a.m. and p.m.*	
3D15-16	**KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Students orally tell and write the time from both types of clocks to the nearest five minutes. Realizing that a clock can be seen as a number line.*	**I can look at both analog and digital clocks and tell what time it is to the nearest five minutes, and I know whether it's a.m. or p.m.** *Today we will recognize time as measurement unit and use a clock to tell time to the half hour or quarter hour.*	Combine 3D15 and 3D16
3D17	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.* **KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Students orally tell and write the time from both types of clocks to the nearest five minutes. Realizing that a clock can be seen as a number line.*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** **I can look at both analog and digital clocks and tell what time it is to the nearest five minutes, and I know whether it's a.m. or p.m.** *Today we will relate the clock to a number line to count by 5s.*	

3D18	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.* **KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Students orally tell and write the time from both types of clocks to the nearest five minutes. Realizing that a clock can be seen as a number line.*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** **I can look at both analog and digital clocks and tell what time it is to the nearest five minutes, and I know whether it's a.m. or p.m.** *Today we will tell time to the nearest 5 minutes.*	
3D19	**KY.2.NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.** *Students start at various numbers to skip-count. Some use tools such as base ten blocks, hundreds charts, number lines and money.* **KY.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.** *Students orally tell and write the time from both types of clocks to the nearest five minutes. Realizing that a clock can be seen as a number line.*	**I can count all the way up to 1000, starting from any number, and count all the way back down again. I can skip-count by 5s, 10s, and 100s. That means I can count by 5s (5, 10, 15, 20, ...), by 10s (10, 20, 30, 40, ...) and by 100s (100, 200, 300, 400, ...). It helps me count faster!** **I can look at both analog and digital clocks and tell what time it is to the nearest five minutes, and I know whether it's a.m. or p.m.** *Today we will solve problems about elapsed time.*	
1 day for review of Module			
District Common Assessment #3 Date:_____			**FEEDBACK FORM**
4A1	**KY.2.NBT.8 Mentally add 10 or 100 to a given number 100–900 and mentally subtract 10 or 100 from a given number 100–900.** *Students use a variety of tools and strategies to add or subtract 10 or 100 from a three-digit number in the range of 100-900.*	**I can quickly and easily add or take away 10 or 100 from numbers between 100 and 900 in my head.** *Today we will organize, count, and represent a collection of objects.*	
4A2	**KY.2.NBT.8 Mentally add 10 or 100 to a given number 100–900 and mentally subtract 10 or 100 from a given number 100–900.** *Students use a variety of tools and strategies to add or subtract 10 or 100 from a three-digit number in the range of 100-900.*	**I can quickly and easily add or take away 10 or 100 from numbers between 100 and 900 in my head.** *Today we will add and subtract multiples of 10 and 100 with unknowns in our head.*	
4A3	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all**	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.**	

	positions, by using drawings and equations with a symbol for the unknown number to represent the problem. *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.8 Mentally add 10 or 100 to a given number 100–900 and mentally subtract 10 or 100 from a given number 100–900.***Students use a variety of tools and strategies to add or subtract 10 or 100 from a three-digit number in the range of 100-900.*	**I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can quickly and easily add or take away 10 or 100 from numbers between 100 and 900 in my head.** *Today we will solve multip step word problems and reason about equal expressions.*	
4A4	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** *Today we will represent and solve word problems.*	

4B5	**KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.** *Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will use the associative property to make a benchmark number to add within 1,000.*	
4B6	**KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.** *Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.*	**I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.**	

	KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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. ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.***KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will use compensation to add within 1,000.*	
4B7	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship**	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use concrete models to solve addition problems.*	

	between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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. ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*		
4B8	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to solve addition problems.*	
4B9	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.**	

	appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums. **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to solve addition problems.*	
4B10	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll**	

	(with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will choose and defend efficient solution strategies for addition.*	
4B11	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations**	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can add together four two-digit numbers by thinking about the value of each digit in each number.**	

	and/or the relationship between addition and subtraction.*Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.* **KY.2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.** *Students are not expected to know a standard algorithm until grade 4* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will choose and defend efficient strategies to add up to four two-digit numbers.*	
4C12	**KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the*	**I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will take from a ten or a hundred to solve subtraction problems.*	

	relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156. **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*		
4C13	**KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will use compensation to subtract within 1,000.*	
4C14	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship**	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about**	

	between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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. ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will use compensation to keep a constant difference by adding the same amount to both number.*	
4C15	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will use compensation to keep a constant difference by subtracting the same amount from both numbers.*	
Mid module Review, Topic A, B and C Quiz			
4D16	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like**	

	among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums. **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use concrete models to subtract.*	
4D17	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings**	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** *Today we will use place value charts to represent subtraction with one decomposition.*	

	and strategies to expressions or equations. b. 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. ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*		
4D18	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** *today we will use place value charts to represent subtraction with up to two decompositions.*	
4D19	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.**	

	among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums. **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** *Today we will use place value charts to represent subtraction with a 0 in the tens or ones place.*	
4D20	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately,*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** **I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.**	

	flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently. **KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.** *Students support explanations with drawings and/or objects built on place value and properties of operations.*	**I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.** *Today we will subtract using multiple strategies and defend the strategy we pick.*	
4E21	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.* **KY.2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of**	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier** **I can use different tools and tricks to add or take away 10 or 100 from three-digit numbers between 100 and 900.**	

	operations. *Students support explanations with drawings and/or objects built on place value and properties of operations.*	*Today we will apply strategies to find sums and differences and relate addition to subtraction.*	
4E22	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** *Today we will solve smaller unknow words problems.*	
4E23	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** *Today we will solve two-step addition and subtraction word problems.*	

	from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.*		
4E24	**KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using… • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. 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.** ***S****tudents model with concrete tools to build on previous place value understandings. For example, students can see the relationship of addition and subtraction by counting up from 87 to get to 243 and realize that there is a difference of 156.*	**I can solve addition and subtraction problems with numbers up to 1000 using different ways like drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on, making tens, or regrouping.** **b. I understand that when I add or subtract three-digit numbers, I'm adding or subtracting hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds to make adding or subtracting easier.** *Today we will organize, count, and represent a collection of objects.*	
1 day for review of Module			
	District Common Assessment #4 Date:_____		**FEEDBACK FORM**
4th Nine Weeks- Module 5 (18 days) Module 6 (17 days)			
	Standards	**Learning Target**	**Notes**
5A1	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will organize, count, and represent a collectin of coins.*	

	understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53		
5A2	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will use the fewest number of coins to make a given value.*	
5A3	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will solve one and two step problems to find the total number of values of a group of coins.*	
5A4	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will solve one and two step word problems to find the total value of a group of bills.*	

5A5-6	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will use different strategies to make one dollar or to make change from 1 dollar and solve word problems.*	Combine 5A5 and 5A6
5A7	**KY.2.MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the $ and ¢ symbols appropriately (not including decimal notation).** *Students add or subtract two coin values or dollar values, but not both in the same problem. ● For example, if you have 6 dimes and 3 pennies, how many cents do you have? Students would understand 6 dimes is equal to 60 cents and 3 pennies is equal to 3 cents. Together, they would total 63 cents. ● If Mary had $31 and Tommy gave her $22 for her birthday, how much money does Mary have now? $31 + $22 = $53*	**I can solve problems about adding and subtracting within 100, using the $ and ¢ symbols correctly, without using decimals.** *Today we will solve word problems by using bills and coins.*	
5B8	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.**	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** *Today we will use an inch tile to create our own inch ruler and use it to measure to the nearest inch.*	
5B9	**KY.2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.** **KY.2.MD.3 Estimate lengths using units of inches, feet, yards, centimeters and meters.** *Students understand estimates are not exact answers or unreasonable guesses. Estimates are based on prior knowledge and the ability to reason about the appropriateness of their estimates.*	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** **I can guess or make a good guess about how long something is using different units like inches, feet, yards, centimeters, and meters.** **I can use a ruler, measuring tape, or other tools to figure out how long two objects are and compare the lengths of the two objects to figure out how much**	

		longer one is than the other, using inches, feet, centimeters, or meters. *Today we will use an inch ruler and yardstick to estimate and measure various lengths of objects.*	
5B10	**KY.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.***Students measure an object using two different units and describe how the two measurements relate to the size of the unit chosen. (Students measure a door in inches and then in feet. Students relate the size and amount of each unit to discover more inches than feet are needed to measure the door.)*	**I can measure how long something is two times using different tools, and I can explain how the two measurements are connected to the size of the tools I used.** *Today we will measure an object twice by using different length units and compare the measurements.*	This is the only time this standard is covered in Eureka.
5B11	**KY.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.***Students measure an object using two different units and describe how the two measurements relate to the size of the unit chosen. (Students measure a door in inches and then in feet. Students relate the size and amount of each unit to discover more inches than feet are needed to measure the door.)*	**I can measure how long something is two times using different tools, and I can explain how the two measurements are connected to the size of the tools I used.** *Today we will compare differences in lengths.*	
5B12	**KY.2.MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line.** *Students show their thinking of adding and subtracting quantities using a number line. For example, a grasshopper jumped 7 cm forward and 4 cm back and then stopped. If the grasshopper started at 18 cm, where did the grasshopper stop?*	**I can show whole numbers like 0, 1, 2, and so on, on a number line. Each number has its own special spot, and the spots are all the same distance apart. I can use the number line to help me add and subtract whole numbers up to 100.** *Today we will identify unknown numbers on a number line by using the interval as a reference.*	
Mid module Review, Topic A and B Quiz			
5C13	**KY.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.**	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** *Today we will solve word problems that involve measurements and reason about estimates.*	

5C14	**KY.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.**	**I can choose the right tool to measure how long something is and use that tool to measure exactly how long the object is from one end to the other.** *Today we will solve addition and subtraction two step word problems that involve length.*	
5C15-16	**KY.2.MD.9 Investigate questions involving measurements. b. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. c. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.**	**I can do two things: I can explore questions about measurements by measuring how long different things are or by measuring the same thing many times. I can show my measurements by making a dot plot, where each dot shows how long something is, using whole numbers.** *Today we will use measurement data to create a line plot and ask questions about it.*	Combine 5C15 and 5C16
Supp	**KY.2.MD.9 Investigate questions involving measurements. a. Identify a statistical question focused on measurements**	**I can find a question that's all about measurements, like 'How tall are the trees in the park?** *Today we will identify a statistical question about measurement.*	This standard in not covered in Eureka and you will need to find supplemental materials.
1 day for review of Module			
District Common Assessment #5 Date:_____			**FEEDBACK FORM**
6A1	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the**	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will compose equal groups and write repeated addition equations.*	

	total as a sum of equal addends.*Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*		
6A2-3	**KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	**I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will organize, count, and represent a collection of objects and draw pictures to represent equal groups and relate them to repeated addition.*	Combine 6A2 and 6A3
6A4	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will represent equal groups with a tape diagram.*	
6B5	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows**	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.**	

	and up to 5 columns; write an equation to express the total as a sum of equal addends.*Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	*Today we will compose arrays with rows and columns and use repeated addition to find the total.*	
6B6	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will decompose arrays into rows and columns and relate them to repeated addition.*	
6B7-8	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will distinguish between rows and columns and use math drawings to represent arrays.*	Combine 6B7 and 6B8
Mid module Review, Topic A and B Quiz			
6C10	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the**	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.**	

	total as a sum of equal addends.*Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	*Today we will use math drawings to compose a rectangle.*	
6C11	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.* **KY.2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.** *The rectangle should not be divided up into anything larger than 5 rows and 5 columns to correlate with KY.2.OA.4.*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** **I can split a rectangle into rows and columns of squares that are all the same size, and I can count how many squares there are in total.** *Today we will decompose an array to find the total.*	
6C12	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.* **KY.2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.** *The rectangle should not be divided up into anything larger than 5 rows and 5 columns to correlate with KY.2.OA.4.*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** **I can split a rectangle into rows and columns of squares that are all the same size, and I can count how many squares there are in total.** *Today we will investigate how arrays can be composted differently.*	

6C13	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.* **KY.2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.** *The rectangle should not be divided up into anything larger than 5 rows and 5 columns to correlate with KY.2.OA.4.*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** **I can split a rectangle into rows and columns of squares that are all the same size, and I can count how many squares there are in total.** *Today we will decompose an array and relate it to a number bond.*	
6D14	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** *Today we will relate doubles to even numbers and write equations to express the sums.*	
6D15-16	**KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).*	**I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.** **I can write down an even number as the sum of two equal groups.** *Today we will pair objects and skip-count and use arrays to determine whether a number is even or odd.*	Combine 6D15 and 6D16
6D17	**KY.2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.** *Students flexibly model or represent addition and subtraction situations or context problems (involving sums and differences within 100). Note: Drawings need not show*	**I can solve problems about adding to, taking away, putting together, taking apart, or comparing things, using numbers up to 100.** **I'll use drawings to help me understand the problem better, and I'll use math sentences with symbols like '+' or '-' to write down what I'm doing.** **I can look at a group of things and quickly figure out if there are an odd or even number of them, up to 20.**	

	detail, but accurately represent the quantities involved in the task. Students master all word problem subtypes including the four difficult ones: ● add to-start unknown ● take from-start unknown ● put together/take apart-addend unknown ● compare-bigger unknown/smaller unknown **KY.2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.** *Students understand a number can be broken apart by pairing objects to see if there are leftovers (odd) or not (even).* **KY.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.***Students model using rectangular arrays to determine the number of objects and discuss their reasoning.*	**I can write down an even number as the sum of two equal groups.** **I can use addition to find out how many things there are in a rectangular group with up to 5 rows and 5 columns, and I can write down an equation to show how I found the total by adding the same number over and over again.** *Today we will solve word problems that involve equal groups and arrays.*	
6D18	**KY.2.OA.2 Fluently add and subtract within 20 using mental strategies.***Students determine addition and subtraction strategies efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: ● counting on ● making ten ● decomposing a number leading to a ten ● using the relationship between addition and subtraction ● creating equivalent but easier or known sums.* **KY.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.***Students solve addition and subtraction tasks (with sums and differences within 100) efficiently, accurately, flexibly and appropriately. Being fluent means students choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and explain their approaches and they produce accurate answers efficiently.*	**I can quickly and easily add and take away numbers together up to 20 in my head without needing to count each number one by one.** **I can quickly and easily add and subtract numbers up to 100 using tricks like understanding the value of each digit, math rules, and knowing how addition and subtraction work together.** *Today we will use various strategies to fluently add and subtract within 100 and know all sums and differences within 20 from memory.*	

1 day for review of Module		
	District Common Assessment #6 Date:_____	FEEDBACK FORM