

MARLBORO CENTRAL SCHOOL DISTRICT	K -5 CURRICULUM MAP 2015	Mathematics	Grade: Second	Revised 7/2017
Instructional Days  (Weeks, Quarters)	Essential Questions	Content  (What Students Should Know)	Skills and Performance Indicators  (What Students Should Be Able To Do)  Performance Indicators	Resources  (District /technology)  Major Assessments  (Tests, projects, etc.)
<p><b>Quarter 1</b></p> <p><b>September</b></p> <p><b>October</b></p> <p><b>November</b></p> <p>Add/Subtract within 20</p> <p><b>Domain</b></p> <p>Operations And Algebraic Thinking</p> <p><b>Cluster</b></p> <p>Add and subtract within 20.</p> <p><b>Domain</b></p> <p>Number and Operations in Base Ten</p> <p><b>Cluster</b></p> <p>Understand Place Value</p>	<p>What strategies can be used to add and subtract within 20?</p> <p>How do we understand place value and use properties of operations to add and subtract?</p> <p>How will students understand multi digit numbers?</p> <p>How can place value be used to model and write three digit numbers?</p> <p>How can tens be grouped to make hundreds?</p> <p>How many hundreds are in the numbers 100 to 900?</p> <p>What are different ways to write the numbers to 1000?</p> <p>How can place value and symbols be used to compare numbers?</p>	<p>Place Value, Counting and Comparison of numbers to 1,000</p> <ul style="list-style-type: none"> <li>Forming Base Ten Units of Ten, a Hundred, and a Thousand</li> <li>Understand Place Value Units of One, Ten, and Hundred</li> <li>3 Digit Numbers in Unit, Numeral, Expanded, and Word Form</li> <li>Model Base Ten Numbers with 1,000 and money</li> <li>Modeling Numbers within 1,000 with Place Value Disks</li> <li>Comparing two 3 Digit Numbers</li> <li>Finding One, Ten, Hundred more or less than a number</li> </ul> <p><b>Sum and Difference to 20</b>  *Foundation Add/Sub within 20  *Mental Strategies Add/Sub within 20  *Strategies for Add/Sub within 100</p> <p><i>Vocabulary</i></p> <p>Base ten numerals, Expanded form, Place value or number disk,</p>	<p><i>OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p> <p><i>(continues through all quarters)</i></p> <ul style="list-style-type: none"> <li>I can know from memory all sums and differences of 2 one-digit numbers within 20.</li> <li>I can use mental strategies to add and subtract fluently within 20.</li> </ul> <p><i>NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: -- 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> • I can explain the value of each digit in a 3-digit number.</p> <ul style="list-style-type: none"> <li>I can identify a bundle of 10 tens as a “hundred”.</li> <li>I can represent a three digit number with hundreds, tens , and ones. (using base ten blocks, place value charts and drawings).</li> </ul>	<p><b>Resources</b></p> <p>Module 1</p> <p>Go Math</p> <p>Chapter 4 – Basic Facts and Bonds Go Math</p> <p>Chapter 5 – Two Digit Addition</p> <p>Module 3</p> <p>Go Math Chapter 1 – Number Concepts</p> <p>Go Math Chapter 2 – Place Value</p> <p>Go Math Chapter 3 – Numbers to 1,000</p> <p>Harcourt -</p> <p>Think Central</p> <p>Eduplace.com</p> <p>Learnzillion.com</p> <p>Brainpopjr.com</p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Module Assessments</li> <li>Sprints</li> <li>Chapter Tests</li> </ul>

		<p>Standard form, Unit form, Word form, Number bond, Addend, Addition, Difference, subtraction</p>	<ul style="list-style-type: none"> <li>• I can represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight or nine hundreds and 0 tens and 0 ones.</li> </ul> <p><i>NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</i></p> <ul style="list-style-type: none"> <li>• I can recognize expanded form.</li> <li>• I can recognize that the digits in each place represent amounts of thousands, hundreds, tens or ones. • I can read numbers to 1000 using base ten numerals.</li> <li>• I can read numbers to 1000 using number names.</li> <li>• I can read numbers to 1000 using expanded form.</li> <li>• I can write numbers to 1000 using base ten numerals.</li> <li>• I can write numbers to 1000 using number names.</li> <li>• I can write numbers to 1000 using expanded form.</li> </ul> <p><i>NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons. • I can name the value of each digit represented in the three-digit number.</i></p> <ul style="list-style-type: none"> <li>• I can compare two three-digit numbers based on place value of each digit.</li> <li>• I can use &gt;, =, &lt; symbols to record the results of comparisons.</li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of place value to mentally add 10 to a given number 100-900.</li> <li>• I can apply knowledge of place value to mentally add 100 to a given number 100- 900.</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Observation Checklists</i></li> <li>•<i>Exit Tickets</i></li> <li>•<i>STAR</i></li> <li>•<i>SLO</i></li> </ul>
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<p><b>Quarter 2</b></p> <p><b>November</b></p> <p><b>December</b></p> <p><b>January</b></p> <p>Use Strategies to Add and Subtract</p> <p><b>Domain</b></p> <p>Number and Operations in Base Ten</p> <p><b>Cluster</b></p> <p>Use place value understanding and properties of operations to add and subtract</p>	<p>What strategies help with addition and subtraction?</p> <p>What strategies can be used to add two digit numbers?</p> <p>How do addition and subtraction strategies work?</p> <p>What can be used to solve addition and subtraction word problems to 100?</p> <p>What strategies can be used to add and subtract within 1000?</p> <p>How can mental math help with addition and subtraction?</p> <p>How do addition and subtraction strategies work?</p>	<p>Addition and Subtraction within 100 with Word Problems to 100</p> <ul style="list-style-type: none"> <li>• Sums &amp; Differences within 100</li> <li>• Strategies for composing a ten</li> <li>• Strategies for decomposing a ten</li> <li>• Strategies for Composing Tens and Hundreds</li> <li>• Strategies for decomposing Tens &amp; Hundreds Students Explanations of Written Methods</li> </ul> <p>Addition and Subtraction with 1,000 with Word Problems to 100</p> <ul style="list-style-type: none"> <li>• Strategies for Addition/Subtraction within 1,000</li> <li>• Strategies for composing Tens/Hundreds</li> <li>• Strategies for decomposing Tens/Hundreds with 1,000</li> <li>• Strategies for student Explanations for choice of solution methods</li> </ul> <p><b>Vocabulary</b></p> <p>Addend, Addition, Bundle, unbundle, regroup, rename Compose, Decompose, Difference Equation, Minuend, Place value chart ,Place value or number disk, Subtrahend, Algorithm</p>	<p><i>OA.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</i></p> <ul style="list-style-type: none"> <li>• I can identify the number of steps to solve a word problem.</li> <li>• I can identify an unknown number in an equation using addition and subtraction up to 100.</li> <li>* I can identify the strategy/strategies for solving word problems. (Is it addition or subtraction?)</li> <li>• I can use addition and/or subtraction to solve 2 step word problems (equations) within 100.</li> </ul> <p><i>.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></p> <ul style="list-style-type: none"> <li>• I can identify the order in which to add three-digit numbers. (e.g. adding right to left)</li> <li>• I can identify properties of operations to add. (e.g. associative and commutative properties)</li> <li>• I can identify properties of operations to subtract. (e.g. associative and commutative properties)</li> <li>• I can identify when to regroup for addition and subtraction. (e.g. carrying and borrowing).</li> </ul>	<p><b>Resources</b></p> <p>Module 4</p> <p>Module 5</p> <p>Go Math Chapter 5 – Two Digit Addition</p> <p>Go Math Chapter 6- Three Digit Addition and Subtraction with regrouping</p> <p>Harcourt -</p> <p>Think Central</p> <p>Eduplace.com</p> <p>Learnzillion.com</p> <p>Brainpopjr.com</p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>•Module Assessments</li> <li>•Sprints</li> <li>•Chapter Tests</li> <li>•Observation Checklists</li> <li>•Exit Tickets</li> <li>•STAR</li> <li>•SLO</li> </ul>

			<ul style="list-style-type: none"> <li>• I can identify the order in which to subtract three-digit numbers. (e.g. subtracting right to left)</li> <li>• I can solve an addition and subtraction problem within 100 using a selected strategy.</li> <li>• I can add and subtract within 100 fluently.</li> </ul> <p><i>NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</i></p> <ul style="list-style-type: none"> <li>• I can identify strategies for adding up to four two-digit numbers based on place value.</li> <li>• I can identify strategies for adding up to four two-digit numbers based on properties of operations.</li> <li>• I can use strategies to add up to four two-digit numbers. Standard –</li> </ul> <p><i>NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</i></p> <ul style="list-style-type: none"> <li>• I can choose an appropriate strategy for solving an addition or subtraction problem within 1000.</li> <li>• I can explain how the strategy was used to write the equation.</li> <li>• I can compose hundreds and tens when necessary to add within 1000 (e.g. Regrouping, carrying).</li> <li>• I can decompose hundreds and tens when necessary to subtract within 1000 (e.g. Regrouping, borrowing).</li> </ul> <p><i>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.</i></p>	
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			<ul style="list-style-type: none"> <li>• I can apply knowledge of place value to mentally add 10 to a given number 100-900.</li> <li>• I can apply knowledge of place value to mentally add 100 to a given number 100- 900.</li> <li>• I can apply knowledge of place value to mentally subtract 10 from a given number 100-900.</li> <li>• I can apply knowledge of place value to mentally subtract 100 from a given number 100-900.</li> </ul> <p><i>NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</i></p> <ul style="list-style-type: none"> <li>• I can explain why addition strategies based on place value work.</li> <li>• I can explain why addition strategies based on properties of operations work.</li> <li>• I can explain why subtraction strategies based on place value work.</li> <li>• I can explain why subtraction strategies based on properties of operations work.</li> </ul> <p><i>OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p>	
<p><b>Quarter 3</b></p> <p><b>January</b> <b>February</b> <b>March</b></p> <p><b>Domain</b></p> <p>Measurement and Data</p> <p><b>Cluster</b></p> <p>Work with time and money</p>	<p>How will students measure and estimate lengths in standard units?</p> <p>How are differed tools used to measure length?</p> <p>How does using two differed units change measurement?</p> <p>How is length estimate?</p> <p>How can measurement be used to compare the lengths of two objects?</p> <p>How can measurement problem be solved using addition and subtraction?</p>	<p><i>Addition and Subtraction of Length Units</i></p> <p>*Understand Ruler Concepts</p> <p>*Measure/Estimate Length Using Different Measurement Tools</p> <p>*Measure/Compare Lengths Using different Length Units</p> <p>*Relate Addition/Subtraction to Length</p> <p><i>Problem Solving with Length, Money, and Data</i></p> <p>*Problem solving with Categorical Data</p>	<p><i>MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</i></p> <p>* I can identify tools that can be used to measure length.</p> <p>* I can identify the unit of length for the tool used to the nearest whole unit (inches, centimeters, feet, meters). (e.g. rulers, yardsticks, measuring tapes, meter sticks)</p> <p>* I can determine which tool to use to measure the length of an object. (inches, centimeters, feet, meters)</p> <p>* I can measure the length of objects by using appropriate tools to the nearest whole unit.</p>	<p><b>Resources</b></p> <p><i>Module 7</i></p> <p><i>Module 2</i></p> <p><i>Go Math Chapter 9 – Length in Metric Units</i></p> <p><i>Go Math Chapter 10 – Data</i></p> <p><i>Go Math Chapter 7 – Time &amp; Money</i></p> <p><i>Go Math Chapter 8 – Length in Customary Units</i></p> <p><i>Harcourt – Think Central</i></p> <p><i>Eduplace.com</i></p> <p><i>Learnzillion.com</i></p>

<p>Measure and estimate lengths in standard units</p> <p>Represent and interpret data</p> <p>Tell time using analog and digital clocks</p>	<p>How are numbers represented on a number line?</p> <p>How are digital and analog clocks used?</p> <p>What strategies can be used to solve money word problem?</p> <p>How is a line plot used to display and analyze measurement data?</p> <p>How are picture and bar graphs used to display and analyze data?</p>	<p>*Problem Solving with Coins and Bills</p> <p>* Creating and Inch Ruler</p> <p>*Measuring and Estimating Length</p> <p>Using Customary &amp; Metric Units</p> <p>* Problem Solving with Customary and Metric Units</p> <p>* Displaying Measurement and Data</p> <p><i>Vocabulary</i></p> <p>Endpoint, Ruler, meter, Centimeter Meter strip, Meter stick, Hash mark, Number line, Benchmark Length, Height, Compare, Tape diagram, Bar graph, Category, Data ,Inch, Foot, Yard, Legend, Line plot, Picture graph, Survey, Symbol, Table</p>	<p>(e.g. rulers, yardstick, meter stick, measuring tape)</p> <p><i>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.</i></p> <p>* I can recognize what units of measurement are comparable. (e.g. inch/cm, m/yard)</p> <p>* I can measure the length of an object using different lengths for the two measurements to the nearest whole unit.</p> <p>* I can choose the appropriate tools to measure an object. (e.g. in/cm)</p> <p>*I can explain how the two measurements relate to the size of the unit chosen.</p> <p><i>MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.</i></p> <p>*I can name strategies for estimating length (e.g. a meter is about the length from floor to above a door knob).</p> <p>*I can recognize the size of inches, feet, centimeters, and meters.</p> <p>*I can estimate lengths in units of inches, feet, centimeters and meters.</p> <p>*I can determine if an estimate is reasonable.</p> <p><i>MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</i></p> <p>*I can determine how much longer one object is than another in standard length units.</p> <p><i>MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</i></p> <p>*I can add and subtract lengths within 100.</p> <p>(e.g. 45 cm – 24 cm = 21 cm or bar model)</p>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>•Module Assessments</li> <li>•Sprints</li> <li>•Chapter Tests</li> <li>•Observation Checklists</li> <li>•Exit Tickets</li> <li>•STAR</li> <li>•SLO</li> </ul>
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			<p>* I can solve addition and subtraction word problems involving lengths that are given in the same units within 100.</p> <p>* I can solve addition and subtraction word problems involving length that have equations within 100 with a symbol for the unknown number.</p> <p><i>MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... , and represent whole-number sums and differences within 100 on a number line diagram.</i></p> <p>* I can describe the characteristics of a number line (e.g. points, equal spacing, consecutive numbers, line).</p> <p>* I can explain length as the distance between zero and another mark on the number line diagram within 100.</p> <p>* I can use a number line to represent the solution of whole number sums related to length within 100 (e.g. Jump forward).</p> <p>* I can represent whole numbers on a number line within 100 with equally spaced points.</p> <p><i>MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</i></p> <p><i>*I can tell time using analog clocks to the nearest 5 minutes.</i></p> <p>* I can tell time using digital clocks to the nearest 5 minutes.</p> <p>*I can write time using analog clocks and digital clocks to the nearest 5 minutes.</p> <p>* I can identify and label when a.m. and p.m. occur.</p> <p>* I can determine what time is represented on an analog clock to the nearest 5 minutes.</p> <p>* I can determine what time is represented on a digital clock to the nearest 5 minutes.</p> <p><i>MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately.</i></p>	
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			<p>*I can identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies.</p> <p>* I can identify the \$ and cent symbol.</p> <p>* I can recognize that the decimal sign I used to separate the whole from the part of the whole in money.</p> <p>*I can solve word problems involving coins using dollar and cent symbols appropriately (e.g. Quarters, dimes, nickels, and pennies).</p> <p>* I can solve word problems involving dollars using dollar and cent symbols appropriately.</p> <p>* I can count coin, dollar, and dollar coin combinations (e.g. Skip counting).</p> <p>* I can solve word problems involving dollars and coins using dollar symbols appropriately.</p> <p><i>MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</i></p> <p>* I can read tools of measurement to the nearest unit (e.g. Thermometer, ruler, rain gauge, scale).</p> <p>* I can represent measurement data on a line plot.</p> <p>* I can measure lengths of several objects to the nearest whole unit.</p> <p>* I can measure lengths of objects by making repeated measurements of the same objects (e.g. Plant's height, temperature, weight).</p> <p>* I can create a line plot with a horizontal scale marked in whole numbers using measurements.</p> <p><i>MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</i></p> <p>* I can solve problems relating to data in graphs by using addition and subtraction.</p>	
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			<p>* I can make comparisons between categories in the graph using more than, less than, etc. with up to four sets of data.</p> <p>* I can draw a picture graph to represent a given set of data with up to four categories.</p> <p>*I can draw a bar graph to represent a given set of data with up to four categories</p> <p><i>OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p>	
<p><b>Quarter 4</b></p> <p><b>April, May, June</b></p> <p><b>Geometry</b></p> <p><b>Cluster</b></p> <p>Reason with shapes and their attributes.</p> <p><b>Operations and Algebraic Thinking</b></p> <p><b>Cluster</b></p> <p>Work with equal groups of objects to gain foundations for multiplication</p>	<p>Why is important to know the attributes of shapes?</p> <p>How can a rectangle be divided into equal parts?</p> <p>In what ways can circles and rectangles be divided into parts?</p> <p>How can using repeated addition help to tell how many?</p> <p>How can I tell if a number is odd or even or odd?</p>	<p><i>Shapes and Fractions</i></p> <ul style="list-style-type: none"> <li>• Attributes of Geometric Shapes</li> <li>• Composite Shape and Fraction Concepts</li> <li>• Halves, Thirds, and Fourths of Circles and Rectangles</li> <li>• Application of Fractions to tell time</li> </ul> <p><i>Foundations of Multiplication and Division</i></p> <ul style="list-style-type: none"> <li>• Formation of Equal Groups</li> <li>• Arrays &amp; Equal Groups</li> <li>• Rectangular Arrays as a Foundation</li> </ul> <p>Vocabulary</p> <p>Array, Columns, Repeated addition, Rows, equal, odd</p> <p>Parallel, parallelogram, polygon, quadrilateral, thirds, fourths, halves, divide, partition, whole</p>	<p><i>G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)</i></p> <ul style="list-style-type: none"> <li>• I can identify the attributes of 2D and 3D shapes (e.g. faces, angles, sides, vertices, etc.).</li> <li>• I can identify 2D and 3D shapes based on the given attributes.</li> <li>• I can describe and analyze shapes by examining their attributes (e.g. angles, sides, faces, vertices, etc.).</li> <li>• I can compare shapes by their attributes (e.g. faces, angles).</li> <li>• I can draw shapes with specified attributes.</li> </ul> <p><i>G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</i></p> <ul style="list-style-type: none"> <li>• I can count to find the total number of same size squares.</li> <li>• I can define partition.</li> <li>• I can determine how to partition a rectangle into same size squares.</li> <li>• I can partition a rectangle into same size squares.</li> </ul>	<p><b>Resources</b></p> <p>Module 8</p> <p>Module 6</p> <p>Go Math Chapter 11- Geometry and Fraction Concepts</p> <p>Harcourt -</p> <p>Think Central</p> <p>Eduplace.com</p> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>•Module Assessments</li> <li>•Sprints</li> <li>•Chapter Tests</li> <li>•Observation Checklists</li> <li>•Exit Tickets</li> <li>•STAR</li> <li>•SLO</li> </ul>

			<p><i>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.</i></p> <ul style="list-style-type: none"> <li>• I can identify two, three and four equal shares of a whole.</li> <li>• I can describe equal shares using vocabulary: halves, thirds, fourths, half of, third of, etc.</li> <li>• I can describe the whole as two halves, three thirds, or four fourths.</li> <li>• I can justify why equal shares of identical wholes need not have the same shape</li> </ul> <p><i>OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</i></p> <ul style="list-style-type: none"> <li>• I can count a group of objects up to 20 by 2s.</li> <li>• I can recognize groups that have even numbers of objects will pair evenly up to 20.</li> <li>• I can recognize groups that have odd numbers of objects will not pair evenly up to 20.</li> <li>• I can determine whether a group of objects is odd or even using a strategy. • I can prove that all even numbers can be formed from the addition of two equal addends.</li> <li>• I can write and equation to express a given even number as a sum of two equal addends.</li> </ul> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• I can identify a rectangular array with up to 5 rows and up to 5 columns. • I can</li> </ul>	
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			<p>understand that arrays can be written as repeated addition problems.</p> <ul style="list-style-type: none"><li>• I can write and solve repeated addition problems to find the number of objects using rectangular arrays.</li></ul> <p><i>OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</i></p>	
<p><b>Created by Second Grade Team November 2015</b></p>				