Week 1: August 10 - 11		
Assessment: Beginning of the Year Progress Monitoring		
Benchmarks Covered:		**Academic Vocabulary:**
Routines and Procedures		
Review:	**Preview:**	**Resources:**
		Introduce Computer Programs and Expectations
Current:		
Rituals and Routines		

Week 2: August 14 - 18 STAR TESTING

Assessment: No Assessment

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **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. • **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.	Digits Tens Ones Addition (counting on) Subtraction (counting back)

Review:	**Preview:**	**Resources:**
Different ways to show numbers *ex. 35 can be shown as 3 tens and 5 ones, 2 tens and 15 ones, 1 ten and 25 ones, 0 tens and 35 ones*	**Bundle tens into hundreds** *ex. 20 tens = 200*	IXL- Place Value Models up to 100

Current:

Review of 1st Grade Skills (place value to the tens place - different forms of a two digit number)
Transitional Skills are new to grade 1 in the 2022-2023 school year. A review of these skills is important for Grade 2 Mathematics. See Transition Document Grade 1 (Pages 5-6) for further information. https://www.fldoe.org/core/fileparse.php/7576/urlt/BEST-TransitionResource.pdf

Week 3: August 21 - 25

Assessment: No Assessment

Benchmarks Covered:	Academic Vocabulary:
Mathematical Thinking & Reasoning Standards: MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **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.	Hundred Thousands Tens Ones Place value Value Digit

Review:	Preview:	Resources:
Different ways to show 2 digit numbers *Expanded form, word form, standard form, quick pictures with base ten blocks*	**Different Forms of Numbers** *expanded form, word form, standard form, quick pictures with base ten blocks*	IXL - Convert between tens and ones - multiples of ten Practice and Homework Pages (11, 17, 23)

Current:

Lesson 1.1 Group Tens as Hundreds
Lesson 1.2 Explore 3-Digit Numbers
Lesson 1.3 Model 3-Digit Numbers
Lesson 1.4 Hundreds, Tens, and Ones
Lesson 1.5 Place Value to 1,000

Week 4: August 28 - September 1

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards: MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **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.	Thousands Hundreds Tens Ones Place value Value Digit Expanded form Word form Standard form Base ten block Quick picture

Review:	**Preview:**	**Resources:**
Grouping tens into hundreds *ex. 48 tens is the same as 480*	**Count on and count back by 10 and 100**	IXL - Place value models - up to hundreds Practice and Homework Pages (29, 35, 41, 47, 53)

Current:

Lesson 1.6 Word Form for Numbers
Lesson 1.7 Different Forms of Numbers
Lesson 1.8 Different Ways to Show Numbers
Chapter 1 Review (for Pages 55 - 58)
Chapter 1 Summative Assessment (Teacher will use as a model to introduce new testing format)

Week 5: September 4 - 8 (Mon.-No School)

Assessment: No Assessment

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards:
MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1

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.

Academic Vocabulary:

Hundred
Thousands
Tens
Ones
Place value
Digit
Compare
Less than
Greater than
Equal to
Symbol

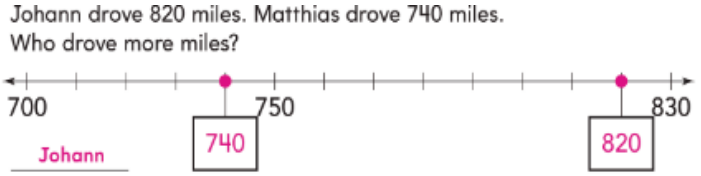
Review:

Different ways to show a 3-digit number
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

Preview:

Compare 2 3-digit numbers using a number line
Ex.



Resources:

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

Week 6: September 11 – 15

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

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards:
MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1

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.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:

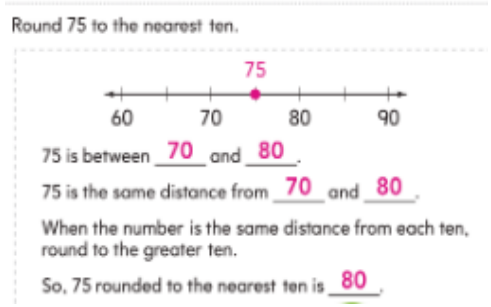
Plot
Order
Compare
Less than
Greater than
Equal to
Symbol
10 more
10 less
100 more
100 less

Review:

Bundle numbers into ten word problem
ex.
Megan has 382 stickers. She wants to fill as many boxes of ten stickers as she can. How many boxes can Megan fill with ten stickers?

Preview:

Rounding numbers to the nearest 10 on a number line
Ex.



Resources:

IXL - Comparing numbers up to 100

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

Current:

Lesson 2.5 Order Numbers
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 18 - 22 (Sept. 20th half day)

Assessment: Spiral Review Quiz Chapters 1-3 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards:
MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1

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.

Academic Vocabulary:

Plot
Order
Compare
Less than
Greater than
Equal to
Symbol
Round
Add
Double Facts

Review:

Compare 2 2-digit numbers Ex. What is true?
365 < 327
365 = 327
365 > 327

Preview:

Fact Family Word Problems
Part A: There are 16 pokemon cards in the bin. Sam takes out 9 cards. Which equations can be used to find how many oranges are in the bag now?

9 + ___ = 16
___ = 16 - 9
___ = 9 + 16
16 - 9 = ___

Part B:
How many pokemon cards are in the bag now?

Resources:

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 and Spiral Review Quiz Chapters 1-3

Week 8: September 25 - 29

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

Benchmarks Covered: Whole Group Math Lesson	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **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.	Equations Add Subtract Related facts Fact family Represent

Review:	**Preview:**	**Resources:**
Round numbers to the nearest 10 word problem *Ex. Tallon rounded 75 to 76. What was his error? Explain.*	**Even and Odd** *Ex. Is the sum of 3 + 3 even or odd?*	IXL - Round to the Nearest 10 Practice and Homework Pages (113, 125, 131, 143)

Current:

Lesson 3.6 Use Ten to Subtract
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 2 - 6

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **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 9 - 13 (13th end of grading period)

Assessment: Spiral Review Quiz Chapters 1-4 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1**, **MTR.2.1**, **MTR.4.1**, **MTR.7.1**

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 Rows	Fact family Represent Even Odd Columns	Addends Equal groups Repeated addition Arrays

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 16 - 20 (Mon.-Teacher Planning Day)		
Assessment: Chapter 5 Summative Assessment **Graded Assessment**		
Benchmarks Covered:		**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1**, **MTR.2.1**, **MTR.4.1**, **MTR.7.1** **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 Place Value Regroup Addition Sum
Review:	**Preview:**	**Resources:**
Word problems/subtraction facts *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?*	**Word problems/addition with regrouping** *Ex.* *James saw 18 Jack O Lanterns while trick or treating. Sarah saw 19 Jack O Lanterns while trick or treating. How many Jack O' Lanterns did James and Sarah count?*	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 23 - 27

Assessment: Spiral Review Quiz Chapters 1-5 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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

Academic Vocabulary:

Addend
Sum
Hundreds
Tens
Ones
Place Value
Regroup
Addition

Review:

Word Problems/Addition with regrouping

Ex.
Joey found 36 pumpkin seeds. He picked out 18 apple seeds. Which equations can be used to find the number of seeds Joey had? Choose the 3 correct answers.

30 + 24 *30 + 22*
36 + 18 *34 + 20*

Preview:

Find Sums for 4 2-digit Addends

Ex. 58 + 23 + 10 + 19

Resources:

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 6.3 Rewrite 2-Digit Addition
Lesson 6.4 Addition
Lesson 6.5 Write Equations to Represent Addition
Lesson 6.6 Find Sums for 3 Addends
Lesson 6.7 Find Sums for 4 Addends and Spiral Review Quiz Chapters 1-5

Week 13: October 30 - November 3

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1** **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.	Column Addend

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:

Chapter 6 Review (For pages 261-264)
Chapter 6 Summative Assessment
Lesson 7.1 Break Apart Ones to Subtract
Lesson 7.2 Break Apart Numbers to Subtract

Week 14: November 6 - 10 (Fri.-No School)

Assessment: Chapter 7 Summative Assessment **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1 **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 Place value Regroup Difference How many more equation

Review:	**Preview:**	**Resources:**
Adding 3 2-digit addends *Ex. 35 + 17 + 22*	**Subtraction with regrouping 74 - 46** 	IXL - Add four numbers up to two digits each Practice and Homework Pages (283 & 289)

Current:

Lesson 7.3 Model Regrouping for Subtraction
Lesson 7.4 Model and Record 2-Digit Subtraction
Chapter 7 Review (For pages 291-294)
Chapter 7 Summative Assessment

Week 15: November 13 - 17

Assessment: Spiral Review Quiz Chapters 1-7 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

Academic Vocabulary:

Regroup
Difference

Review:

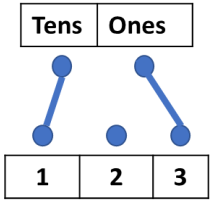
Part/Part/Whole Word Problem

Ex.
There were a total of 37 pies at Thanksgiving dinner. 19 of those pies were apple pies. How many pumpkin pies were there?

Preview:

Subtraction with regrouping

Ex.
What is 60 - 47? Draw lines from the numbers to the corrected word to show the difference using tens and ones. You will not use all the numbers.



Resources:

IXL - Subtraction without regrouping

Practice and Homework Pages (289, 301, 307)

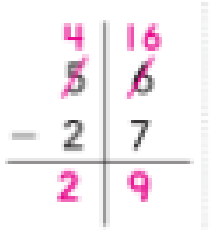
Current:

Lesson 8.1 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
Lesson 8.5 Subtraction

Week 16: November 20 - November 24 Thanksgiving Week (22-24 no school)

Assessment: No assessment

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1** **Florida's B.E.S.T. Standards for Mathematics** • **Mixed Review standards to be determined**	Regroup Difference

Review:	**Preview:**	**Resources:**
Subtraction with regrouping  	**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 - Use models to subtract two-digit numbers - with regrouping Practice and Homework Pages (313, 319, 325, 331)

Current:

Math Review Days, Teachers Choice

Week 17: November 27 - December 1

Assessment: Chapter 8 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.
- **MA.2.AR.1.1** Solve one- and two-step addition and subtraction real world problems.

Academic Vocabulary:

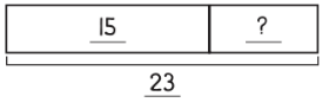
Regroup
Difference
Number Line

Review:

Part/Part Whole Subtraction Word Problems

Ex.

Gina has 23 pens. 15 pens are blue and the rest are red. How many pens are red?



23 − 15 = ☐

8 red pens

Preview:

Balanced Equations

Ex. Write the number to complete the equation

45 + ___ = 8 + 54

45 + 17 = 8 + 54

Resources:

IXL - Subtract two-digit numbers - with regrouping

Practice and Homework Pages (343 and 355)

Current:

Lesson 8.6 Write Equations to Represent Subtraction
Chapter 8 Review (For pages 333-336)
Chapter 8 Summative Assessment
Lesson 9.1 Models for 2-Step Problems
Lesson 9.2 Write Problem Situations

Week 18: December 4 - 8

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

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

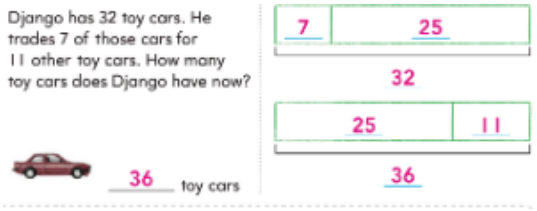
Academic Vocabulary:

Equal
Not Equal
Addends
Regroup

Review:

2 Step Word Problems

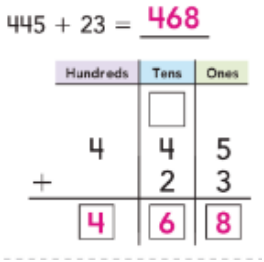
Ex.



Preview:

3-digit addition - regrouping the ones place

Ex.



Resources:

IXL - Subtraction word problems up to 2 digits

Practice and Homework Pages (361, 373, 379)

Current:

Lesson 9.3 Balance Number Sentences
Lesson 9.4 Equal and Not Equal
Chapter 9 Review (For pages 363-366)
Chapter 9 Summative Assessment

Week 19: December 11 - 15

Assessment: Spiral Review Quiz Chapters 1-9 **Graded**

Benchmarks Covered:

<u>Mathematical Thinking & Reasoning Standards</u>

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

<u>Florida's B.E.S.T. Standards for Mathematics</u>

- **Mixed Review standards to be determined**

Academic Vocabulary:

Addend
Regroup

Review:

Equal and not equal equations

Ex.

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:

Math Review Days, Teachers Choice

Week 20: December 18 - 22 (end of grading period - No school on 22)

Assessment: No assessment

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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

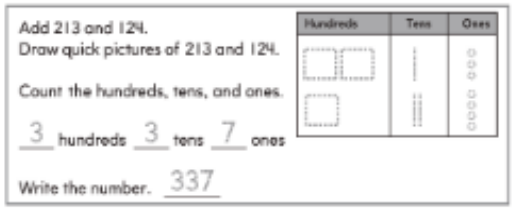
- **Mixed Review standards to be determined**

Academic Vocabulary:

Regroup
Addend
Sum
Difference

Review:

Addition with regrouping with base ten blocks



Preview:

Value of coins (value of a quarter, dime, nickel, penny)

Resources:

IXL - Use models to add three-digit numbers - without regrouping

Practice and Homework Pages (397, 403, 409)

Current:

Math Review Days, Teachers Choice

December 25 - 29 No School/Winter Break

January 1 - 5 No School Winter Break

Week 21: January 8 - 12 (Teacher Planning Day- 8th)

Assessment: No Assessment

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

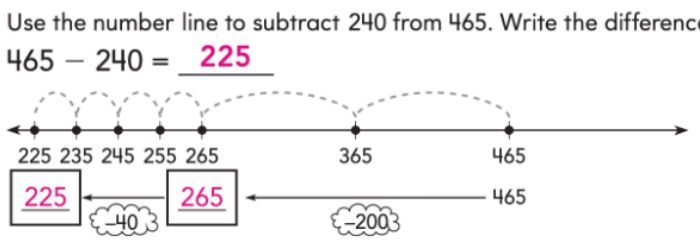
Academic Vocabulary:

Regroup
Addend
Sum
Difference
Decimal
Quarter
Dollar
Dollar Sign
Penny
Dime
Nickel

Review:

subtraction with regrouping on a number line

Ex.



Preview:

Total amount of different combination of coins

Ex.

Resources:

IXL - 3 digit addition with regrouping

Practice and Homework Pages (421 & 427)

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 22: January 15 - 19

Assessment: Spiral Review Quiz Chapters 1-9 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

Academic Vocabulary:

Quarter
Dollar
Dollar Sign
Penny
Dime
Nickel

Review:

3 digit addition with regrouping word problem

Ex.

. At the city park theater, 152 people watched the morning play. Another 167 watched the afternoon play.

How many people watched the two plays? 319 people

Fill in the bubble next to each true sentence about how to solve the problem.

- ○ You need to regroup the tens as 1 ten and 9 ones.
- ● You need to regroup the tens as 1 hundred and 1 ten.
- ● You need to add 2 ones + 7 ones.

Preview:

Practice telling time to the 5 minutes

Ex.

6:15

Resources:

IXL - Names and values of common coins

Practice and Homework Pages (433 & 439)

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 Lesson Word Problems and Spiral Review Quiz Chapters 1-9

Week 23: January 22 - 26

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

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

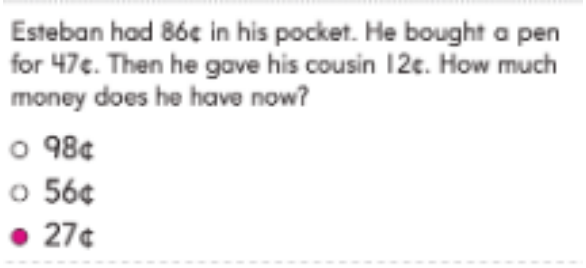
Academic Vocabulary:

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

Review:

Money Word Problems

Ex.



Preview:

Measure with an inch ruler

Ex. (draw a line to show 4 inches)

Resources:

IXL - Count money - up to $1

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

Current:

Chapter 10 Extension Lesson Subtract with Box Trick
Chapter 10 Review (For pages 411-414)
Chapter 10 Summative Assessment
Chapter 11 Coin Identification (Pennies & Nickels)
Chapter 11 Coin Identification (Dimes & Quarters)

Week 24: January 29 - February 2

Assessment: Spiral Review Quiz Chapters 1-11 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

Academic Vocabulary:

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

Review:

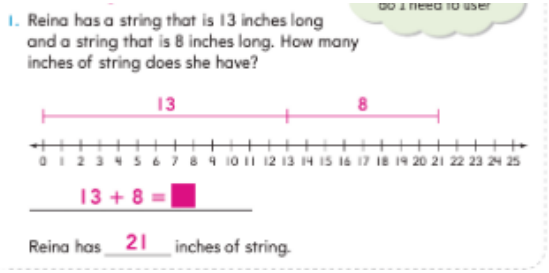
Money word problems

Ex. One apple costs 36 cents. Chris uses dimes and pennies to buy 2 apples. What coins could Chris use to buy the apples?

Preview:

Add lengths using a number line

Ex.



Resources:

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

Practice and Homework Pages (483 & 489)

Current:

Lesson 11.1 Find the Total Coin Value
Lesson 11.2 One Dollar
Lesson 11.3 Compute the Value of Dollar Combinations
Lesson 11.4 Solve Problems Involving Money
Chapter 11 Review (For pages 441-444) and Spiral Review Quiz Chapters 1-11

Week 25: February 5 - 9

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

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.4.1, MTR.7.1**

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.

Academic Vocabulary:

Inch
Ruler
Estimate
Foot (feet)

Review:

A.M. and P.M.
Ex.

Preview:

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?

Resources:

IXL - TIme, A.M. or P.M.

Practice and Homework Pages (495, 501, 507, 513)

Current:

Chapter 11 Summative Assessment
Lesson 12.1 Time to 15 Minutes
Lesson 12.2 Time to 5 Minutes
Lesson 12.3 Practice Telling Time
Lesson 12.4 A.M. and P.M.

Week 26: February 12 - 16

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

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.5.1, MTR.6.1, MTR.7.1**

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.

Academic Vocabulary:

Inch
Ruler
Estimate
Foot (feet)
Yardstick
Yard

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:

Choose the correct measuring tool

Ex.

. the distance around a globe

Tool: measuring tape

Distance: Check children's work.

Resources:

IXL - Measure using an inch ruler

IXL - Customary units of length: word problems

Practice and Homework Pages (519, 525, 531)

Current:

Chapter 12 Review (For pages 473-4760
Chapter 12 Summative Assessment
Lesson 13.1 &14.1 Measure with Inch Models & Measure with Centimeter Models
Lesson 13.3 & 14.2 Estimate Lengths in Inches and Centimeters
Lesson 13.4 & 14.3 Measure with an Inch Ruler and Centimeter Ruler

Week 27: February 19 - 23

Assessment: Spiral Review Quiz Chapters 1-12 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1**

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.

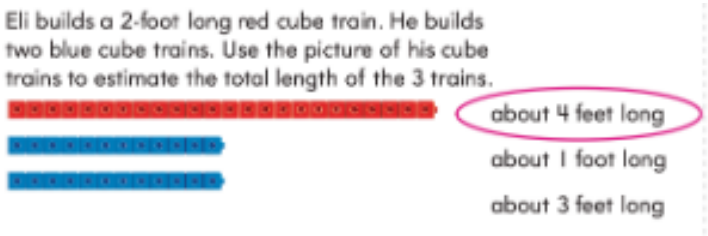
Academic Vocabulary:

Inch
Ruler
Estimate
Foot (feet)
Yardstick
Yard
Measuring tape
Centimeter

Review:

Estimate lengths in feet

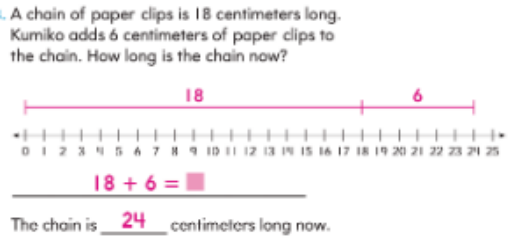
Ex.



Preview:

Add and subtract lengths in centimeters

Ex.



Resources:

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

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

Current:

Lesson 13.5 & 14.4 Add and Subtract Lengths in Inches and Centimeters
Lesson 13.6 Measure in Inches and Feet
Lesson 13.7 Estimate Lengths in Feet
Lesson 13.8 Estimate and Measure to the Nearest Yard

Week 28: February 26 - March 1

Assessment: Chapter 13 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1**

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.

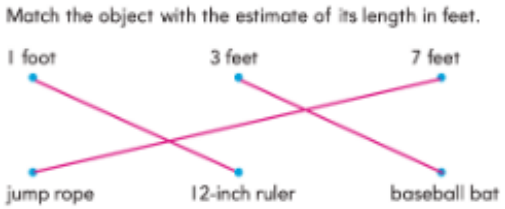
Academic Vocabulary:

Measure
Length
Compare
Centimeter
Meter
Estimate
Tool

Review:

Estimation with feet and inches

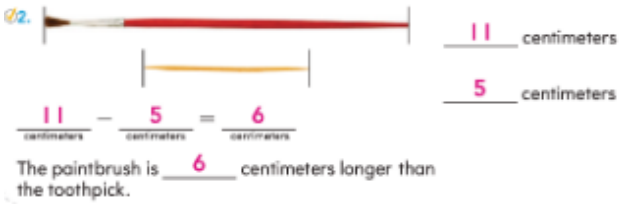
Ex.



Preview:

Measure and Compare Lengths

Ex.



Resources:

IXL - Measure using a centimeter ruler

Practice and Homework Pages (561, 567, 573, 579)

Current:

Lesson 13.9 Estimate Lengths to Solve Problems
Lesson 13.10 Choose a Tool
Chapter 13 Review (For pages 539-542)
Chapter 13 Summative Assessment
Lesson 14.5 Centimeters and Meters

Week 29: March 4 - 8

Assessment: Chapter 14 Summative Assessment **Graded Assessment**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1**

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.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.

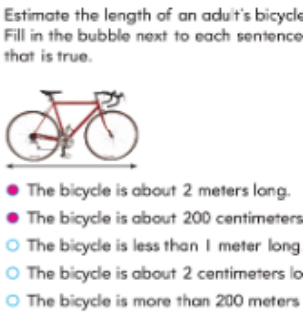
Academic Vocabulary:

Centimeter
Estimate
Meter
Side
Vertex
Vertices
Quadrilateral
Pentagon
Hexagon
Closed figure
Open figure

Review:

Estimate lengths in meters

Ex.



Preview:

Explore Perimeter (Reference Lesson 15.6)

Resources:

IXL - Metric units of length: word problems

Practice and Homework Pages (585 & 599)

Current:

Lesson 14.6 Estimate Lengths in Meters
Lesson 14.7 Measure and Compare Lengths
Chapter 14 Review (For pages 587-590)
Chapter 14 Test (Chapter 14 Summative Assessment)
Lesson 15.1 Two-Dimensional Figures

Week 30: March 11 - 15 (13th - end of grading period, 14th teacher planning day, 15th school holiday)

Assessment: No assessment

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **Florida's B.E.S.T. Standards for Mathematics** • **Mixed Review standards to be determined**	Side Vertex Vertices Quadrilateral Pentagon Hexagon Closed figure Open figure Octagon Polygon Symmetry Line of symmetry Perimeter

Review:	**Preview:**	**Resources:**
Measure and Compare Lengths (Reference Lesson 14.7)	**Find Perimeter** (Reference Lesson 15.7)	IXL: Which metric unit of length is appropriate? Practice and Homework Pages (605, 611, 617, 623, 629)

Current:

Math Review (3 Days)

March 18 - 22 Spring Break/No School

Week 31: March 25-29

Assessment: Spiral Review Quiz Chapters 1-14 **Graded**

Benchmarks Covered:

Mathematical Thinking & Reasoning Standards

- **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1**

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.2.2** Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.
- **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.

Academic Vocabulary:

Side
Vertex
Vertices
Quadrilateral
Pentagon
Hexagon
Closed figure
Open figure
Octagon
Polygon
Symmetry
Line of symmetry
Perimeter
Fourths
Halves
Thirds

Review:

Identify Symmetry (Reference Lesson 15.5)

Preview:

Equal Shares (Reference Lesson 16.4)

Resources:

IXL: Identify lines of symmetry

Practice and Homework Pages (635, 647, 653)

Current:

Lesson 15.2 More Two Dimensional Figures
Lesson 15.3 Draw Two Dimensional Figures
Lesson 15.4 Sort Two Dimensional Figures
Lesson 15.5 Identify Symmetry
Lesson 15.6 Explore Perimeter and Spiral Review Chapters 1-14

Week 32: April 1-5

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1** **Florida's B.E.S.T. Standards for Mathematics** • **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. • **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.	Fourths Halves Thirds Fourth of Half of Quarter of Third of Data Survey

Review:	**Preview:**	**Resources:**
Find Perimeter (Reference Lesson 15.7)	**Pictographs**	IXL - Perimeter Practice and Homework Pages (659, 665, 677)

Current:

Lesson 15.7 Find Perimeter
Chapter 15 Review (For pages 637-640)
Chapter 15 Summative Assessment
Lesson 16.1 Equal Parts
Lesson 16.2 Show Equal Parts of a Whole

Week 33: April 8 - 12

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **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.	Data Survey Pictograph Key Data Bar Graph

Review:	**Preview:**	**Resources:**
Describe Equal Parts (Reference Lesson 16.3)	**Rounding to the nearest tens**	IXL - Identify equal parts Practice and Homework Pages (683, 689, 695, 701)

Current:

Lesson 16.3 Describe Equal Parts
Lesson 16.4 Equal Shares
Chapter 16 Review (For pages 667-670)
Chapter 16 Summative Assessment
Lesson 17.1 Collect and Represent Data

Week 34: April 15 - 19

Assessment: Spiral Review Quiz Chapters 1-17 **Graded**

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **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.	Data Survey Pictograph Key Data Bar Graph

Review:	**Preview:**	**Resources:**
Pictographs	**Rounding to the nearest hundreds**	IXL - Interpret pictographs I

Current:

Lesson 17.2 Read Pictographs
Lesson 17.3 Make Pictographs
Lesson 17.4 Read Bar Graphs
Lesson 17.5 Make Bar Graphs
Lesson 17.6 Graph Scales and Spiral Review Quiz Chapters 1-17

Week 35: April 22-26 (24th half day)

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

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **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.	Round Place Value Ones Tens Hundreds Thousands

Review:	**Preview:**	**Resources:**
Bar Graphs	**Rounding with addition/subtraction**	IXL - Interpret bar graphs II

Current:

Chapter 17 Review (For pages 709-712)
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 36: April 29 - May 3

Assessment: Spiral Review Quiz Chapters 1-17 **Graded**

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **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.	Expanded Form Standard Form Word Form Round

Review:	**Preview:**	**Resources:**
Rounding to the nearest hundred	**Comparing numbers to the thousands**	IXL - Rounding: nearest ten or hundred

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 37: May 6 - 10

Assessment: No assessment

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1, MTR.7.1** **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.	Compare Factors Multiply Product

Review:	**Preview:**	**Resources:**
Rounding with addition/subtraction	**Division**	IXL - Place value models up to thousands

Current:

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

Week 38: May 13 - 17

Assessment: Spiral Review Quiz Chapters 1-17 **Graded**

Benchmarks Covered:	**Academic Vocabulary:**
Mathematical Thinking & Reasoning Standards • **MTR.4.1, MTR.5.1, MTR.6.1** **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

Review:	**Preview:**	**Resources:**
Comparing numbers to the thousands		IXL - Multiplication tables for 2, 3, 4, 5, and 10

Current:

Getting Ready for 3rd Grade - Multiplication (Day 4 of 4)
Getting Ready for 3rd Grade - Division (4 days)
Spiral Review Quiz Chapters 1-17

Week 39: May 20 - 24 Last Day of School

Benchmarks Covered:	Academic Vocabulary:
Mathematical Thinking & Reasoning Standards • **MTR.4.1, MTR.5.1, MTR.6.1** **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.3.3** Identify, create and extend numerical patterns.	Division Dividend

Review:	Preview:	Resources:
Comparing numbers to the thousands		IXL - Multiplication tables for 2, 3, 4, 5, and 10

Current:

Getting Ready for 3rd Grade - Word problems with multiplication and division (4 days)