LEARNING • EQUITY • COMMUNITY

ST. JOSEPH

SCHOOL DISTRICT

Grade 2 Mathematics Curriculum

Unit 1	Unit 2	Unit 3	Unit 4
Numbers Within 20 & Data	Numbers Within 100, Money, & Time	Numbers Within 1000	Measurement, Shapes, & Arrays
Quarter 1 9 weeks	Quarter 2 8 weeks	Quarter 3 9 weeks	Quarter 4 8 weeks
Topic 1: Fluency Within 20	Topic 1: Two-Digit Addition & Subtraction	Topic 1: Three-Digit Place Value Review (Even and Odd)	Topic 1: Measurement
Topic 2: Two-Digit Place Value (Even and Odd)	Topic 2: Money	Topic 2: Comparing Three-Digit Numbers	Topic 2: Recognize & Draw Shapes
Topic 3: Solve One and Two-Step Word Problems	Topic 3: Time	Topic 3: Three-Digit Addition & Subtraction	Topic 3: Partitioning Shapes
Topic 4: Graphs	Topic 4: Three-Digit Place Value		Topic 4: Arrays

Course Description

In alignment with the Missouri Learning Standards, the Saint Joseph School District Second Grade Mathematics course will provide students with a solid foundation in number sense and algebraic thinking while providing students the skills to accurately explain and justify mathematical processes and conclusions. The course will focus on procedures, conceptual understanding, and application to real-world situations.

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Unit 1: Numbers Within 20 & Data

In this unit, students will demonstrate addition and subtraction fluency within 20 using and explaining multiple strategies. Students will build a strong math foundation by expressing a two-digit number in multiple ways. Students will then use both two-digit place value understanding and addition and subtraction fluency within 20 to solve one and two-step word problems. Finally, students will create and interpret graphs (bar, picture, and line plots [without measurement]).

Unit Assessment	• Ready Math Unit 1 Unit Assessment (Pretest: Form A, Posttest: Form B)

Topic 1: Fluency Within 20

(2 weeks)

Essential Vocabulary	**addend,** difference, equation, **expression, fact family, minuend,** missing addend, **open number line,** sum
Topic Assessments	• Ready Math Unit 1 Mid-Unit Assessment • Ready Math Lesson Quizzes (Lessons 1 & 2)

Priority Standard

2.RA.A.1: Demonstrate fluency with addition and subtraction within 20. (Fluency refers to accuracy and efficiency and does not equate memorization.)

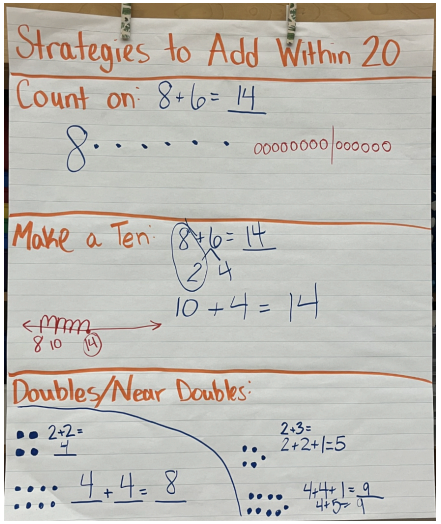
Expanded Expectation	The expectation of the student is to demonstrate fluency with sums and differences using mental strategies. Sums should have results within 20. The starting point for subtraction problems should be within 20. Know all sums of two one-digit numbers. While automaticity for basic facts is desired, quick use of mental strategies may suffice. (*Fluency refers to accuracy and efficiency and does not equate to memorization.*)

Learning Intention	We are learning to demonstrate fluency with addition and subtraction.
Success Criteria	• I can use and explain multiple strategies to add fluently within 20. • I can use and explain multiple strategies to subtract fluently within 20. • I can use different properties to solve addition and subtraction problems.

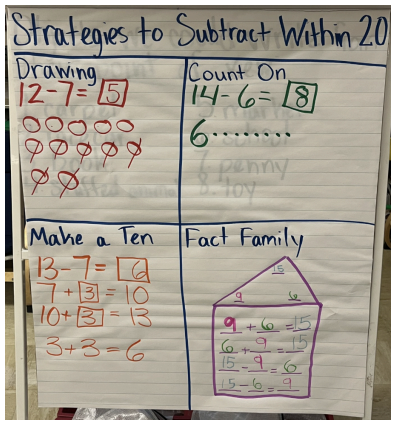
Resources

Addition within 20:

1. Pretest using Ready Math Lesson 1 Quiz (available in online Ready toolbox) OR digital comprehension check form A
2. Begin an anchor chart titled “Strategies to Add Fluently Within 20” keeping track of different addition strategies introduced throughout this lesson progression (either lesson or student-generated)
3. Ready Math Lesson 1 Session 1: Use Mental Math Strategies for Addition
4. Assign iReady Math lesson: Use Mental Math Strategies to Add
5. Fact Fluency Freeze Dance! Addit…
6. Ready Math Lesson 1 Session 2: Adding by Counting on or Making a Ten
7. Math Facts Song | Addition for Ki…
8. Ready Math Lesson 1 Session 3: Using Doubles and Doubles Plus 1
9. Doubles Song For Kids | Doubles …
10. Ready Math Lesson 1 Session 4: Using Mental Math Strategies for Addition
11. Task cards - Ideas: Write the Room, Snowball Fight, Unfair Game
12. Posttest using Ready Math Lesson 1 Quiz (available in online Ready toolbox) OR digital comprehension check form B

		 **Subtraction within 20:** 1. Pretest using Ready Math Lesson 2 Quiz (Ready toolbox) OR digital comprehension check form A 2. Begin an anchor chart titled “Strategies to Subtract Fluently Within 20” keeping track of different subtraction strategies introduced through this lesson progression (either lesson or student-generated) 3. Ready Math Lesson 2 Session 1: Using Mental Math Strategies for Subtraction 4. Fact Fluency Freeze Dance! Subtr… 5. Assign iReady Math Interactive Practice: Mental Math Strategies for Subtraction 6. Ready Math Lesson 2 Session 2: Counting On and Making a Ten to Subtract

7. Math Facts Song | Subtraction for…
8. Ready Math Lesson 2 Session 3: Using Fact Families to Help Subtract
9. Fact Family Song | Addition & Su…
10. Ready Math Lesson 2 Session 4: Using Mental Math Strategies for Subtraction
11. Task cards - Ideas: Write the Room, Snowball Fight, Unfair Game
12. Posttest using Ready Math Lesson 2 Quiz (available in online Ready toolbox) OR digital comprehension check form B



Additional Resources:

- iReady Math - Fluency Flight (daily)
- Interactive Practice: Use Mental Math Strategies to Add

Topic 2: Two-Digit Place Value

(1 week)

Essential Vocabulary	**base ten numeral,** digit, **even, expanded form,** minuend, number name, **places of value (ones & tens), odd,** sum, two-digit numbers
Supporting Standard: 2.NBT.B.10 Add or subtract mentally 10 or 100 to or from a given number within one thousand.	
Expanded Expectation	The expectation of the student is to mentally add/subtract 10 or 100 to or from a given number with the result within 1000. *Instructional Note: Limit to add or subtract mentally 10 to or from a given number with one hundred.*
Learning Intention	We are learning to understand two-digit numbers.
Success Criteria	• I can express a number in various forms. • I can add 10 to any number within 100. • I can subtract 10 from any number within 100

Resources

1. Pretest using Number of the Day.pdf
2. Begin an anchor chart titled “Two-Digit Place Value,” keeping track of different ways to represent two-digit numbers (ex., base ten numeral, number name, expanded form, base ten blocks, place value chart).
3. Daily Number of the Day.pdf routine
4. Base ten block construction of two-digit numbers
5. 10 More, 10 Less | Math Song for…
6. Posttest with Number of the Day.pdf

Supporting Standard:
2.NBT.A.4: Read and write numbers to 1000 using number names, base-ten numerals, and expanded form.

<table>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to read and write numbers to 1000 using number names, base-ten numerals, and expanded form.</td></tr>
<tr><td>Learning Intention</td><td>We are learning to understand two-digit numbers.</td><td rowspan="2">Resources
● See above suggested resource sequence</td></tr>
<tr><td>Success Criteria</td><td>● I can read and write whole numbers 0 to 100 using number names, base-ten numerals, and expanded form.</td></tr>
<tr><td colspan="3">Supporting Standard:
2.RA.B.2: Determine if a set of objects has an odd or even number of members.
a. Count by 2s to 100 starting with any even number.
b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2.
c. Express even numbers as being composed of equal groups, and write an expression to represent the number with 2 equal addends.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to determine if a group of objects has an odd or an even number of members.
a) Count by 2s to 100 starting with any even number.
b) Express even numbers as pairings/groups of 2 and write an expression to represent the number using addends of 2. (For example, 8 can be represented as 2 + 2 + 2 + 2.)
c) Express even numbers as being composed of two equal groups and write an expression to represent the number with 2 equal addends. (e.g. 8 can be represented as 4 + 4.)</td></tr>
<tr><td>Learning Intention</td><td>We are learning to understand two-digit numbers.</td><td rowspan="2">Resources
Note: This should be taught in conjunction with the previously suggested resource sequence.
1. Ready Math Lesson 32 Session 1: Even and Odd Numbers
2. Even & Odd: Use connecting cubes to give an amount and make pairs to determine if the set is even or odd.
3. Ready Math Lesson 32 Session 2: Modeling Even and Odd Numbers
4. Even-Odd Number DANCE and F…
5. Ready Math Lesson 32 Session 3: Identifying Even and Odd Numbers</td></tr>
<tr><td>Success Criteria</td><td>● I can count by 2s to 100 starting with any even number.
● I can express even numbers as pairs/groups of 2
● I can write an expression to represent the number using addends of 2.
● I can express even numbers as being made up of equal groups and write an expression to represent the number with 2 equal addends.</td></tr>
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		Additional Resources: • Base 10 2-Digit Place Value Number Matching Game • Ready Math Lesson 32 Quiz or Digital Comprehension Check • Interactive Practice: Even and Odd Numbers • Even and Odd Numbers Song for…

Topic 3: Solve One and Two-Step Word Problems

(3 weeks)

Essential Vocabulary	addend, difference, equation, expression, fact family, minuend, missing addend, open number line, sum, symbol	
Topic Assessments	• Ready Math Grade 2 Lesson Quizzes 3 & 5	
Priority Standard **2. NBT.B.9: Use the relationship between addition and subtraction to solve problems.**		
Expanded Expectation	The expectation of the student is to use the relationship between addition and subtraction to solve problems. (*e.g. If Kurt had 47 video games and sold 29 of them, how many does he still own? This problem could be solved by adding up from 29 to 47.*)	
Learning Intention	We are learning to demonstrate fluency with addition and subtraction.	**Resources** **One-Step Word Problems:** 1. Pretest using Ready Math Lesson 3
Success Criteria	• I can solve problems by using either addition or subtraction.	

	• I can use and explain multiple strategies to solve problems without context. • I can use and explain multiple strategies to solve problems with context. • I can solve problems using fact families to use both addition and subtraction.	Quiz OR Digital Comprehension Check Form A • Begin an anchor chart titled “Strategies for Solving One-Step Word Problems” to chart different strategies to solve one-step word problems (ex., counters/other objects broken apart, drawings, number bonds, equations) • Ready Math Lesson 3 Session 1: Solving One-Step Word Problems • Ready Math Lesson 3 Session 2: Solving Take Apart Word Problems • Ready Math Lesson 3 Session 3: Solving Comparison Word Problems • Addition & Subtraction Number S… • Ready Math Lesson 3 Session 4: Solving Different Kinds of Word Problems • Posttest using Ready Math Lesson 3 Quiz OR Digital Comprehension Check Form B **Two-Step Word Problems:** 1. Pretest using Ready Math Lesson 5 Quiz OR Digital Comprehension Check Form A 2. Begin an anchor chart titled “Strategies for Solving Two-Step Word Problems” to chart 3. Ready Math Lesson 5 Session 1: Solving Two-Step Word Problems 4. Ready Math Lesson 5 Session 2: Ways to Solve Two-Step Word Problems 5. Ready Math Lesson 5 Session 3: More Ways to Solve Two-Step Word

<table>
<tr><td></td><td></td><td>Problems
6. Ready Math Lesson 5 Session 4: Solving Two-Step Word Problems
7. Posttest using Ready Math Lesson 5 Quiz OR Digital Comprehension Check Form B</td></tr>
<tr><td colspan="3">Supporting Standard:
2.NBT.C.11: Write and solve problems involving addition and subtraction within 100.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to write and solve problems involving addition and subtraction within 100. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. using drawings and/or equations with a symbol for the unknown number to represent the problem.)</td></tr>
<tr><td>Learning Intention</td><td>We are learning to demonstrate fluency with addition and subtraction.</td><td rowspan="2">Resources
● See above suggested resource sequence</td></tr>
<tr><td>Success Criteria</td><td>● I can solve one-step problems using addition or subtraction (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions.
● I can solve two-step problems using addition or subtraction (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions.
● I can write (create) one-step problems involving addition and subtraction within 20 with unknowns in all positions for others to solve.
● I can write (create) two-step problems involving addition and subtraction within 20 with unknowns in all positions for others to solve.</td></tr>
</table>

Topic 4: Graphs

(3 weeks)

Essential Vocabulary	bar graph, **category, data, line plot**, picture graph	
Topic Assessments	• Ready Math Lesson Quizzes 4 & 27	
Supporting Standard: 2.DS.A.1: Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.		
Expanded Expectation	The expectation of the student is given a horizontal scale marked in whole numbers, and create a line plot to represent a given set of numeric data.	
Learning Intention	We are learning to draw and use different types of graphs to represent data.	**Resources** • See below suggested resource sequence
Success Criteria	• I can create a line plot using a set of data.	
Supporting Standard: 2.DS.A.2: Generate measurement data to the nearest whole unit, and display the data in a line plot.		
Expanded Expectation	The expectation of the student is to generate measurement data by measuring lengths of several related objects (e.g., shoe lengths) to the nearest whole unit or by making multiple measurements of the same object (e.g., the length of the room). Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
Learning Intention	We are learning to draw and use different types of graphs to represent data.	**Resources** • See below suggested resource sequence
Success Criteria	• I can measure objects to the nearest whole unit.	

	• I can graph data on a line plot using a set of data.	
Supporting Standard: 2.DS.A.3: Draw a picture or bar graph to represent a data set with up to four categories.		
Expanded Expectation	The expectation of the student is to draw a picture graph and/or a bar graph (with single-scale) to represent a data set with up to four categories.	
Learning Intention	We are learning to draw and use different types of graphs to represent data.	**Resources** • See below suggested resource sequence
Success Criteria	• I can create a bar graph from collected data. • I can create a picture graph.	
Priority Standard **2.DS.A.4: Solve problems using information presented in line plots, picture graphs, and bar graphs.**		
Expanded Expectation	The expectation of the student is to solve problems using information presented in line plots, picture graphs, and bar graphs. Solve simple addition and subtraction (put together, take apart, and compare) problems using information presented in a bar graph.	
Learning Intention	We are learning to draw and use different types of graphs to represent data.	**Resources** **Bar/picture graphs:** • Pretest using Ready Math Lesson 4 Quiz OR Digital Comprehension Check Form A • Ready Math Lesson 4 Session 1: Drawing and Using Bar Graphs and Picture Graphs • Bar Graphs & Picture Graphs Song | 2nd Grade - 3rd Grade - YouTube • Ready Math Lesson 4 Session 2: Using Bar Graphs and Picture Graphs • Create your own bar/picture graph
Success Criteria	• I can solve addition and subtraction problems using information presented in line plots, picture graphs, and bar graphs. • I can create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers. • I can draw a picture or bar graph to represent a data set with up to four categories.	

		using student-generated data (up to four categories, with each picture equal to 1 unit) • Ready Math Lesson 4 Session 3: Making Bar Graphs and Picture Graphs • Ready Math Lesson 4 Session 4: Drawings and Using Graphs • Posttest using Ready Math Lesson 4 Quiz OR Digital Comprehension Check Form B **Line plots**: • Pretest using Ready Math Lesson 27 Quiz OR Digital Comprehension Check Form A • Ready Math Lesson 27 Session 1: Explore Sorting and Organizing Data • Line Plots Song | 2nd Grade | Creating Line Plots - YouTube • Ready Math Lesson 27 Session 2: Develop Reading and Making Line Plots • Create your own line plot using student-generated data (in sequential whole-number order) • Ready Math Lesson 27 Session 3: Develop Reading and Making Line Plots • Assign iReady Math lesson: Make Line Plots • Ready Math Lesson 27 Session 4: Refine Reading and Making Line Plots • Posttest using Ready Math Lesson 27 Quiz OR Digital Comprehension Check Form B
Priority Standard		

2.DS.A.5: Draw conclusions from line plots, picture graphs, and bar graphs.		
Expanded Expectation	The expectation of the student is to draw conclusions from line plots, picture graphs, and bar graphs.	
Learning Intention	We are learning to draw and use different types of graphs to represent data.	**Resources** • See above suggested resource sequence
Success Criteria	• I can draw conclusions from line plots, picture graphs, and bar graphs.	

Unit 2: Numbers Within 100, Money, and Time

In this unit, students will use place value understanding and properties of operations to add and subtract within 100. They will find the value of various sets of coins and bills, and represent their answer using $ and ¢ appropriately. Finally, students will be able to tell time to 5 minutes on both analog and digital clocks, using am and pm to describe activities at different times of day.

Unit Assessment	• Ready Math Unit 2 Unit Assessment (Pretest: Form A, Posttest: Form B)

Topic 1: Two-Digit Addition and Subtraction

(4 weeks; Note: Please pay attention to which lessons are being utilized)

Essential Vocabulary	addend, difference, equation, expression, fact family, minuend, missing addend, open number line, sum	
Topic Assessments	• Ready Math Lesson Quizzes 6, 7, 8, 9, & 19 • Ready Math Unit 2 Mid-Unit Assessment	
Supporting Standard: 2.NBT.B.6 Demonstrate fluency with addition and subtraction within 100.		
Expanded Expectation	The expectation of the student is to demonstrate fluency of addition and subtraction with numbers and results within 100 using strategies based on place value (including composing and decomposing tens), properties of operations, and/or the relationship between addition and subtraction. (*Fluency refers to accuracy and efficiency and does not equate to memorization.*)	
Learning Intention	We are learning to demonstrate fluency with addition and subtraction.	**Resources** **Two-Digit Addition:** • Pretest using Ready Math Lesson 6 Quiz OR Digital Comprehension Check Form A • Begin an anchor chart titled “We can use multiple strategies to solve two-digit addition” to chart different strategies to solve two-digit addition problems (ex. base ten blocks/quick drawing, composing and decomposing tens, open number line, using partials,
Success Criteria	• I can demonstrate fluency of addition and subtraction within 100 by using multiple strategies. • I can use and explain multiple strategies to solve problems using addition and subtraction within 100. • I can use and explain multiple strategies to solve problems using subtraction within 100.	

		counting on/back in groups of tens, associative, commutative, identity properties). • Ready Math Lesson 6 Session 1: Adding Two-Digit Numbers • Ready Math Lesson 6 Session 2: Different Ways to Show Addition • Ready Math Lesson 6 Session 3: More Ways to Show Addition • Ready Math Lesson 6 Session 5: Adding Two-Digit Numbers • Posttest using Ready Math Lesson 6 Quiz OR Digital Comprehension Check Form B **Two-Digit Subtraction:** • Pretest using Ready Math Lesson 7 Quiz OR Digital Comprehension Check Form A • Begin an anchor chart titled “We can use multiple strategies to solve two-digit subtraction” to chart different strategies to solve two-digit subtraction problems (ex. base ten blocks/quick drawing, composing and decomposing tens, open number line, etc.) • Ready Math Lesson 7 Session 1: Subtracting Two-Digit Numbers • Ready Math Lesson 7 Session 2: Subtracting by Adding Up • Ready Math Lesson 7 Session 3: Subtracting by Regrouping • Ready Math Lesson 7 Session 5: Subtracting Two-Digit Numbers • Posttest using Ready Math Lesson 7

		Quiz OR Digital Comprehension Check Form B **Two-Digit Addition & Subtraction:** ● Pretest using Ready Math Lesson 8 Quiz OR Digital Comprehension Check Form A ● Utilize the anchor charts made in Lessons 6 & 7 above ● Ready Math Lesson 8 Session 1: Using Addition and Subtraction Strategies with Two-Digit Numbers ● Ready Math Lesson 8 Session 2: Strategies to Find a Missing Addend ● Ready Math Lesson 8 Session 3: Using Subtraction Strategies with Two-Digit Numbers ● Ready Math Lesson 8 Session 4: Using Addition and Subtraction Strategies with Two-Digit Numbers ● Posttest using Ready Math Lesson 8 Quiz or Digital Comprehension Check Form B ● Additional resource: ○ Unit 2 Mid-Unit Assessment (assesses Lessons 6-8) **Two-Digit Addition & Subtraction Word Problems:** ● Pretest using Ready Math Lesson 9 Quiz OR Digital Comprehension Check Form A ● Utilize the anchor charts made in Lessons 6 & 7 above. You may also want to create an anchor chart tracking ways to model word problems

		• Ready Math Lesson 9 Session 1: Solving Word Problems with Two-Digit Numbers • Ready Math Lesson 9 Session 2: Ways to Model Word Problems • Ready Math Lesson 9 Session 3: More Ways to Model Word Problems • Ready Math-Lesson 9 Session 4: Ways to Solve Two-Step Word Problems • Ready Math Lesson 9 Session 5: Solving Word Problems with Two-Digit Numbers • Posttest using Ready Math Lesson 9 Quiz OR Digital Comprehension Check Form B
Supporting Standard: 2.NBT.C.11: Write and solve problems involving addition and subtraction within 100.		
Expanded Expectation	The expectation of the student is to write and solve problems involving addition and subtraction within 100. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (*e.g. using drawings and/or equations with a symbol for the unknown number to represent the problem.*)	
Learning Intention	We are learning to demonstrate fluency with addition and subtraction.	**Resources** • See above suggested resource sequence
Success Criteria	• I can solve one-step problems using addition or subtraction (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions. • I can solve two-step problems using addition or subtraction (adding to, taking from, putting together, taking apart, and comparing) with unknowns in all positions. • I can write (create) one-step problems involving addition and subtraction within 100 with unknowns in all positions for others to	

<table>
<tr><td></td><td>solve.
● I can write (create) two-step problems involving addition and subtraction within 100 with unknowns in all positions for others to solve.</td><td></td></tr>
<tr><td colspan="3">Supporting Standard:
2.NBT.B.7 Add up to four two-digit numbers.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to add up to four two-digit numbers using strategies based on place value and properties of operations.</td></tr>
<tr><td>Learning Intention</td><td>We are learning to demonstrate fluency with addition and subtraction.</td><td rowspan="2">Resources
● Pretest using Ready Math Lesson 19 Quiz OR Digital Comprehension Check Form A
● Begin an anchor chart titled “We can use multiple strategies to add up to four two-digit numbers” to chart different strategies (ex. composing and decomposing tens, using partials, counting on/back in groups of tens, associative, commutative, identity properties).
● Ready Math Lesson 19 Session 1: Adding Several Two-Digit Numbers
● Ready Math Lesson 19 Session 2: Adding Four Two-Digit Numbers
● Ready Math Lesson 19 Session 3: Adding Several Two-Digit Numbers
● Posttest using Ready Math Lesson 19 Quiz OR Digital Comprehension Check Form B</td></tr>
<tr><td>Success Criteria</td><td>● I can add up to four two-digit numbers using multiple strategies.</td></tr>
</table>

Topic 2: Money

(2 weeks)

Essential Vocabulary	cents, **combinations**, dime, dollars, nickel, penny, quarter, value
Topic Assessments	• Ready Math Lesson 10 Quiz

Priority Standard

2.GM.D.12: Find the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ appropriately.

Expanded Expectation	The expectation of the student is to find and represent the value of combinations of dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ appropriately.	
Learning Intention	We are learning to find the value of combinations of coins and bills up to $25.	**Resources** • Pretest using Ready Math Lesson 10 Quiz OR Digital Comprehension Check Form A • Ready Math Lesson 10 Prepare for Solving Word Problems Involving Money p. 257 (coin) • Create an anchor chart to review coins/bills symbols and their values (example: Money Anchor Chart) • Ready Math Lesson 10 Session 1: Solving Word Problems Involving Money • "The Money Song" by Jack Hartman The Money Song | Penny, Nickel, Dime,
Success Criteria	• I can write the value of combinations of dollar bills, quarters, dimes, nickels, and pennies, using the dollar and cents symbols correctly. • I can use multiple strategies to solve problems with or without context using combinations of dollars and cents.	

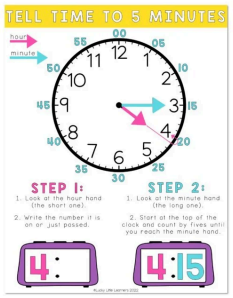
		Quarter | Jack Hartmann Money Song - YouTube • Ready Math Lesson 10 Session 2: Finding the Value of Sets of Like Coins • Ready Math Lesson 10 Session 3: Finding the Value of Sets of Mixed Coins • Practice counting money using different combinations of coins (limited to two different coin types at a time; ex. how much to buy an item, how much change would they receive with what coins, etc) • Ready Math Lesson 10 Session 4: Solving Word Problems About Money • Practice counting money using different combinations of bills (limited to two different bill types at a time; ex. how much to buy an item, how much change would they receive with what bills, etc) • Ready Math Lesson 10 Session 5: Solving Word Problems Involving Money • Posttest using Ready Math Lesson 10 Quiz OR Digital Comprehension Check Form B
Supporting Standard: 2.GM.D.13: Find combinations of coins that equal a given amount.		
Expanded Expectation	The expectation of the student is to find combinations of coins that equal a given amount. (*For example: 50¢ can be shown as two quarters, five dimes, ten nickels, or one quarter, two dimes, and one nickel, etc.*)	

Learning Intention	We are learning to find the value of combinations of coins and bills.	**Resources** ● See above suggested resource sequence
Success Criteria	● I can find combinations of coins that equal a given amount. ● I can use and explain multiple strategies to solve problems with or without context involving combinations of coins based on a given amount.	

Topic 3: Time

(2 weeks)

Essential Vocabulary	**am,** half hour, hour, **minute, pm**	
Topic Assessments	● Ready Math Lesson 11 Quiz	
Supporting Standard: 2.GM.D.10: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		
Expanded Expectation	The expectation of the student is to tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
Learning Intention	We are learning to tell time on analog and digital clocks to the nearest five minutes.	**Resources** ● Pretest using Ready Math Lesson 11 Quiz OR Digital Comprehension Check Form A ● Create an anchor chart, ex:
Success Criteria	● I can tell and write time from an analog clock to the nearest five minutes using a.m. and p.m. ● I can tell and write time from a digital clock to the nearest five	

	minutes using a.m. and p.m. ● I can describe the meaning of a.m and p.m.	 ● Ready Math Lesson 11 Session 1: Telling and Writing Time ● Telling Time Song for Kids | Tellin… ● Ready Math Lesson 11 Session 2: Telling and Writing Time ● AM and PM | Telling Time with th… ● Ready Math Lesson 11 Session 3: Telling and Writing Time ● Posttest using Ready Math Lesson 11 Quiz OR Digital Comprehension Check Form A ● Additional Resources: ○ iReady Math Interactive Practice: Tell and Write Time ○ Task Cards

Supporting Standard: 2.GM.D.11: Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.		
Expanded Expectation	The expectation of the student is to describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock. (*Use only times shown to the nearest 5 minutes.*)	
Learning Intention	We are learning to tell time on analog and digital clocks to the nearest five minutes.	**Resources** ● See above suggested resource

Success Criteria	• I can describe a time shown on a digital clock as representing hours and minutes. • I can relate a time shown on a digital clock to the same time on an analog clock.	sequence

Unit 3: Numbers Within 1000

In this unit, students will begin by gaining fluency with three-digit place value. Then, students will use this knowledge to compare three-digit numbers. Finally, students will use various strategies to add and subtract within 100.

Unit Assessment	• Posttest (Form B) of Ready Math Unit 3 Assessment will be given following Topic 3

Topic 1: Three-Digit Place Value

(2 weeks)

Essential Vocabulary	base ten numeral, composed, count on, decomposed, expanded form, number name, places of values (ones and tens), **places of value (hundreds), three-digit number**
Topic Assessments	• Ready Math Unit 3 Unit Assessment (Pretest: Form A, Posttest: Form B - see Unit 3)

Priority Standard

2.NBT.A.1: Understand three-digit numbers are composed of hundreds, tens, and ones.

Expanded Expectation	The expectation of the student is to understand three-digit numbers are composed of hundreds (100, 200, 300, …), tens (10, 20, 30, …), and ones (0, 1, 2, 3, …). (*e.g. How many 10s are in 120?*)	
Learning Intention	We are learning to understand three-digit numbers.	**Resources** • Pretest with Ready Math Interactive Practice: Understand Three-Digit Numbers • Begin an anchor chart titled "Three-Digit Place Value," keeping track of different ways to represent three-digit numbers (ex., base ten numeral, number name, expanded form, base ten blocks, place value chart) throughout Lessons 12, 13, & 15 • Daily Number of the Day routine throughout Lessons 12, 13 & 15 • Ready Math Lesson 12 Session 1: Explore Three-Digit Numbers • Ready Math Lesson 12 Session 2: Develop Understanding of Three-Digit Numbers
Success Criteria	• I can understand that three-digit numbers are composed of hundreds (100, 200, 300,…), tens (10, 20, 30,...) and ones (zero, one, two, three…). • I can compose and decompose three-digit numbers in multiple ways and explain my reasoning through models, pictures, and words.	

		• Ready Math Lesson 12 Session 3: Refine Ideas About Three-Digit Numbers • Posttest with Ready Math Lesson 12 Quiz OR Digital Comprehension Check Form A or B
Supporting Standard: 2.NBT.A.2: Understand that 100 can be thought of as 10 tens - called a “hundred”.		
Expanded Expectation	The expectation of the student is to understand that 100 can be thought of as 10 tens - called a “hundred”.	
Learning Intention	We are learning to understand three-digit numbers.	**Resources** • Pretest with Ready Math Lesson 13 Quiz OR Digital Comprehension Check Form A • Ready Math Lesson 13 Session 1: Explore Reading and Writing Three-Digit Numbers • Ready Math Lesson 13 Session 2: Develop Finding the Value of Three-Digit Numbers • Have students practice making different three digit numbers with base ten blocks (ex. Partner 1 writes down a three digit number and Partner 2 makes the number with base ten blocks) • Ready Math Lesson 13 Session 3: Develop Writing Three-Digit Numbers • Ready Math Lesson 13 Session 4: Refine Reading and Writing Three-Digit Numbers • Posttest with Ready Math Lesson 13
Success Criteria	• I can understand that 100 can be composed or decomposed as 10 groups of ten- called a “hundred”.	

		Quiz OR Digital Comprehension Check Form B
Supporting Standard: 2.NBT.A.3: Count within 1000 by 1s, 10s, and 100s starting with any number.		
Expanded Expectation	The expectation of the student is to count on within 1000 by 1s, 10s, and 100s starting with any number.	
Learning Intention	We are learning to understand three-digit numbers.	**Resources** • See above suggested resource sequence
Success Criteria	• I can count forward and backward by 1s, starting at any whole number, within 1000. • I can count forward and backward by 10s, starting at any whole number, within 1000 • I can count forward and backward by 100s, starting at any whole number, within 1000	
Supporting Standard: 2.NBT.A.4: Read and write numbers to 1000 using number names, base-ten numerals, and expanded form.		
Expanded Expectation	The expectation of the student is to read and write numbers to 1000 using number names, base-ten numerals, and expanded form.	
Learning Intention	We are learning to understand three-digit numbers.	**Resources** • See above suggested resource sequence
Success Criteria	• I can read and write whole numbers 0 to 1000 using number names, base-ten numerals, and expanded form.	
Supporting Standard: 2.NBT.B.10 Add or subtract mentally 10 or 100 to or from a given number within 1000.		
Expanded	The expectation of the student is to mentally add/subtract 10 or 100 to/from a given number with the result within 1000.	

Expectation		
Learning Intention	We are learning to understand three-digit numbers.	**Resources** • Pretest with Ready Math Interactive Practice: Add or Subtract 10 or 100 • Ready Math Lesson 15 Session 1: Explore Mental Addition and Subtraction • Ready Math Lesson 15 Session 2: Develop Skip-Counting by Fives, Tens, and Hundreds • Ready Math Lesson 15 Session 3: Adding and Subtracting 10 and 100 • Ready Math Lesson 15 Session 4: Refine Using Mental Addition and Subtraction • Posttest with Ready Math Lesson 15 Quiz OR Digital Comprehension Check Form A or B
Success Criteria	• I can mentally add or subtract 10 or 100 to a given number, within 1000.	

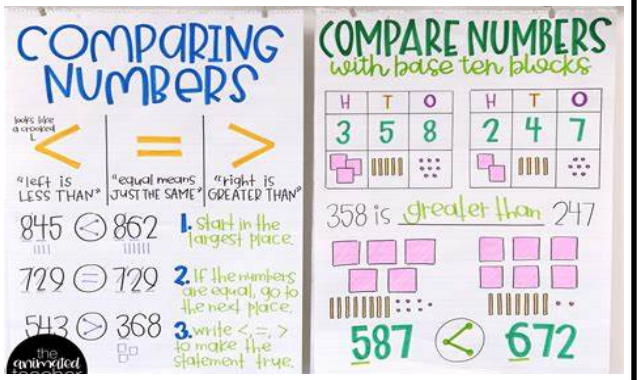
Topic 2: Comparing Three-Digit Numbers

(1 week)

Essential Vocabulary	**comparing (symbols), >, <, =,** greater than, less than
Topic Assessments	• Ready Math Lesson 14 Quiz

Priority Standard

<table>
<tr><th colspan="3">2.NBT.A.5 : Compare two three-digit numbers using the symbols >, =, or <.</th></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to compare two three-digit numbers based on the meaning of hundreds, tens, and ones digits and recording the results of comparison using the symbols <, >, or =.</td></tr>
<tr><td>Learning Intention</td><td>We are learning to understand three-digit numbers.</td><td rowspan="2">Resources
• Pretest with Ready Math Lesson 14 Quiz OR Digital Comprehension Check Form A
• Ready Math Lesson 14 Session 1: Explore Comparing Three-Digit Numbers
• Ready Math Lesson 14 Session 2: Develop Ways to Compare Three-Digit Numbers
• Ready Math Lesson 14 Session 3: Develop More Ways to Compare Three-Digit Numbers
• Ready Math Lesson 14 Session 4: Refine Comparing Three-Digit Numbers
• Posttest with Ready Math Lesson 14 Quiz OR Digital Comprehension Check Form B
Additional Resources:
• Ready Math Unit 3 Mid-Unit Assessment
• Greater Than Less Than Song by NUMBEROCK
Greater Than Less Than Song for …
• Anchor charts:</td></tr>
<tr><td>Success Criteria</td><td>• I can compare two three-digit numbers based on the meaning (value) of the digits.
• I can explain comparisons of three-digit numbers by using number lines, manipulatives, and models.
• I can show the results of the comparison using the symbols <, > or =.</td></tr>
</table>

Topic 3: Three-Digit Addition and Subtraction

(6 weeks)

Essential Vocabulary	addend, difference, equation, expression, fact family, minuend, missing addend, open number line, sum
Topic Assessments	• Give Posttest (Form B) of Ready Math Unit 3 Assessment • Ready Math Lessons 16, 17, & 18 Quizzes
Priority Standard **2.NBT.B.8: Add or subtract within 1000, and justify the solution.**	
Expanded Expectation	The expectation of the student is to add and/or subtract with numbers and results within 1000, (including situations requiring composing and decomposing hundreds and tens) and justify answers using concrete models, drawings, or symbols which convey strategies connected to place value understanding. (*Note: Concrete models and/or drawings should be used as appropriate for initial development of concepts.*)

Learning Intention	We are learning to demonstrate fluency with addition and subtraction.	**Resources** **Three-Digit Addition:** ● Pretest with Ready Math Interactive Practice: Add Three-Digit Numbers ● Begin an anchor chart titled “We can use multiple strategies to solve three-digit addition” to chart different strategies to solve three-digit addition problems (ex., base ten blocks/quick drawing, composing and decomposing tens, open number line, etc.) ● Ready Math Lesson 16 Session 1: Explore Adding Hundreds, Tens, and Ones ● Ready Math Lesson 16 Session 2: Develop Adding and Regrouping Ones ● Ready Math Lesson 16 Session 3: Develop Adding and Regrouping Tens ● Ready Math Lesson 16 Session 2: Refine Adding Three-Digit Numbers ● Posttest with Ready Math Lesson 16 Quiz OR Digital Comprehension Check **Three-Digit Subtraction:** ● Pretest with Ready Math Interactive Practice: Subtract Three-Digit Numbers ● Begin an anchor chart titled “We can use multiple strategies to solve three-digit subtraction” to chart different strategies to solve three-digit subtraction problems (ex. base ten blocks/quick drawing, composing and decomposing tens, open number line, etc.) ● Ready Math Lesson 17 Session 1:
Success Criteria	● I can add numbers within 1000 (including situations requiring composing and decomposing hundreds and tens). ● I can subtract numbers within 1000 (including situations requiring composing and decomposing hundreds and tens). ● I can justify answers using words, numbers, or models (base ten blocks, hundreds chart, open number line, drawings).	

		Explore Subtracting Hundreds, Tens, and Ones ● Ready Math Lesson 17 Session 2: Develop Regrouping Tens to Ones ● Ready Math Lesson 17 Session 3: Develop Regrouping Hundreds to Tens ● Ready Math Lesson 17 Session 4: Refine Subtracting Three-Digit Numbers ● Posttest with Ready Math Lesson 17 Quiz OR Digital Comprehension Check **Three-Digit Addition and Subtraction:** ● Pretest with Ready Math Interactive Practice: Use Addition and Subtraction Strategies ● Ready Math Lesson 18 Session 1: Explore Using Addition and Subtraction Strategies with Three-Digit Numbers ● Ready Math Lesson 18 Session 2: Develop Using Addition Strategies with Three-Digit Numbers ● Ready Math Lesson 18 Session 3: Develop Using Subtraction Strategies with Three-Digit Numbers ● Ready Math Lesson 18 Session 4: Refine Using Addition and Subtraction Strategies with Three-Digit Numbers ● Posttest with Ready Math Lesson 18 Quiz or Digital Comprehension Check

Unit 4: Measurement, Shapes, and Arrays

In this unit, students select the appropriate tool for measuring accurately using inches, feet, yards, centimeters, and meters. Students will express the difference between two lengths using a number line. Students will recognize and draw 2D and 3D shapes based on their attributes. Students will partition circles and rectangles into halves, thirds, and fourths. Finally, students will interpret data in a rectangular array.

Unit Assessment	• Ready Math Units 4 & 5 Assessments (Form A - pretest, Form B- posttest)

Topic 1: Measurement

(3 weeks)

Essential Vocabulary	**centimeter, estimate, feet, inch,** length, **meter, open number line, yard**
Topic Assessments	• Ready Math Lessons 20, 21, 23, & 26 Quizzes

Priority Standard

2.GM.C.9: Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.

Expanded Expectation	The expectation of the student is to represent whole numbers as lengths on a number line diagram and represent whole-number sums and differences within 100 using a number line diagram.	
Learning Intention	We are learning to measure objects.	**Resources** • Pretest with Ready Math Lesson 26 Quiz OR Digital Comprehension Check Form A • Begin an anchor chart titled “Using a Number Line” to chart how to add and subtract utilizing a number line. • Ready Math Lesson 26 Session 1: Explore Adding and Subtracting on the Number Line • Ready Math Lesson 26 Session 2: Develop Adding on the Number Line
Success Criteria	• I can use and explain strategies to solve problems with or without context involving whole numbers as lengths.	

		• Ready Math Lesson 26 Session 3: Develop Subtracting on the Number Line • Ready Math Lesson 26 Session 1: Refine Adding and Subtracting on the Number Line • Posttest with Ready Math Lesson 26 Quiz OR Digital Comprehension Check Form B • Additional Resources: ○ Interactive Practices: Understand Number Lines, Understand Addition Using Number Lines, Understand Subtraction Using Number Lines, Parts 1 & 2
Supporting Standard: 2.GM.B.4: Measure the length of an object by selecting and using appropriate tools.		
Expanded Expectation	The expectation of the student is to estimate and measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
Learning Intention	We are learning to measure objects.	**Resources** • See below suggested resource sequence
Success Criteria	• I can measure the length of an object to the nearest whole unit by selecting and using appropriate tools. • I can estimate the length of an object to the nearest whole unit by selecting and using appropriate tools.	
Priority Standard **2.GM.B.5: Analyze the results of measuring the same object with different units.**		

<table>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to analyze the results of measuring the same object with different units. (e.g. Measure your pencil in inches and in centimeters.)</td></tr>
<tr><td>Learning Intention</td><td>We are learning to measure objects.</td><td rowspan="2">Resources
● Pretest with Ready Math Lesson 20 Quiz OR Digital Comprehension Check Form A
● Begin an anchor chart titled “Measurement” explaining how to use a ruler for both centimeters and inches (ex. Start at 0, etc).
● Ready Math Lesson 20 Session 1: Explore Measuring in Inches and Centimeters
● Ready Math Lesson 20 Session 2: Develop Measuring in Inches and Centimeters
● Ready Math Lesson 20 Session 3: Refine Measuring in Inches and Centimeters
● Posttest with Ready Math Lesson 20 Quiz OR Digital Comprehension Check Form B
● Pretest with Ready Math Lesson 21 Quiz OR Digital Comprehension Check Form A
● Ready Math Lesson 21 Session 1: Explore Measuring in Feet and Meters
● Ready Math Lesson 21 Session 2: Develop Measuring in Inches and Feet
● Ready Math Lesson 21 Session 3: Develop Measuring in Centimeters and Meters
● Ready Math Lesson 21 Session 4:</td></tr>
<tr><td>Success Criteria</td><td>● I can analyze the results of measuring the same object with different units, such as inches, feet, yards, centimeters, or meters.
● I can explain why it takes more or less units to measure an object based on the size of the unit of measurement.
● I can decide which unit of measurement is appropriate to measure an object.</td></tr>
</table>

		Refine Measuring in Feet and Meters ● Posttest with Ready Math Lesson 21 Quiz OR Digital Comprehension Check Form B ● Ready Math Lesson 22 Session 1: Explore Measurement with Different Units ○ (*Instructional Note: focus on yards vs inches and when it makes sense to use a yardstick instead of a ruler)* ● Pretest using Lesson 23 Quiz OR Digital Comprehension Check Form A ● Ready Math Lesson 23 Session 1: Explore Estimating and Measuring Lengths ● Ready Math Lesson 23 Session 2: Develop Using Different Units to Estimate Lengths ● Ready Math Lesson 23 Session 3: Refine Estimating and Measuring Lengths ● Pretest using Lesson 23 Quiz OR Digital Comprehension Check Form B ● Additional Resources: ○ Interactive Practices: ■ Measure in Inches and Centimeters ■ Estimate and Measure Length
Supporting Standard: 2.GM.B.6: Estimate lengths using units of inches, feet, yards, centimeters, and meters.		

<table>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to estimate lengths using units of inches, feet, yards, centimeters, and meters. Recognize that the size of the measurement unit used is related to the number of units needed to measure the object. (e.g when larger units are used, fewer of the units will be used to measure the object.)</td></tr>
<tr><td>Learning Intention</td><td>We are learning to measure objects.</td><td rowspan="2">Resources
See above suggested resource sequence</td></tr>
<tr><td>Success Criteria</td><td>I can measure the length of an object to the nearest whole unit by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape.
I can analyze the results of measuring the same object with different units such as inches, feet, yards, centimeters, or meters.
I can estimate lengths using units of inches, feet, yards, centimeters, and meters to the nearest whole unit.</td></tr>
<tr><td colspan="3">Supporting Standard:
2.GM.B.7: Measure to determine how much longer one object is than another.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to estimate and measure to determine how much longer one object is than another, expressing the length difference in terms of a standard unit of length.</td></tr>
<tr><td>Learning Intention</td><td>We are learning to measure objects.</td><td rowspan="2">Resources
Pretest with Ready Math Lesson 24 Quiz OR Digital Comprehension Check Form A
Ready Math Lesson 24 Session 1: Explore Comparing Lengths
Ready Math Lesson 24 Session 2: Develop Finding the Differences Between Lengths
Ready Math Lesson 24 Session 3: Develop Ways to Compare Lengths
Ready Math Lesson 24 Session 4: Refine Comparing Lengths</td></tr>
<tr><td>Success Criteria</td><td>I can measure to the nearest whole unit to determine how much longer one object is than another, expressing the length difference in terms of a standard unit of measurement.</td></tr>
</table>

<table>
<tr><td></td><td></td><td>• Posttest with Ready Math Lesson 24 Quiz OR Digital Comprehension Check Form B</td></tr>
<tr><td colspan="3">Supporting Standard:
2.GM.C.8: Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. (e.g. By using drawings and equations with a symbol for the unknown number to represent the problem.)</td></tr>
<tr><td>Learning Intention</td><td>We are learning to measure objects.</td><td rowspan="2">Resources
• Pretest with Ready Math Lesson 25 Quiz OR Digital Comprehension Check Form A
• Ready Math Lesson 25 Session 1: Explore Adding and Subtracting Lengths
• Ready Math Lesson 25 Session 2: Develop Solving Problems About Length
• Ready Math Lesson 25 Session 3: Develop Solving Two-Step Problems About Length
• Ready Math Lesson 25 Session 4: Refine Adding and Subtracting Lengths
• Posttest with Ready Math Lesson 25 Quiz OR Digital Comprehension Check Form B</td></tr>
<tr><td>Success Criteria</td><td>• I can use addition and subtraction to solve problems involving length with context.
• I can measure to determine how much longer one object is than another.
• I can use addition and subtraction to solve problems involving length without context.</td></tr>
</table>

Topic 2: Recognize and Draw Shapes

(2 weeks)

Essential Vocabulary	**angle,** attribute, circle, cone, cube, cylinder, faces, hexagon, **pentagon, prism, quadrilateral,** rectangular prism, rectangle, rhombus, **side,** sphere, square, three-dimensional, trapezoid, triangular prism, triangle, two-dimensional, **vertex**
Topic Assessments	• Ready Math Lesson 28 Quiz

Supporting Standard:
2.GM.A.1: Recognize and draw shapes having specified attributes, such as a given number of angles or sides.
a. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.

Expanded Expectation	The expectation of the student is to recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes.	
Learning Intention	We are learning to recognize and draw shapes by their specific attributes.	**Resources** • Pretest with Ready Math Interactive Practice: Recognize Shapes • Begin an anchor chart titled “2D and 3D Shapes” to track attributes of 2D and 3D shapes (angles, sides, face, vertices, etc) and different shape names (triangle, quadrilateral, pentagon, hexagon, circle, cube, etc). • Ready Math Lesson 28 Session 1: Explore Recognizing and Drawing Shapes • Ready Math Lesson 28 Session 2: Develop Recognizing and Drawing
Success Criteria	• I can identify triangles, quadrilaterals, pentagons, hexagons, circles, and cubes. • I can draw shapes with certain attributes.	

		Shapes • Ready Math Lesson 28 Session 3: Develop Recognizing and Drawing Cubes • Ready Math Lesson 28 Session 4: Refine Recognizing and Drawing Shapes • Posttest with Ready Math Lesson 28 Quiz or Digital Comprehension Check
Supporting Standard: **2.GM.A.1:** Recognize and draw shapes having specified attributes, such as a given number of angles or sides. b. Identify the faces of three-dimensional objects.		
Expanded Expectation	The expectation of the student is to understand that three-dimensional objects (prisms and pyramids) have two-dimensional faces and identify the shapes of those faces	
Learning Intention	We are learning to recognize and draw 3D shapes by their specific attributes.	• Make an anchor chart showing the differences between prisms (two congruent bases) and pyramids (one base, leads to a vertex) • Have students sort different 3D shapes including prisms and pyramids by their attributes (ex. number of faces, shapes of faces, etc)
Success Criteria	• I can recognize and identify 3D shapes. • I can sort 3D shapes by their attributes. • I can identify the shape of the face on a 3D figure.	

Topic 3: Partitioning Shapes

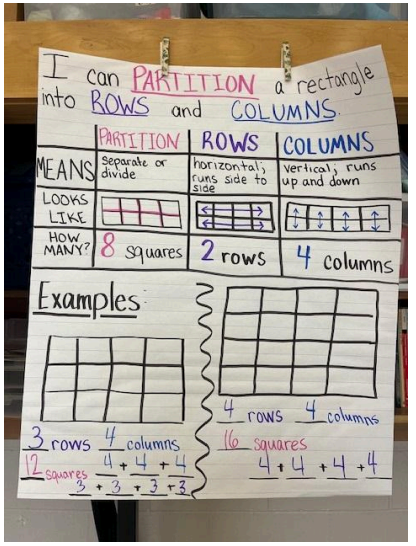
(2 weeks)

Essential Vocabulary	a third of, **equal shares,** fourths, half of, halves, partition, **thirds**, whole
Topic Assessments	• Ready Math Lessons 29 & 30 Quizzes

Priority Standard

2.GM.A.3: Partition circles and rectangles into two, three, or four equal shares, and describe the shares and the whole.
a: Demonstrate that equal shares of identical wholes need not have the same shape.

Expanded Expectation	The expectation of the student is to 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, etc. Demonstrate that equal shares of identical wholes need not have the same shape.	
Learning Intention	We are learning to partition shapes.	**Resources** • Pretest with Ready Math Lesson 29 Quiz OR Digital Comprehension Check Form A • Begin an anchor chart titled "Partitioning Circles and Rectangles" to chart different ways to partition these shapes into two, three, or four equal shares including showing that the shares don't have to be the same size, but the same shape. • Ready Math Lesson 29 Session 1: Explore Partitioning Shapes into Halves, Thirds, and Fourths • Ready Math Lesson 29 Session 2: Develop Understanding of Partitioning Shapes into Equal Parts • Ready Math Lesson 29 Session 3: Refine Ideas About Partitioning Shapes
Success Criteria	• I can partition (divide) circles and rectangles into two, three, or four equal shares, and describe the shares and the whole. • I can 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. • I can demonstrate that identical wholes can be partitioned (divided) into equal shares in multiple ways.	

<table>
<tr><td></td><td></td><td>into Halves, Thirds, and Fourths
• Posttest with Ready Math Lesson 29 Quiz OR Digital Comprehension Check Form B</td></tr>
<tr><td colspan="3">Supporting Standard:
2.GM.A.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.</td></tr>
<tr><td>Expanded Expectation</td><td colspan="2">The expectation of the student is to partition a rectangle into rows and columns of approximately same-size squares and count to find the total number of them.</td></tr>
<tr><td>Learning Intention</td><td>We are learning to partition shapes.</td><td rowspan="2">Resources
• Pretest with Ready Math Lesson 30 Quiz OR Digital Comprehension Check Form A
• Ready Math Lesson 30 Session 1: Explore Partitioning Rectangles
• Anchor chart:
 

• Ready Math Lesson 30 Session 2:</td></tr>
<tr><td>Success Criteria</td><td>• I can partition (divide into equal parts) a rectangle into rows and columns of the same-size squares and count to find the total number of squares.</td></tr>
</table>

		Develop Partitioning a Rectangle into Squares • Ready Math Lesson 30 Session 3: Refine Partitioning Rectangles • Posttest with Ready Math Lesson 30 Quiz OR Digital Comprehension Check Form B

Topic 4: Arrays

(1 week)

Essential Vocabulary	**array, column, row**
Topic Assessments	• Ready Math Lesson 31 Quiz

Priority Standard

2.RA.B.3: Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.

Expanded Expectation	The expectation of the student is to use addition to find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends. (e.g. a 3 x 4 array can be thought of as 4 groups of 3 and represented as 3 + 3 + 3 + 3 or as 3 groups of 4 and represented as 4 + 4 + 4.)	
Learning Intention	We are learning foundational skills for multiplication and division.	**Resources** • Pretest with Lesson 31 Quiz or Digital Comprehension Check Form A • Use the anchor chart from the previous
Success Criteria	• I can find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns.	

	• I can write an equation to represent the total of a rectangular array as a sum of equal addends.	lesson sequence. • Ready Math Lesson 31 Session 1: Explore Adding Using Arrays • Ready Math Lesson 31 Session 2: Develop Adding Using Arrays • Ready Math Lesson 31 Session 3: Refine Adding Using Arrays • Equal Groups Multiplication Song | Repeated Addition Using Arrays - YouTube • Posttest with Lesson 31 Quiz or Digital Comprehension Check Form B