Week 1: August 12th - 16th (Mon.-First Day of School)

Assessment: Beginning of the Year Progress Monitoring

Benchmarks Covered:	**Academic Vocabulary:**
Routines and Procedures	Digits Tens Ones Skip Count Addition (counting on) Subtraction (counting back)

Review:	**Preview:**	**Resources:**
		Introduce Computer Programs and Expectations

Current:

Rituals and Routines
Review of 1st Grade Skills counting pattern to 120, forward and backward, skip count by 2's and 5's
Review of 1st Grade Skills Use tens and ones to write a number in different ways
Review of 1st Grade Skills Use tens and ones to represent numbers to 100

Week 2: August 19 - 23

Assessment: No Assessment

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics:

- **(Transitional Skill) MA.1.NSO.1.1** Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100. Counting backwards within 120 by ones, and skip counting by 2s to 20 and by 5s to 100 are new to grade 1.
- **(Transitional Skill) MA.1.NSO.1.2** Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form. Reading numbers in word form and expanded form, and writing numbers in expanded form are new to grade 1.
- **(Transitional Skill) MA.1.NSO.1.3** Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.
- **(Transitional Skill) MA.1.NSO.1.4** Plot, order and compare whole numbers up to 100. Plotting and ordering numbers are new to grade 1.
- **MA.2.NSO.1.2** Compose and decompose three-digit numbers in multiple ways using hundreds, tens, and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

Academic Vocabulary:

Digits
Tens
Ones
Addition (counting on)
Subtraction (counting back)
Place Value
Value

Review:

Different ways to show a 2-Digit number
expanded form, word form, standard form, quick pictures with base ten blocks

Preview:

Different Forms of 3-digit Numbers
expanded form, word form, standard form, quick pictures with base ten blocks

Resources:

IXL- Place Value Models up to 100

Current:

Review of 1st Grade Skills Make models to show a number in different ways
Review of 1st Grade Skills Order and compare numbers using a number line
Lesson 1.1 Group Tens as Hundreds
Lesson 1.2 Explore 3-Digit Numbers
Lesson 1.3 Model 3-Digit Numbers

Week 3: August 26 - 30

Assessment: No Assessment

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics:

- **MA.2.NSO.1.1** Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.
- **MA.2.NSO.1.2** Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

Academic Vocabulary:

Hundred
Thousands
Tens
Ones
Place value
Value
Digit

Review:

Different ways to show 3-digit numbers

Expanded form, word form, standard form, quick pictures with base ten blocks

Preview:

Different Ways to Show Numbers

ex. What are ways to show what the number 427 looks like? Choose 2 correct answers.

4 hundreds 20 tens 7 ones
4 hundreds 20 ones 7 ones
3 hundreds 12 tens 7 ones
3 hundreds 0 tens 27 ones

Resources:

IXL - Convert between tens and ones - multiples of ten

Practice and Homework Pages (11, 17, 23)

Current:

Lesson 1.4 Hundreds, Tens, and Ones
Lesson 1.5 Place Value to 1,000
Lesson 1.6 Word Form for Numbers
Lesson 1.7 Different Forms of Numbers

Week 4: September 2 - 6 (Mon – No School, Labor Day)

Assessment: Chapter 1 Summative Test **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.NSO.1.1** Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.
- **MA.2.NSO.1.2** Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

Academic Vocabulary:

Thousands
Hundreds
Tens
Ones
Place value
Value
Digit
Expanded form
Word form
Standard form
Base ten block
Quick picture

Review:

Identify the values of digits in numbers

Ex:

486

What is the value of the number underlined?

80 8 800

Preview:

Use a number line to compare two 3-digit numbers on a number line

Ex:

Johann drove 820 miles. Matthias drove 740 miles.
Who drove more miles?

Resources:

IXL - Place value models - up to hundreds

Practice and Homework Pages (29, 35, 41, 47, 53)

Current:

Lesson 1.8a Different Ways to Show Numbers
Lesson 1.8b Different Ways to Show Numbers
Chapter 1 Review
Chapter 1 Test

Week 5: September 9 - 13

Assessment: Spiral Review Quiz #1 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.NSO.2.2** Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number. • **MA.2.NSO.1.3** Plot, order, and compare whole numbers up to 1,000.	Compare Number lines Hundred Thousands Tens Ones Place value Digit Less than Greater than Equal to Symbol

Review:	**Preview:**	**Resources:**
Different Ways to Show Numbers *ex. What are ways to show what the number 427 looks like? Choose 2 correct answers.* *4 hundreds 20 tens 7 ones* *4 hundreds 20 ones 7 ones* *3 hundreds 12 tens 7 ones* *3 hundreds 0 tens 27 ones*	**10 more 10 less, 100 more 100 less**	IXL - Place value - up to hundreds Practice and Homework Pages (65 & 71)

Current:

Lesson 2.1 Count On and Count Back by 10 and 100
Lesson 2.2 Compare Numbers
Lesson 2.3 Use a Number Line to Compare Numbers
Lesson 2.4 Use Symbols to Compare Numbers
Lesson 2.5: Order Numbers

Week 6: September 16 - 20 (Wed. – ½ day)

Assessment: Chapter 2 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.NSO.1.3** Plot, order, and compare whole numbers up to 1,000.
- **MA.2.NSO.2.2** Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.
- **MA.2.NSO.1.4** Round whole numbers from 0 to 100 to the nearest 10.
- **MA.2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity.

Academic Vocabulary:

Plot
Order
Compare
Less than
Greater than
Equal to
Symbol
10 more
10 less
100 more
100 less
Round
Estimation

Review:

Least to Greatest and Greatest to Least

Order the numbers 756, 609, 616 from greatest to least.

a) 609, 616, 756

b) 616, 609, 756

c) 756, 616, 609

Preview:

Relating Addition and Subtraction (fact families)

Ex:

9 + ___ = 16 ___ = 9 + 16

___ = 16 - 9 *16 - 9 = ___*

Resources:

IXL - Comparing numbers up to 100

Practice and Homework Pages (71, 77, 83, 89)

Current:

Lesson 2.6 Round Numbers

Chapter 2 Review (For pages 97 - 100)

Chapter 2 Summative Assessment (Teacher will use as a model to introduce new testing format)

Lesson 3.1 Use Doubles Facts to Add

Week 7: September 23 – 27

Assessment: Spiral Review Quiz #2 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity.	Plot Order Compare Equal to Round Add Subtract Double Facts

Review:	**Preview:**	**Resources:**
Rounding (estimation)	**Word Problems**	IXL - Comparing numbers up to 1000 Practice and Homework Pages (95 & 107)

Current:

Lesson 3.2 Practice Addition Facts
Lesson 3.3 Make a Ten to Add
Lesson 3.4 Relate Addition and Subtraction
Lesson 3.5 Practice Subtraction Facts
Lesson 3.6 Use Ten to Subtract

Week 8: September 30 - October 4

Assessment: Chapter 3 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.NSO.2.1** Recall addition facts with sums to 20 and related subtraction facts with automaticity
- **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position
- **MA.2.AR.3.1** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.

Academic Vocabulary:

Equations
Add
Subtract
Related facts
Fact family
Represent
Even and Odd
Multiplication
Arrays
Equal Groups

Review:

Even and Odd Numbers

Ex. Is the sum of 3 + 3 even or odd?

Preview:

Multiplication Strategies (Arrays and Equal Groups)

Ex:

5 groups of 3

3 + 3 + 3 + 3 + 3 = 15

Resources:

IXL - Round to the Nearest 10

Practice and Homework Pages (113, 125, 131, 143)

Current:

Lesson 3.7 Use Equations to Represent Problems
Chapter 3 Review (For pages 145-148)
Chapter 3 Summative Assessment
Lesson 4.1 Even and Odd Numbers

Week 9: October 7 – 11 (End of First Quarter)

Assessment: Chapter 4 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.AR.3.1** Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1. • **MA.2.AR.3.2** Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.	Equations Add Subtract Related facts Fact family Represent Even Odd Addends Equal groups Repeated addition Arrays Columns Rows

Review:	**Preview:**	**Resources:**
Use Equations to Represent Problems *Ex. There were some bats and 6 owls in the cave. There were 13 animals in all. How many bats were in the cave?*	**2-Digit Addition with Regrouping** *Ex. 65 + 17*	IXL - Addition word problems - sums to 20 Practice and Homework Pages (155, 161, 167)

Current:

Lesson 4.2 Represent Even Numbers
Lesson 4.3 Equal Groups
Lesson 4.4 Repeated Addition
Chapter 4 Review (For pages 175-178)
Chapter 4 Summative Assessment

Week 10: October 14 – 18 (Mon. - Teacher Planning Day)

Assessment: Spiral Review Quiz #3 **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Academic Vocabulary:

Equations Add Subtract Related facts	Represent Addends Equal groups Repeated addition	

Review:

Equal Groups

Ex.

5 groups of 3

3 + 3 + 3 + 3 + 3 = 15

Preview:

Addition with Regrouping

Ex. Leslie buys 81 pieces of candy corn. Which bags does Leslie buy? Choose the two correct answers.

47 *25* *56*

Bag of 25 candy corns
Bag of 47 candy corns
Bag of 56 candy corns

Resources:

IXL Equal Groups

Practice and Homework Pages (173, 187, 205)

Current:

Lesson 5.1 Break Apart Ones to Add

Lesson 5.3 Break Apart Addends as Tens and Ones **(Teach it using Expanded Form)** (Day 1 of 2 Days)

Lesson 5.3 Break Apart Addends as Tens and Ones **(Teach it using the Number Line)** (Day 2 of 2 Days)

Lesson 5.4 Model Regrouping for Addition

Lesson 5.5 Model and Record 2-Digit Addition and Spiral Review Quiz Chapters 1, 2, 3, 4

Week 11: October 21 – 25

Assessment: Chapter 5 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.	Hundreds Tens Ones Regroup Addition Sum Addends

Review:	**Preview:**	**Resources:**
Addition Facts with regrouping *Ex.* *There were 12 kids dressed up as monsters. There were 7 kids dressed up as zombies. The kids wrote 12 + 7. Which question does the equation answer?* *How many more kids dressed up as monsters than zombies?* ***How many monsters and zombies were there?*** *How many more kids dressed up as zombies than monsters?*	**Bar Model** Mr. Kane has 24 red pens. He buys 19 blue pens. How many pens does he have now? 	IXL - Use models to add a two-digit and a one-digit number - without regrouping Practice and Homework Pages (205 & 211)

Current:

Chapter 5 Review (For pages 213-216)

Chapter 5 Summative Assessment

Lesson 6.1 2-Digit Addition

Lesson 6.2 Practice 2-Digit Addition

Week 12: October 28 - November 1

Assessment: Spiral Review Quiz #4 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position. • **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability	Addend Sum Hundreds Tens Ones Regroup Addition

Review:	**Preview:**	**Resources:**
Addition with Regrouping □ 5 +1 7	**Find Sums for 4 2-digit Addends** Ex. 58 + 23 + 10 + 19	IXL - Use models to add a two-digit and a one-digit number - with regrouping Practice and Homework Pages (223, 229, 235, 241)

Current:

Lesson 6.2 Rewrite 2-Digit Addition
Lesson 6.3 Addition
Lesson 6.4 Write Equations to Represent Addition
Halloween Math Review
Lesson 6.5 Write Equation to Represent Addition

Week 13: November 4 – 8

Assessment: Chapter 6 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position. • **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability	Column Addend Sum Difference Subtraction Ones Tens Regrouping

Review:	**Preview:**	**Resources:**
Addition with regrouping *Ex. Rewrite the problem and solve it. 83 + 27*	**Subtraction with regrouping** *Ex. What is the difference between 57 and 19?*	IXL - Addition with regrouping Practice and Homework Pages (247, 253, 259)

Current:

Lesson 6.6 Find Sums for 3 Addends
Lesson 6.7 Find Sums for 4 Addends
Chapter 6 Review (For pages 261-264)
Chapter 6 Summative Assessment
Lesson 7.3 Model Regrouping for Subtraction

Week 14: November 11 – 15 (Mon. - No School)

Assessment: Spiral Review Quiz #5 **Graded Quiz**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Academic Vocabulary:

Hundreds
Tens
Ones
Place value
Regroup
Difference
How many more
equation

Review:

Identifying equations that need regrouping

Which equations need regrouping?

Choose the **2** correct answers.

- ◯ 55 − 26 = ☐
- ◯ 39 − 18 = ☐
- ◯ 30 − 19 = ☐
- ◯ 73 − 63 = ☐

Preview:

Subtraction with regrouping 74 - 46

Resources:

IXL - Add four numbers up to two digits each

Practice and Homework Pages (283 & 289)

Current:

Lesson 7.4 Model and Record 2-Digit Subtraction
Lesson 8.2 Practice 2-Digit Subtraction
Lesson 8.3 Rewrite 2-Digit Subtraction
Lesson 8.4 Add to Find Differences and Spiral Review Quiz Chapters 1-7

Week 15: November 18 - 22

Assessment: Chapter 7 & 8 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability. • **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	Regroup Difference Hundreds Tens Ones Equations

Review:	**Preview:**	**Resources:**
Write subtraction problems two ways What is 81 − 36? Rewrite the subtraction problem. Then find the difference.	**2 step word problems** *Ex.* *Jessica the Elf and Max the Elf were making toys at the North Pole. Jessica made 12 toys and then made 10 more. Max made 35 toys but then broke 5 toys.* *Did Jessica and Max make the same number of toys? Circle the words to correctly complete the sentence.* *Yes Jessica and Max did make the same number of toys.* *no did not* *2*	IXL - Subtraction without regrouping Practice and Homework Pages (289, 301, 307)

Current:

Lesson 8.5 Subtraction
Lesson 8.6 Write Equations to Represent Subtraction
Chapter 7 & 8 Review
Chapter 7 & 8 Summative Assessment
Math Review

Week 16: December 2 - 6

Assessment: Spiral Review Quiz #6 Graded Quiz

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

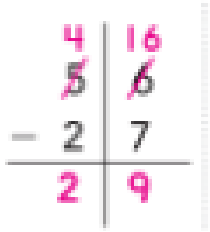
- **MA.2.AR.1.1** Solve one and two-step addition and subtraction real-world problems
- **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.
- **MA.2.AR.2.1** Determine and explain whether equations involving addition and subtraction are true or false
- **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Academic Vocabulary:

Regroup
Difference
Hundreds
Tens
Ones
Addends
Sums

Review:

Subtraction with regrouping



Preview:

3-Digit Addition

445 + 23 = 468

	Hundreds	Tens	Ones
		□	
	4	4	5
+		2	3
	4	6	8

Resources:

IXL - Use models to subtract two-digit numbers - with regrouping

Practice and Homework Pages (313, 319, 325, 331)

Current:

Lesson 9.1a Models for 2-Step Problems
Lesson 9.1b Models for 2-Step Problems
Lesson 9.3a Balance Number Sentences
Lesson 9.3b Balance Number Sentences
Lesson 9.4 Equal and Not Equal

Week 17: December 9 – 13

Assessment: Chapter 9 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.AR.1.1** Solve one and two-step addition and subtraction real-world problems
- **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.
- **MA.2.AR.2.1** Determine and explain whether equations involving addition and subtraction are true or false
- **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Academic Vocabulary:

Balance
Equal
Hundreds
Tens
Ones
Regroup
Difference
Number Line

Review:

Balanced Equations

Ex. Write the number to complete the equation

45 + ___ = 8 + 54

$45 + \boxed{17} = 8 + 54$

Preview:

3-Digit Addition with Regrouping

$$\begin{array}{r} 372 \\ +\ 219 \\ \hline \end{array}$$

Resources:

IXL - Subtract two-digit numbers - with regrouping

Practice and Homework Pages (343 and 355)

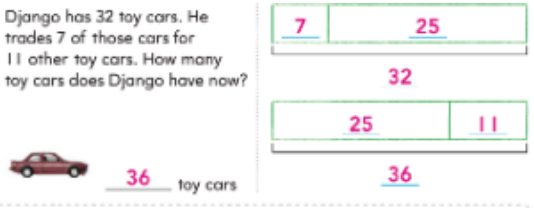
Current:

Chapter 9 Review
Chapter 9 Summative Assessment
Math Review
Math Review
Math Review

Week 18: December 16 – 20 (End of 2nd Quarter)

Assessment: No Assessment

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.AR.2.1** Determine and explain whether equations involving addition and subtraction are true or false. • **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.	Difference Sum True False Equations Hundreds Tens Ones

Review:	**Preview:**	**Resources:**
2 Step Word Problems *Ex.* Django has 32 toy cars. He trades 7 of those cars for 11 other toy cars. How many toy cars does Django have now?  	**3-Digit Addition with Regrouping** 3 7 2 + 2 1 9 _____	IXL - Subtraction word problems up to 2 digits Practice and Homework Pages (361, 373, 379)

Current:

Math Review (5 Days)

December 23 – January 3 WINTER BREAK

Week 19: January 6 – 10 (Mon. – Teacher Planning Day)

Assessment: No Assessment

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA2.NSO.2.4** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

Academic Vocabulary:

Addend
Regroup
Equal
Unequal
Difference

Review:

Equal and not equal equations

Ex.

35 – 16 ≠ 29 – 13

Preview:

3-digit subtraction with regrouping

Ex.

814 – 263 = 551

	Hundreds	Tens	Ones
	7	11	
	~~8~~	~~1~~	4
–	2	6	3
	5	5	1

Resources:

IXL - Subtract multiples of 100

Practice and Homework Pages (385 & 391)

Current:

Lesson 10.3 3-Digit Addition – Regroup Ones
Lesson 10.4 3-Digit Addition – Regroup Tens
Lesson 10.1 Draw to Represent 3-Digit Addition
Lesson 10.2 Break Apart 3-Digit Addends

Week 20: January 13 – 17

Assessment: Spiral Review Quiz #7 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA2.NSO.2.4** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.	Regroup Addend Subtraction difference Sum Quarter Dime Nickel Penny Value/Worth

Review:	**Preview:**	**Resources:**
Addition with regrouping with base ten blocks	**Identification/Value of coins (value of a quarter, dime, nickel, penny)**	IXL - Use models to add three-digit numbers - without regrouping Practice and Homework Pages (397, 403, 409)

Current:

Lesson 10.6 3-Digit Subtraction: Regroup Tens
Lesson 10.7 3-Digit Subtraction: Regroup Hundreds
Lesson 10.5 3-Digit Subtraction
Chapter 10 Extension – Word Problems
Chapter 10 Extension – Subtraction Across Zeros (Box Method)

Week 21: January 20 – 24 (Mon. - No School MLK Jr. Day)

Assessment: Chapter 10 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.NSO.2.4** Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000. • **MA.2.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	Regroup Sum Difference Decimal Quarter Dollar Dollar Sign Penny Dime Nickel

Review:	**Preview:**	**Resources:**
Subtraction with Regrouping	**Total amount of different combination of coins** *Ex.* 	IXL - 3 digit addition with regrouping Practice and Homework Pages (421 & 427)

Current:

Chapter 10 Review
Chapter 10 Summative Assessment
Coin Identification
Lesson 11.1 Find the Total Value of Coins

Week 22: January 27 – 31

Assessment: Spiral Review Quiz #8 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.	Quarter Dollar Dollar Sign Penny Dime Nickel Hour Hand Minute Hand Hours MInutes

Review:	**Preview:**	**Resources:**
Identification/Value of coins (value of a quarter, dime, nickel, penny)	**Practice telling time to the 5 minutes** *Ex.* 	IXL - Names and values of common coins Practice and Homework Pages (433 & 439)

Current:

Lesson 11.2 One Dollar
Lesson 11.3 Compute the Value of Dollar Combination
Lesson 11.4a Solve Problems Involving Money
Lesson 11.4b Solve Problems Involving Money
Math Review

Week 23: February 3 – 7

Assessment: Chapter 11 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.M.2.2** Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within $100 or coins within 100¢ using $ and ¢ symbols appropriately.
- **MA.2.M.2.1** Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately, Express portions of an hour using fractional terms half and hour, half past, quarter of an hour, quarter after and quarter till.

Academic Vocabulary:

Minute
Hour
Quarter after
Noon,
Midnight
A.M.
P.M.

Review:

Money Word Problems

Ex.

Esteban had 86¢ in his pocket. He bought a pen for 47¢. Then he gave his cousin 12¢. How much money does he have now?

- ○ 98¢
- ○ 56¢
- ● 27¢

Preview:

Time to the 15 minutes (Quarter after/till/to)

Choose the **2** correct answers.

- ◯ 3:45
- ◯ 9:15
- ◯ quarter after 9
- ◯ half past 9

Resources:

IXL - Count money - up to $1

Practice and Homework Pages (453, 459, 465, & 471)

Current:

Chapter 11 Review
Chapter 11 Summative Assessment
Lesson 12.1 Time to 15 Minutes
Lesson 12.2 Time to 5 Minutes
Lesson 12.3 Practice Telling Time

Week 24: February 10 – 14 (Fri. - Valentine's Day)

Assessment: Chapter 12 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.M.2.1** Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately, Express portions of an hour using fractional terms half and hour, half past, quarter of an hour, quarter after and quarter till.
- **MA.2.M.1.1** Estimate and Measure the length of an object to the nearest inch, foot, yard, and centimeter or meter by selecting and using an appropriate tool.

Academic Vocabulary:

Minute
Hour
Quarter after
Quarter till
Half past
Noon,
Midnight
A.M.
P.M.
Inch
Ruler
Estimate

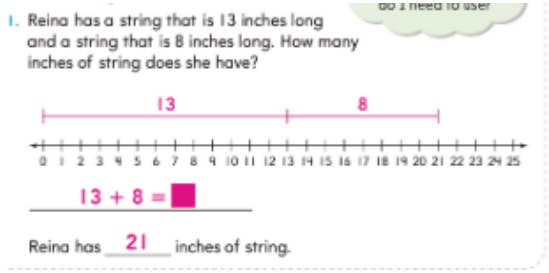
Review:

Telling Time

Preview:

Add lengths using a number line

Ex.



Resources:

IXL - Time words: o'clock, half, quarter

Practice and Homework Pages (483 & 489)

Current:

Lesson 12.4 A.M. and P.M.
Chapter 12 Review
Chapter 12 Summative Assessment
Lesson 13.1 & 14.1 Measure with Inch & Centimeter Models
Lesson 13.3 & 14.2 Estimate Lengths in Inches & Centimeters

Week 25: February 17 – 21 (Mon. - No School Presidents' Day)

Assessment: Spiral Review Quiz #9 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.M.1.1** Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool. • **MA.2.M.1.2** Measure the lengths of two objects using the same unit and determine the difference between their measurements. • **MA.2.M.1.3** Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.	Inch Centimeter Ruler Estimate Foot (feet)

Review:	**Preview:**	**Resources:**
A.M. and P.M. *Ex.* 	**Measurement in inches and feet/Conversions** *Ex.* *Teacher will show students what a foot looks like using one ruler.* *Teacher will ask: How many inches are in 3 feet?*	IXL - TIme, A.M. or P.M. Practice and Homework Pages (495, 501, 507, 513)

Current:

Lesson 13.4 & 14.3 Measure with Inch & Centimeter Rulers
Lesson 13.5 & 14.4 Add and Subtract Lengths in Inches & Centimeters
Lesson 13.6 Measure in Inches and Feet
Lesson 13.7 Estimate Lengths in Feet

Week 26: February 24 – 28

Assessment: Spiral Review Quiz #10 **Graded Quiz**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.M.1.1** Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.
- **MA.2.M.1.3** Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.

Academic Vocabulary:

Inch
Ruler
Estimate
Foot (feet)
Yardstick
Yard
Meter
Centimeter

Review:

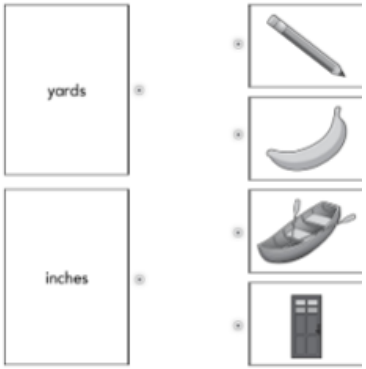
Add and subtract lengths in inches

Ex.

2. Eli has a cube train that is 24 inches long. He removes 9 inches of cubes from the train. How long is Eli's cube train now?

Preview:

Matching measurement word with the object



Resources:

IXL - Measure using an inch ruler

IXL - Customary units of length: word problems

Practice and Homework Pages (519, 525, 531)

Current:

Lesson 13.8 Estimate and Measure to the Nearest Yard
Lesson 13.9 Estimate Lengths to Solve Problems
Lesson 13.10 Choose a Tool
Lesson 14.5 Centimeters and Meters
Lesson 14.6 Estimate Lengths in Meters

Week 27: March 3 – 7

Assessment: Chapter 13 & 14 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.M.1.1** Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.
- **MA.2.M.1.2** Measure the lengths of two objects using the same unit and determine the difference between their measurements.
- **MA.2.M.1.3** Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.

Academic Vocabulary:

Inch
Ruler
Estimate
Foot (feet)
Yardstick
Yard
Measuring tape
Centimeter
Meter
Tri-
Quad-
Penta-
Hexa-
Octa-
Deca-

Review:

Measurement in inches and feet/Conversions
Ex.
Teacher will show students what a foot looks like using one ruler.
Teacher will ask: How many inches are in 3 feet?

Preview:

Shape Prefixes
Tri
Quad
Penta
Hexa
Octa
Deca

Resources:

IXL - Which customary unit of length is appropriate: inches, feet, or yards?

Practice and Homework Pages (537, 549, & 555)

Current:

Lesson 14.7 Measure and Compare Lengths
Chapter 13 & 14 Review
Chapter 13 & 14 Summative Assessment
Math Review
Math Review

Week 28: March 10-14 (End of 3rd Quarter)

Assessment: No Assessment

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **Mixed Review standards to be determined**	Quad- Penta- Hexa- Octa- Deca- Sides Vertices shape/figure Curved line

Review:	**Preview:**	**Resources:**
Shape Prefixes Tri Quad Penta Hexa Octa Deca	**Sides and Vertices**	IXL - Measure using a centimeter ruler Practice and Homework Pages (561, 567, 573, 579)

Current:

Math Review (5 Days)

March 17 – 21 SPRING BREAK

Week 29: March 24 – 28 (Mon. - Teacher Planning Day)

Assessment: No Assessment

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.GR.1.1** Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.
- **MA.2.GR.1.2** Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.

Academic Vocabulary:

Perimeter
Side
Vertex
Vertices
Quadrilateral
Pentagon
Hexagon
Closed figure
Open figure

Review:

Sides and Vertices

Ex:

Nico is drawing some polygons. How many sides should he draw on each polygon?

Draw a line from each shape to the correct number of sides. You will not use all the numbers.

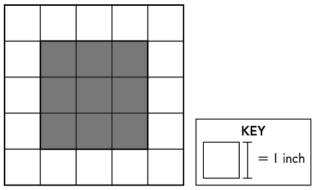
octagon	8
hexagon	6
pentagon	5
	4

Preview:

Explore Perimeter with Grid

Ex:

Dora is making a placemat for her friend. Each unit is 1 inch long.



What is the perimeter of the new placemat?

- ◯ 3 inches
- ◯ 9 inches
- ◯ 12 inches

Resources:

IXL - Metric units of length: word problems

Practice and Homework Pages (585 & 599)

Current:

Lesson 15.1 Two-Dimensional Figures
Lesson 15. 2 More Two-Dimensional Figures
Lesson 15.3 Draw Two- Dimensional Figures
Lesson 15.4 Sort Two-Dimensional Figures

Week 30: March 31 - April 4

Assessment: Chapter 15 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.GR.1.3** Identify line(s) of symmetry for a two-dimensional figure.
- **MA.2.GR.2.1** Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments
- **MA.2.GR.2.2** Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.

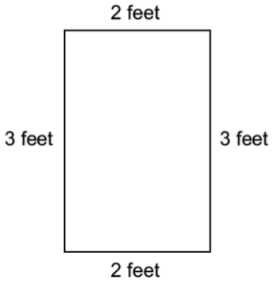
Academic Vocabulary:

Side
Vertex
Vertices
Closed figure
Polygon
Symmetry
Line of symmetry
Perimeter
Equal Parts

Review:

Perimeter with Numbers

Lena and Tommy are building a sandbox. How many feet of wood do Lena and Tommy need for the perimeter of the sandbox?

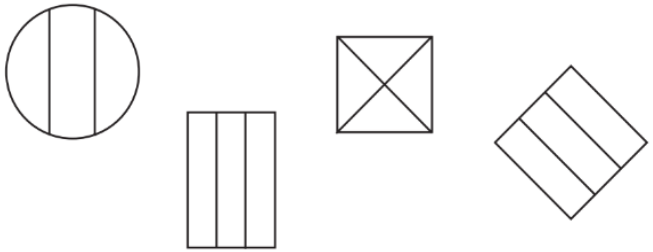


_____ feet

Preview:

Equal Shares/Parts

Circle the shapes that show equal parts.



Resources:

IXL: Which metric unit of length is appropriate?

Practice and Homework Pages (605, 611, 617, 623, 629)

Current:

Lesson 15.5 Identify Symmetry
Lesson 15.6 Explore Perimeter
Lesson 15.7 Find Perimeter
Chapter 15 Review
Chapter 15 Summative Assessment

Week 31: April 7 – 11

Assessment: Spiral Review Quiz #11 **Graded Quiz**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

- **MA.2.FR.1.1** Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.
- **MA.2.FR.1.2** Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

Academic Vocabulary:

Equal Parts/Shares
Polygon
Fourths
Halves
Thirds
Pictograph
Key
Addition
Subtraction
Regrouping

Review:

Subtracting Across Zero

$$\begin{array}{r} 407 \\ -\ 128 \\ \hline \end{array}$$

Preview:

Pictographs (More than 5)

Lisa made this pictograph to show the numbers of insects she saw in her garden.

Insects in the Garden				
bee	●	●	●	
butterfly	●	●	●	●
ladybug	●	●		
dragonfly	●			

Key: Each ● stands for 10 insects.

Resources:

IXL: Identify lines of symmetry

Practice and Homework Pages (635, 647, 653)

Current:

Lesson 16.1 Equal Parts
Lesson 16.2 Show Equal Parts of A Whole
Lesson 16.3 Describe Equal Parts
Lesson 16.4 Equal Shares
Math Review

Week 32: April 14 – 18

Assessment: Chapter 16 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

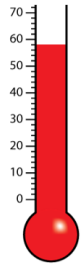
- **MA.2.FR.1.1** Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.
- **MA.2.FR.1.2** Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.
- **MA.2.DP.1.1** Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.
- **MA.2.DP.1.2** Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

Academic Vocabulary:

Bar Graph
Data
Survey
Less/More
Thermometer
ruler

Review:

Ten more 10 less, 100 more 100 less on a measurement tool

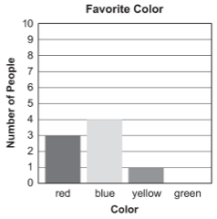


Preview:

Bar Graphs

6 The number of people who like green is 2 more than the number of people who like red.

Shade the bar for green to show the correct number of people.



Resources:

IXL - Perimeter

Practice and Homework
Pages (659, 665, 677)

Current:

Chapter 16 Review
Chapter 16 Summative Assessment
Lesson 17.1 Collect and Represent Data
Lesson 17.2 Read Pictographs
Lesson 17.3 Make Pictographs

Week 33: April 21 – 25 (Wed. 23rd – ½ Day)

Assessment: No Assessment

Benchmarks Covered:

Florida's B.E.S.T. Standards for Mathematics

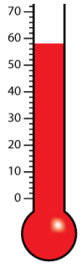
- **MA.2.DP.1.1** Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.
- **MA.2.DP.1.2** Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

Academic Vocabulary:

Bar Graph
Data
Survey
Less/More
Thermometer
ruler
Multiply
Product

Review:

Ten more 10 less, 100 more 100 less on a measurement tool



Preview:

Using visuals to solve multiplication problems

Count equal groups to find how many.

4.

_____ groups of _____

_____ in all

Resources:

IXL - Identify equal parts

Practice and Homework Pages (683, 689, 695, 701)

Current:

Lesson 17.4 Read Bar Graphs
Lesson 17.5 Make Bar Graphs
Lesson 17.6 Graph Scales

Week 34: April 28 – May 2

Assessment: Chapter 17 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.2.DP.1.1** Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units. • **MA.2.DP.1.2** Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems. • **MA.3.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.	Multiplication Product Arrays Equal Groups Addends Sum Differences Hundreds Tens Ones Thousands Expanded Form Standard Form Word Form

Review:	**Preview:**	**Resources:**
Using visuals to solve multiplication problems	**4-Digit Addition and Subtraction**	IXL - Interpret pictographs I

Current:

Chapter 17 Review
Chapter 17 Summative Assessment
Getting Ready for 3rd Grade - Place Value to the thousands place (expanded form)
Getting Ready for 3rd Grade - Place Value to the thousands place (standard form)
Getting Ready for 3rd Grade - Place Value to the thousands place (word form)

Week 35: May 5 – 9

Assessment: Spiral Review Quiz #12 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.3.NSO.1.1** Read and write numbers from 0 to 10,000 using standard form, expanded form and word form. • **MA.3.NSO.1.2** Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations. • **MA.3.NSO.1.4** Round whole numbers from 0 to 1,000 to the nearest 10 or 100.	Addition Subtraction Sum Difference Multiplication Factors Product Round Place Value Ones Tens Hundreds Thousands

Review:	**Preview:**	**Resources:**
4-Digit Addition and Subtraction	**Multiplication facts 0, 1, 2**	IXL - Interpret bar graphs II

Current:

Getting Ready for 3rd Grade - Comparing numbers to the thousands
Getting Ready for 3rd Grade- Addition in the thousands
Getting Ready for 3rd Grade- Subtraction in the thousands
Getting Ready for 3rd Grade - Rounding to the nearest hundred
Getting Ready for 3rd Grade - Rounding to the nearest thousand

Week 36: May 12 – 16

Assessment: Spiral Review Quiz #13 **Graded Quiz**

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.3.AR.1.2** Solve one- and two-step real-world problems involving any of four operations with whole numbers. • **MA.3.AR.3.1** Determine and explain whether a whole number from 1 to 1,000 is even or odd. • **MA.3.AR.3.3** Identify, create and extend numerical patterns. • **MA.3.NSO.1.4** Round whole numbers from 0 to 1,000 to the nearest 10 or 100. • **MA.3.NSO.1.3** Plot, order and compare whole numbers up to 10,000. Example: The numbers 3,475; 4,743 and 4,753 can be arranged in ascending order as 3,475; 4,743 and 4,753. • **MA.3.NSO.2.1** Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.	Multiplication Factors Product Division Quotient

Review:	**Preview:**	**Resources:**
Multiplication facts 0, 1, 2	**Division facts 0, 1, 2**	IXL - Rounding: nearest ten or hundred

Current:

Getting Ready for 3rd Grade - Rounding in Addition and Subtraction
Getting Ready for 3rd Grade - Multiplication (1 of 4 days)
Getting Ready for 3rd Grade - Multiplication (2 of 4 days)
Getting Ready for 3rd Grade - Multiplication (3 of 4 days)
Getting Ready for 3rd Grade - Multiplication (4 of 4 days)

Week 37: May 19 - 23

Assessment: No assessment

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.3.NSO.1.4** Round whole numbers from 0 to 1,000 to the nearest 10 or 100. • **MA.3.NSO.2.1** Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency. • **MA.3.AR.1.1** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.	Multiplication Product Division Quotient Factors Fact Family Related Facts

Review:	**Preview:**	**Resources:**
Division facts 0, 1, 2	**Multiplication and Division Fact Families**	IXL - Place value models up to thousands

Current:

Getting Ready for 3rd Grade - Division (1 of 4 days)
Getting Ready for 3rd Grade - Division (2 of 4 days)
Getting Ready for 3rd Grade - Division (3 of 4 days)
Getting Ready for 3rd Grade - Division (Day 4 of 4)
Getting Ready for 3rd Grade - Multiplication and division fact families

Week 38: May 26 – 30 (29-30 Teacher Planning Day)

Assessment: No Assessment

Benchmarks Covered:	**Academic Vocabulary:**
Florida's B.E.S.T. Standards for Mathematics • **MA.3.AR.1.1** Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers. • **MA.3.AR.2.2** Determine and explain whether an equation involving multiplication or division is true or false. • **MA.3.NSO.2.2** Explore multiplication of two whole numbers with products from 0 to 144, and related division facts. • **MA.3.NSO.2.4** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.	Division Dividend Fact Families Quotient Multiplication Product
Review:	**Resources:**
Multiplication and Division Fact Families	IXL - Multiplication tables for 2, 3, 4, 5, and 10

Current:

Getting Ready for 3rd Grade - Multiplication and division fact families
Getting Ready for 3rd Grade - Multiplication and division fact families
Spiral Review Quiz Chapters 1-17