

Course: Mathematics

Grade: 2nd

	Standards Website				
	1st Nine Weeks- Module 1 (44 days)				
Fo	rmative: Daily Exit Ticket, Topic Ticket, Ob	servation 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 R	eview, 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 Assessmen	<u>t #1</u> A 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,	

1F26	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.	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. 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.	
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 1G30	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.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 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. 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 R	eview, 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
1135- 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.		
1137	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.		
1138	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 fo	or review of Module		
	District Common Assessment #18 Date:			

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

FORM

District Common Assessment #1B Date:

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. 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 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. Students 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. 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 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. 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 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. 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 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. 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 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 Re	eview, 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. 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 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

		Annual and the second and the second	1
	concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship	drawing pictures, using blocks, or thinking about place value. I'll also use math tricks like counting on,	
	between addition and subtraction and; • relate drawings	making tens, or regrouping.	
	and strategies to expressions or equations. Students model with concrete tools to build on previous place value	Today we will use compensation to subtract within 100	
	understandings. For example, students can see the	and 200.	
	relationship of addition and subtraction by counting up from		
	87 to get to 243 and realize that there is a difference of 156.		
2C17	KY.2.NBT.7 Add and subtract within 1000. a. Represent	I can solve addition and subtraction problems with	
	and solve addition and subtraction problems using •	numbers up to 1000 using different ways like	
	concrete models or drawings; • strategies based on	drawing pictures, using blocks, or thinking about	
	place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings	place value. I'll also use math tricks like counting on,	
	and strategies to expressions or equations. b.	making tens, or regrouping.	
	Understand that in adding or subtracting three-digit	b. I understand that when I add or subtract	
	numbers, one adds or subtracts hundreds and hundreds,	three-digit numbers, I'm adding or subtracting	
	tens and tens, ones and ones; and sometimes it is	hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds	
	necessary to compose or decompose tens or hundreds.	to make adding or subtracting easier	
	Students model with concrete tools to build on previous place	Today we will take from a ten to subtract within 100.	
	value understandings. For example, students can see the relationship of addition and subtraction by counting up from	Today we will take norm a territe educate warm root.	
	87 to get to 243 and realize that there is a difference of 156.		
2C18	KY.2.NBT.7 Add and subtract within 1000. a. Represent	I can solve addition and subtraction problems with	
	and solve addition and subtraction problems using •	numbers up to 1000 using different ways like	
	concrete models or drawings; • strategies based on	drawing pictures, using blocks, or thinking about	
	place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings	place value. I'll also use math tricks like counting on,	
	and strategies to expressions or equations. b.	making tens, or regrouping.	
	Understand that in adding or subtracting three-digit	b. I understand that when I add or subtract	
	numbers, one adds or subtracts hundreds and hundreds,	three-digit numbers, I'm adding or subtracting	
	tens and tens, ones and ones; and sometimes it is	hundreds, tens, and ones separately. Sometimes, I'll need to put together or break apart tens or hundreds	
	necessary to compose or decompose tens or hundreds.	to make adding or subtracting easier	
	Students model with concrete tools to build on previous place	Today we will take from a ten to subtract within 200.	
	value understandings. For example, students can see the relationship of addition and subtraction by counting up from	roday no min take nom a ten to subtract within 200.	
	87 to get to 243 and realize that there is a difference of 156.		
2C19	KY.2.OA.1 Use addition and subtraction within 100 to	I can solve problems about adding to, taking away,	
	solve one- and two-step word problems involving	putting together, taking apart, or comparing things,	
	situations of adding to, taking from, putting together,	using numbers up to 100.	
	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 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.	l'II use drawings to help me understand the problem better, and l'II 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. 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 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. 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 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	hundreds, tens, and ones separately. Sometimes, I'll	1
	necessary to compose or decompose tens or hundreds.	need to put together or break apart tens or hundreds	
	Students model with concrete tools to build on previous place	to make adding or subtracting easier	
	value understandings. For example, students can see the		
	relationship of addition and subtraction by counting up from	Today we will use place value charts to subtract with two	
	87 to get to 243 and realize that there is a difference of 156.	decompositions.	
2D26	KY.2.OA.1 Use addition and subtraction within 100 to	I can solve problems about adding to, taking away,	
	solve one- and two-step word problems involving	putting together, taking apart, or comparing things,	
	situations of adding to, taking from, putting together,	using numbers up to 100.	
	taking apart and comparing, with unknowns in all	I'll use drawings to help me understand the problem	
	positions, by using drawings and equations with a	better, and I'll use math sentences with symbols like	
	symbol for the unknown number to represent the	'+' or '-' to write down what I'm doing.	
	problem. Students flexibly model or represent addition and	Today we will solve addition and subtraction word	
	subtraction situations or context problems (involving sums	problems.	
	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		
2D27	KY.2.OA.1 Use addition and subtraction within 100 to	I can solve problems about adding to, taking away,	
	solve one- and two-step word problems involving	putting together, taking apart, or comparing things,	
	situations of adding to, taking from, putting together,	using numbers up to 100.	
	taking apart and comparing, with unknowns in all	I'll use drawings to help me understand the problem	
	positions, by using drawings and equations with a	better, and I'll use math sentences with symbols like	
	symbol for the unknown number to represent the	'+' or '-' to write down what I'm doing.	
	problem. Students flexibly model or represent addition and	Today we will solve two-step addition and subtraction	
	subtraction situations or context problems (involving sums	word problems within 100.	
	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		
		or review of Module	
			FEEDBACK
	District Common Assessm	<u>lent #2</u> Date:	FORM
3A1-2	KY.2.G.1 Recognize and draw shapes having specified	I can recognize and draw shapes with certain	Combine 3A1 and
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	3A2
	<u> </u>	<u> </u>	

	Identify triangles, quadrilaterals, pentagons, hexagons	hexagons, and cubes, and I know how many sides	
	and cubes (identify number of faces). Sizes are compared	and corners they have.	
	directly or visually, not compared by measuring.	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	I can recognize and draw shapes with certain	
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	
	Identify triangles, quadrilaterals, pentagons, hexagons	hexagons, and cubes, and I know how many sides	
	and cubes (identify number of faces). Sizes are compared	and corners they have.	
	directly or visually, not compared by measuring.	Today we will identify, build, and describe right angles and	
		parallel lines.	
3A4	KY.2.G.1 Recognize and draw shapes having specified	I can recognize and draw shapes with certain	
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	
	Identify triangles, quadrilaterals, pentagons, hexagons	hexagons, and cubes, and I know how many sides	
	and cubes (identify number of faces). Sizes are compared	and corners they have.	
	directly or visually, not compared by measuring.	Today we will use attributes to identify, classify and	
		compose different quadrilaterals.	
3A5	KY.2.G.1 Recognize and draw shapes having specified	I can recognize and draw shapes with certain	
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	
	Identify triangles, quadrilaterals, pentagons, hexagons	hexagons, and cubes, and I know how many sides	
	and cubes (identify number of faces). Sizes are compared	and corners they have.	
	directly or visually, not compared by measuring.	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	I can recognize and draw shapes with certain	
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	
	Identify triangles, quadrilaterals, pentagons, hexagons	hexagons, and cubes, and I know how many sides	
	and cubes (identify number of faces). Sizes are compared	and corners they have.	
	directly or visually, not compared by measuring.	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	I can recognize and draw shapes with certain	
	attributes, such as a given number of angles or sides.	qualities, like triangles, squares, pentagons,	
	Identify triangles, quadrilaterals, pentagons, hexagons	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. Mid module Rev	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.	
		opic 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 fo	or review of Module	
	District Common Assessmen	<u>nt #3</u> 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.	l'II use drawings to help me understand the problem better, and l'II use math sentences with symbols like '+' or '-' to write down what l'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. 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. 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 b. I understand that when I add or subtract and solve addition and subtraction problems using... • three-digit numbers, I'm adding or subtracting concrete models or drawings; • strategies based on hundreds, tens, and ones separately. Sometimes, I'll place value; • properties of operations; • the relationship need to put together or break apart tens or hundreds between addition and subtraction and; • relate drawings to make adding or subtracting easier and strategies to expressions or equations, b. Understand that in adding or subtracting three-digit I can use different tools and tricks to add or take numbers, one adds or subtracts hundreds and hundreds. away 10 or 100 from three-digit numbers between tens and tens, ones and ones; and sometimes it is 100 and 900. necessary to compose or decompose tens or hundreds. Today we will use compensation to add within 1,000. 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. **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. KY.2.OA.2 Fluently add and subtract within 20 using 4B7 I can quickly and easily add and take away numbers together up to 20 in my head without needing to mental strategies. Students determine addition and count each number one by one. subtraction strategies efficiently, accurately, flexibly and I can solve addition and subtraction problems with appropriately. Being fluent means students choose flexibly numbers up to 1000 using different ways like among methods and strategies to solve contextual and drawing pictures, using blocks, or thinking about mathematical problems, they understand and explain their place value. I'll also use math tricks like counting on, approaches and they produce accurate answers efficiently making tens, or regrouping. and appropriately use mental strategies that include: • b. I understand that when I add or subtract counting on • making ten • decomposing a number leading three-digit numbers, I'm adding or subtracting to a ten • using the relationship between addition and hundreds, tens, and ones separately. Sometimes, I'll subtraction • creating equivalent but easier or known sums. need to put together or break apart tens or hundreds KY.2.NBT.7 Add and subtract within 1000. a. Represent to make adding or subtracting easier and solve addition and subtraction problems using... • Today we will use concrete models to solve addition concrete models or drawings; • strategies based on problems. place value; • properties of operations; • the relationship

4B8	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. 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. Students model with concrete tools to build on previous place	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		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. 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 use place value charts to solve addition problems.

MY.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

4B10

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, need to put together or break apart tens or hundreds flexibly and appropriately. Being fluent means students to make adding or subtracting easier choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and I can use different tools and tricks to add or take explain their approaches and they produce accurate answers away 10 or 100 from three-digit numbers between efficiently. 100 and 900. KY.2.NBT.7 Add and subtract within 1000. a. Represent Today we will choose and defend efficient solution and solve addition and subtraction problems using... • strategies for addition. 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. 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. 4B11 KY.2.OA.2 Fluently add and subtract within 20 using I can quickly and easily add and take away numbers together up to 20 in my head without needing to mental strategies. Students determine addition and count each number one by one. subtraction strategies efficiently, accurately, flexibly and I can quickly and easily add and subtract numbers appropriately. Being fluent means students choose flexibly up to 100 using tricks like understanding the value of among methods and strategies to solve contextual and each digit, math rules, and knowing how addition mathematical problems, they understand and explain their and subtraction work together. approaches and they produce accurate answers efficiently and appropriately use mental strategies that include: • I can add together four two-digit numbers by counting on • making ten • decomposing a number leading thinking about the value of each digit in each to a ten • using the relationship between addition and number. 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. 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. Students 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.	

4C13	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.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. 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. KY.2.NBT.9 Explain why addition and subtraction swith drawings and/or objects built on place value and properties of operations. KY.2.NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using	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.	
	and solve addition and subtraction problems using • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship	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. 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. 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. 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. 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.	
		view, 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 drawing pictures, using blocks, or thinking about mathematical problems, they understand and explain their place value. I'll also use math tricks like counting on, making tens, or regrouping. approaches and they produce accurate answers efficiently b. I understand that when I add or subtract and appropriately use mental strategies that include: • three-digit numbers, I'm adding or subtracting counting on • making ten • decomposing a number leading hundreds, tens, and ones separately. Sometimes, I'll to a ten • using the relationship between addition and need to put together or break apart tens or hundreds subtraction • creating equivalent but easier or known sums. to make adding or subtracting easier KY.2.NBT.7 Add and subtract within 1000. a. Represent Today we will use concrete models to subtract. 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 quickly and easily add and take away numbers 4D17 KY.2.OA.2 Fluently add and subtract within 20 using together up to 20 in my head without needing to mental strategies. Students determine addition and count each number one by one. subtraction strategies efficiently, accurately, flexibly and I can solve addition and subtraction problems with appropriately. Being fluent means students choose flexibly numbers up to 1000 using different ways like among methods and strategies to solve contextual and drawing pictures, using blocks, or thinking about mathematical problems, they understand and explain their place value. I'll also use math tricks like counting on, approaches and they produce accurate answers efficiently making tens, or regrouping. and appropriately use mental strategies that include: • b. I understand that when I add or subtract counting on • making ten • decomposing a number leading three-digit numbers, I'm adding or subtracting to a ten • using the relationship between addition and hundreds, tens, and ones separately. Sometimes, I'll subtraction • creating equivalent but easier or known sums. need to put together or break apart tens or hundreds KY.2.NBT.7 Add and subtract within 1000. a. Represent to make adding or subtracting easier. and solve addition and subtraction problems using... • Today we will use place value charts to represent

subtraction with one decomposition.

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.		
4D18	KY.2.OA.2 Fluently add and subtract within 20 using	I can quickly and easily add and take away numbers	
	mental strategies. Students determine addition and	together up to 20 in my head without needing to	
	subtraction strategies efficiently, accurately, flexibly and	count each number one by one.	
	appropriately. Being fluent means students choose flexibly	today we will use place value charts to represent	
	among methods and strategies to solve contextual and	subtraction with up to two decompositions.	
	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.		
	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		
4D19	87 to get to 243 and realize that there is a difference of 156. KY.2.OA.2 Fluently add and subtract within 20 using	I can quickly and easily add and take away numbers	
ן פועד	•	together up to 20 in my head without needing to	
	mental strategies. Students determine addition and	count each number one by one.	
	subtraction strategies efficiently, accurately, flexibly and	Obant bacin namber 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. 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 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 I can use different tools and tricks to add or take explain their approaches and they produce accurate answers away 10 or 100 from three-digit numbers between efficiently. 100 and 900. KY.2.NBT.7 Add and subtract within 1000. a. Represent Today we will subtract using multiple strategies and and solve addition and subtraction problems using... • defend the strategy we pick. 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. 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. 4E21 KY.2.NBT.7 Add and subtract within 1000. a. Represent I can solve addition and subtraction problems with and solve addition and subtraction problems using... • numbers up to 1000 using different ways like concrete models or drawings; • strategies based on drawing pictures, using blocks, or thinking about place value; • properties of operations; • the relationship place value. I'll also use math tricks like counting on, between addition and subtraction and; • relate drawings making tens, or regrouping. and strategies to expressions or equations. b. b. I understand that when I add or subtract Understand that in adding or subtracting three-digit three-digit numbers, I'm adding or subtracting numbers, one adds or subtracts hundreds and hundreds. hundreds, tens, and ones separately. Sometimes, I'll tens and tens, ones and ones; and sometimes it is need to put together or break apart tens or hundreds necessary to compose or decompose tens or hundreds. to make adding or subtracting easier Students model with concrete tools to build on previous place value understandings. For example, students can see the I can use different tools and tricks to add or take relationship of addition and subtraction by counting up from away 10 or 100 from three-digit numbers between 87 to get to 243 and realize that there is a difference of 156.

100 and 900.

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.	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.	

4E24	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. 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	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.	
	87 to get to 243 and realize that there is a difference of 156.	,	
	-	or review of Module	
	District Common Assessm	ent #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 \$\psi\$ 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 \$cymbols 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	

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	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. 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.	
		eview, 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 fo	or review of Module	
	District Common Assessmen	<u>nt #5</u> 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.	

6A2-3	total as a sum of equal addends. Students model using rectangular arrays to determine the number of objects and discuss their reasoning. 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	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.	

6B6	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.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. 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	
	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.	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	· · · · · · · · · · · · · · · · · · ·	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
		eview, 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	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.	
	(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 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.	

6D18	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. KY.2.OA.2 Fluently add and subtract within 20 using	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. I can quickly and easily add and take away numbers	
0010	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 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.	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:

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