Week 1: August 10 - 12		
Assessment: Beginning of the Year Progress Monitoring		
Benchmarks Covered:		**Academic Vocabulary:**
Routines and Procedures STAR TESTING		
Review:	**Preview:**	**Resources:**
		Introduce Computer Programs and Expectations
Current:		
Rituals and Routines		

Week 2: August 15 - 19

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.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. ● **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.	Digits Tens Ones

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)

Week 3: August 22 - 26

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.1.2** 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 (Day 1 of 2 Days) **Lesson 1.1** Group Tens as Hundreds (Day 2 of 2 Days) **Lesson 1.2** Explore 3-Digit Numbers (Day 1 of 2 Days) **Lesson 1.2** Explore 3-Digit Numbers (Day 2 of 2 Days) **Lesson 1.3** Model 3-Digit Numbers		

Week 4: August 29 - September 2	
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.	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:

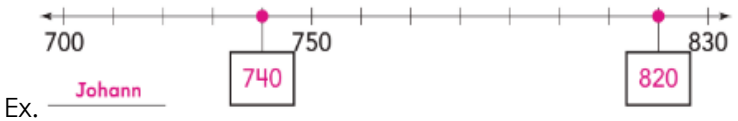
Lesson 1.4 Hundreds, Tens, and Ones
Lesson 1.5 Place Value to 1,000
Lesson 1.6 Word Form for Numbers
Lesson 1.7 Different Forms of Numbers
Lesson 1.8 Different Ways to Show Numbers

Week 5: September 5 - 9 (Mon.-No School)

Assessment: Chapter 1 Review (pages 55-58)

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.2.2** Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.	Hundred Thousands Tens Ones Place value Digit

• **MA.2.NSO.1.3** Plot, order, and compare whole numbers up to 1,000.	Compare Less than Greater than Equal to Symbol

Review:	**Preview:**	**Resources:**
<u>Different ways to show a 3-digit number</u> *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*	**<u>Compare 2 3-digit numbers using a number line</u>** Johann drove 820 miles. Matthias drove 740 miles. Who drove more miles?  Ex. _____	IXL - Place value - up to hundreds Practice and Homework Pages (65 & 71)

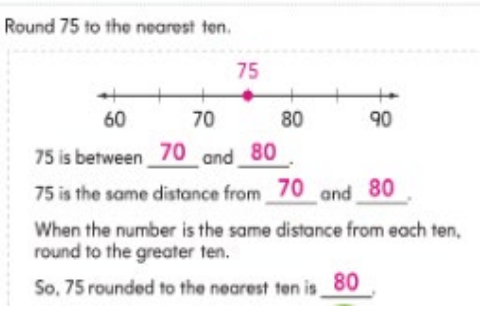
Current:

Chapter 1 Review (for Pages 55 - 58)
Chapter 1 Summative Assessment (Teacher will use as a model to introduce new testing format)
Lesson 2.1 Count On and Count Back by 10 and 100
Lesson 2.2 Compare Numbers (Day 1 of 2 Day Teach)

Week 6: September 12 – 16 (Wed.-Half day/teacher planning)

Assessment: No Assessment

Benchmarks Covered:	**Academic Vocabulary:**
<u>Mathematical Thinking & Reasoning Standards:</u> MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **<u>Florida's B.E.S.T. Standards for Mathematics</u>** • **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.	Plot Order Compare Less than Greater than Equal to Symbol

		10 more 10 less 100 more 100 less
Review:	**Preview:**	**Resources:**
<u>Bundle numbers into ten word problem</u> 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?	**<u>Rounding numbers to the nearest 10 on a number line</u>** Ex.  	IXL - Comparing numbers up to 100 Practice and Homework Pages (71, 77, 83, 89)
Current:		
Lesson 2.2 Compare Numbers (Day 2 of 2 Day Teach) **Lesson 2.3** Use a Number Line to Compare Numbers **Lesson 2.4** Use Symbols to Compare Numbers **Lesson 2.5** Order Numbers (Day 1 of 2 Day Teach)		

Week 7: September 19 - 23

Assessment: Chapter 2 Review Test (pages 97 - 100) **Graded Assessment**

Benchmarks Covered:	**Academic Vocabulary:**
<u>Mathematical Thinking & Reasoning Standards:</u> MTR.1.1, MTR.2.1, MTR.3.1, MTR.4.1, MTR.5.1, MTR.6.1 **<u>Florida's B.E.S.T. Standards for Mathematics</u>** • **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.	Plot Order Compare Less than Greater than Equal to Symbol Round

		Add Double Facts
Review:	**Preview:**	**Resources:**
Compare 2 2-digit numbers Ex. What is true? 365 < 327 365 = 327 365 > 327	**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 ___ = 9 + 16 ___ = 16 - 9 16 - 9 = ___ Part B: How many pokemon cards are in the bag now?	IXL - Comparing numbers up to 1000 Practice and Homework Pages (95 & 107)
Current:		
Lesson 2.5 Order Numbers (Day 2 of 2 Day Teach) **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 8: September 26 - 30

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.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	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 3.2 Practice Addition Facts
Lesson 3.4 Relate Addition and Subtraction
Lesson 3.5 Practice Subtraction Facts
Lesson 3.7 Use Equations to Represent Problems (Day 1 of 2 Days)
Lesson 3.7 Use Equations to Represent Problems (Day 2 of 2 Days)

Week 9: October 3 - 7

Assessment: Chapter 3 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 2-digit Addition with Regrouping** *Ex. 65 + 17*	IXL - Addition word problems - sums to 20 Practice and Homework Pages (155, 161, 167)

Current:

Chapter 3 Review (Review for summative assessment)
Chapter 3 Test (summative)
Lesson 4.1 Even and Odd Numbers
Lesson 4.2 Represent Even Numbers
Lesson 4.3 Equal Groups

Week 10: October 10 - 14

Assessment: Chapter 4 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.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.
- **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:	Preview:	Resources:

Equal Groups

Ex.

5 groups of 3

3 + 3 + 3 + 3 + 3 = 15

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

IXL Equal Groups

Practice and Homework Pages (173, 187, 205)

Current:

Lesson 4.4 Repeated Addition
Chapter 4 Review (for summative assessment)
Chapter 4 Test (Chapter 4 Summative)
Lesson 5.1 Break Apart Ones to Add
Lesson 5.4 Model Regrouping for Addition (Day 1 of 2 Days)

Week 11: October 18 - 21 (Mon.-Teacher Planning Day)

Assessment: Chapter 5 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.

Academic Vocabulary:

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:		
Lesson 5.4 Model Regrouping for Addition (Day 2 of 2 Days) **Lesson 5.5** Model and Record 2-Digit Addition **Chapter 5 Review (**for summative assessment) **Chapter 5 Test** (Chapter 5 summative assessment)		

Week 12: October 24 - 28		
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** • **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 Place Value Regroup Addition
Review:	**Preview:**	**Resources:**

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*	**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 6.1 2-Digit Addition **Lesson 6.2** Practice 2-Digit Addition **Lesson 6.3** Rewrite 2-Digit Addition **Lesson 6.4** Addition (Day 1 of 2 Days) **Lesson 6.4** Addition (Day 2 of 2 Days)		

Week 13: October 31 - November 4		
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** • **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 of 57 and 19?*	IXL - Addition with regrouping Practice and Homework Pages (247, 253, 259)
Current:		

Lesson 6.5 Write Equations to Represent Addition (Day 1 of 2 Days)
Lesson 6.5 Write Equations to Represent Addition (Day 2 of 2 Days)
Lesson 6.6 Find Sums for 3 Addends
Lesson 6.7 Find Sums for 4 Addends (Day 1 of 2 Days)
Lesson 6.7 Find Sums for 4 Addends (Day 2 of 2 Days)

Week 14: November 7 - 11 (Fri.-No School)

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.	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)

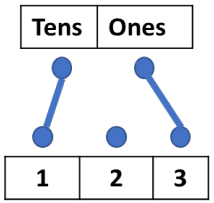
Current:

Chapter 6 Review (for summative assessment)
Chapter 6 Test (Chapter 6 summative assessment)
Lesson 7.3 Model Regrouping for Subtraction
Lesson 7.4 Model and Record 2-Digit Subtraction (Day 1 of 2 Days)

Week 15: November 14 - 18

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.	Regroup Difference

Review:	**Preview:**	**Resources:**
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?	**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.*  	IXL - Subtraction without regrouping Practice and Homework Pages (289, 301, 307)

Current:

Lesson 7.4 Model and Record 2-Digit Subtraction (Day 2 of 2 Days)
Chapter 7 Review (for summative assessment)
Chapter 7 Test (Chapter 7 Summative Assessment)
Lesson 8.1 2-Digit Subtraction
Lesson 8.2 Practice 2-Digit Subtraction

Week 16: November 28 - December 2

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

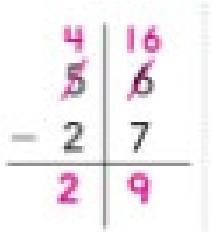
- **MA.2.NSO.2.3** Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.
- **MA.2.AR.2.2** Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.

Academic Vocabulary:

Regroup
Difference

Review:

Subtraction with regrouping



Preview:

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 not make the same number of toys.
no
2

Resources:

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

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

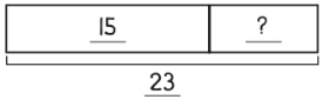
Current:

Lesson 8.3 Rewrite 2-Digit Subtraction
Lesson 8.4 Add to Find Differences
Lesson 8.5 Subtraction (Day 1 of 2 Days)
Lesson 8.5 Subtraction (Day 2 of 2 Days)
Lesson 8.6 Write Equations to Represent Subtraction

Week 17: December 5 - 9

Assessment: Chapter 8 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.AR.1.1** Solve one- and two-step addition and subtraction real world problems. • **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.2.1** Determine and explain whether equations involving addition and subtraction are true or false.	Regroup Difference Number Line

Review:	**Preview:**	**Resources:**
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	**Balanced Equations** *Ex. Write the number to complete the equation* *45 + ___ = 8 + 54* 45 + 17 = 8 + 54	IXL - Subtract two-digit numbers - with regrouping Practice and Homework Pages (343 and 355)

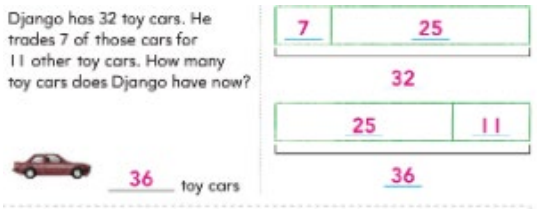
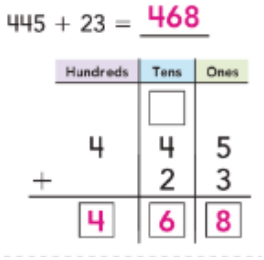
Current:

Chapter 8 Review (for summative assessment)
Chapter 8 Test (Chapter 8 Summative Assessment)
Lesson 9.1 Models for 2-Step Problems (Day 1 of 2 Days)
Lesson 9.1 Models for 2-Step Problems (Day 2 of 2 Days)
Lesson 9.3 Balance Number Sentences

Week 18: December 12 - 16

Assessment: Chapter 9 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.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. • **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.	Equal Not Equal Addends Regroup

Review:	Preview:	Resources:
2 Step Word Problems *Ex.* 	**3-digit addition - regrouping the ones place** Ex. 	IXL - Subtraction word problems up to 2 digits Practice and Homework Pages (361, 373, 379)

Current:
Lesson 9.4 Equal and Not Equal **Chapter 9 Review** (for summative assessment) **Chapter 9 Test** (Chapter 9 Summative Assessment) **Lesson 10.1** Draw to Represent 3-Digit Addition **Lesson 10.2** Break Apart 3-Digit Addends

Week 19: December 19 - 23

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

- **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.

Addend
Regroup

Review:	**Preview:**	**Resources:**
Equal and not equal equations *Ex.* 35 − 16 ≠ 29 − 13	**3-digit subtraction with regrouping** *Ex.* 814 − 263 = 551 Hundreds: 7, 8, 5 — Tens: 11, 1, 5 — Ones: 4, 3, 1 − 2 6 3	IXL - Subtract multiples of 100 Practice and Homework Pages (385 & 391)

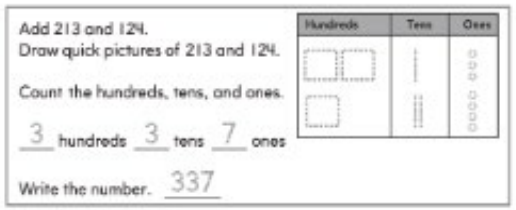
Current:

Lesson 10.3 3-Digit Addition: Regroup Ones
Lesson 10.4 3-Digit Addition: Regroup Tens

Week 20: January 9 - 13 (Mon.-Teacher Planning Day)

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** • **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.	Regroup Addend Sum Difference

Review:	Preview:	Resources:
Addition with regrouping with base ten blocks  	**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)

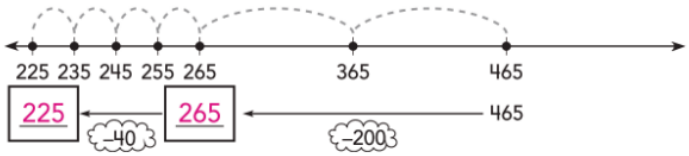
Current:
Lesson 10.5 3-Digit Subtraction (Day 1 of 2 Days) **Lesson 10.5** 3-Digit Subtraction (Day 2 of 2 Days) **Lesson 10.6** 3-Digit Subtraction: Regroup Tens **Lesson 10.7** 3-Digit Subtraction: Regroup Hundreds

Week 21: January 17 - 20 (Mon. NO School)

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

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

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.	Difference Decimal Quarter Dollar Dollar Sign Penny Dime Nickel

Review:	Preview:	Resources:
subtraction with regrouping on a number line *Ex.* Use the number line to subtract 240 from 465. Write the difference. 465 − 240 = 225  	**Total amount of different combination of coins** *Ex.*  	IXL - 3 digit addition with regrouping Practice and Homework Pages (421 & 427)

Current:

Chapter 10 Review (for summative assessment)
Chapter 10 Test (Chapter 10 Summative Assessment)
Lesson 11.1 Find the Total Coin Value
Lesson 11.2 One Dollar

Week 22: January 23 - 27

Assessment: Chapter 11 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.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

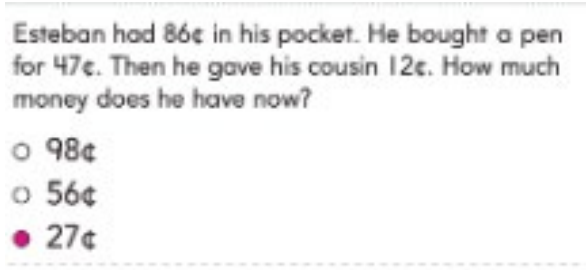
Review:	Preview:	Resources:
3 digit addition with regrouping word problem *Ex.* . At the city park theater, 152 people watched the morning play. Another 167 watched the afternoon play. How many people watched the two plays? 319 people Fill in the bubble next to each true sentence about how to solve the 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.	**Practice telling time to the 5 minutes** *Ex.*  	IXL - Names and values of common coins Practice and Homework Pages (433 & 439)
Current:		
Lesson 11.3 Compute the Value of Dollar Combinations **Lesson 11.4** Solve Problems Involving Money (Day 1 of 2 Days) **Lesson 11.4** Solve Problems Involving Money (Day 2 of 2 Days) **Chapter 11 Review** (for summative assessment) **Chapter 11 Test** (Chapter 11 Summative Assessment)		

Week 23: January 30 - February 3

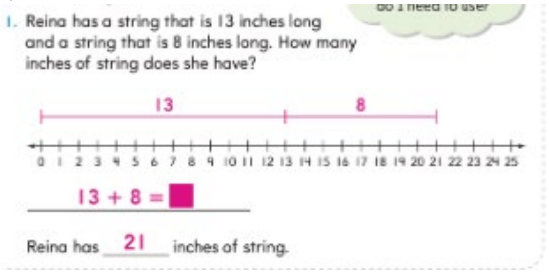
Assessment: No assessment

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** • **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 the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.	Minute Hour Quarter after Noon, Midnight A.M. P.M.

Review:	Preview:	Resources:

Money Word Problems *Ex.*  	**Measure with an inch ruler** *Ex. (draw a line to show 4 inches)*	IXL - Count money - up to $1 Practice and Homework Pages (453, 459, 465, & 471)
Current:		
Lesson 12.1 Time to 15 Minutes (Day 1 of 2 Days) **Lesson 12.1** Time to 15 Minutes (Day 2 of 2 Days) **Lesson 12.2** Time to 5 Minutes **Lesson 12.3** Practice Telling Time **Lesson 12.4** A.M. and P.M. (Day 1 of 2 Days)		

Week 24: February 6 - 10		
Assessment: Chapter 12 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.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 the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til. • **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.		Minute Hour Quarter after Quarter till Half past Noon, Midnight A.M. P.M. Inch Ruler Estimate
Review:	**Preview:**	**Resources:**

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?*	**Add lengths using a number line** *Ex.*  	IXL - Time words: o'clock, half, quarter Practice and Homework Pages (483 & 489)
Current:		
Lesson 12.4 A.M. and P.M. (Day 2 of 2 Days) **Chapter 12 Review** (for summative assessment) **Chapter 12 Test** (Chapter 12 Summative Assessment) **Lesson 13.1** Measure with Inch Models **Lesson 13.2** Make and Use a Ruler		

Week 25: February 13 - 17

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** • **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 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 13.3 Estimate Lengths in Inches **Lesson 13.4** Measure with an Inch Ruler **Lesson 13.5** Add and Subtract Lengths in Inches (Day 1 of 2 Days) **Lesson 13.5** Add and Subtract Lengths in Inches (Day 2 of 2 Days) **Lesson 13.6** Measure in Inches and Feet		

Week 26: February 20 - 24 (Mon. No School)		
Assessment: No assessment		
Benchmarks Covered:		**Academic Vocabulary:**
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.1.3** Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.		Inch Ruler Estimate Foot (feet) Yardstick Yard
Review:	**Preview:**	**Resources:**
Add and subtract lengths in inches *Ex.*	**Choose the correct measuring tool** *Ex.*	IXL - Measure using an inch ruler IXL - Customary units of length: word problems

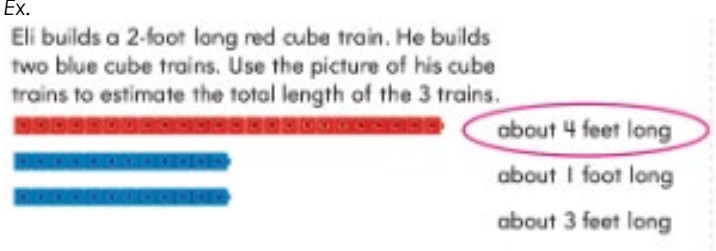
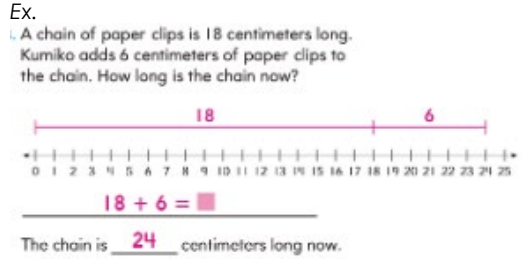
2. Eli has a cube train that is 24 inches long. He removes 9 inches of cubes from the train. How long is Eli's cube train now?  	the distance around a globe  Tool: measuring tape Distance: Check children's work.	Practice and Homework Pages (519, 525, 531)
Current:		
Lesson 13.7 Estimate Lengths in Feet **Lesson 13.8** Estimate and Measure to the Nearest Yard **Lesson 13.9** Estimate Lengths to Solve Problems (Day 1 of 2 Days) **Lesson 13.9** Estimate Lengths to Solve Problems (Day 2 of 2 Days)		

Week 27: February 27 - March 3

Assessment: Chapter 13 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.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.	Inch Ruler Estimate Foot (feet) Yardstick Yard Measuring tape Centimeter

Review:	**Preview:**	**Resources:**

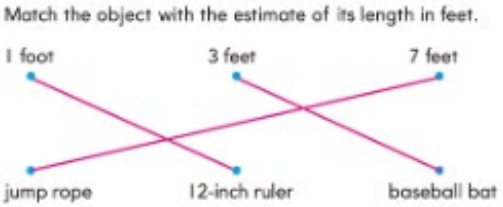
Estimate lengths in feet *Ex.* 	**Add and subtract lengths in centimeters** *Ex.* 	IXL - Which customary unit of length is appropriate: inches, feet, or yards? Practice and Homework Pages (537, 549, & 555)
Current:		
Lesson 13.10 Choose a Tool **Chapter 13 Review** (for summative assessment) **Chapter 13 Test** (Chapter 13 Summative Assessment **Lesson 14.1** Measure with a Centimeter Model **Lesson 14.2** Estimate Lengths in Centimeters		

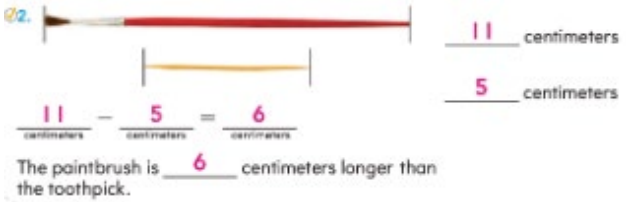
Week 28: March 6 - 10

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.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.	Measure Length Compare Centimeter Meter Estimate Tool

Review:	**Preview:**	**Resources:**
Estimation with feet and inches *Ex.*	**Measure and Compare Lengths** *Ex.*	IXL - Measure using a centimeter ruler





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

Current:

Lesson 14.3 Measure with a Centimeter Ruler
Lesson 14.4 Add and Subtract Lengths in Centimeters (Day 1 of 2 Days)
Lesson 14.4 Add and Subtract Lengths in Centimeters (Day 2 of 2 Days)
Lesson 14.5 Centimeters and Meters
Lesson 14.6 Estimate Lengths in Meters

Week 29: March 13 - 17 (No School Friday)

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.1.2** 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:

Preview:

Resources:

Estimate lengths in meters *Ex.* Estimate the length of an adult's bicycle Fill in the bubble next to each sentence that is true.  ● The bicycle is about 2 meters long. ● The bicycle is about 200 centimeters ○ The bicycle is less than 1 meter long ○ The bicycle is about 2 centimeters lo ○ The bicycle is more than 200 meters	**Explore Perimeter** (Reference Lesson 15.6)	IXL - Metric units of length: word problems Practice and Homework Pages (585 & 599)
Current:		
Lesson 14.7 Measure and Compare Lengths **Chapter 14 Review** (for summative assessment) **Chapter 14 Test** (Chapter 14 Summative Assessment) **Lesson 15.1** Two-Dimensional Figures		

March 20 - 24 SPRING BREAK

Week 30: March 27 - 31

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.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. • **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.	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:

Lesson 15.2 More TwoDimensional Figures
Lesson 15.3 Draw TwoDimensional Figures
Lesson 15.4 Sort TwoDimensional Figures
Lesson 15.5 Identify Symmetry
Lesson 15.6 Explore Perimeter

Week 31: April 3 - 7

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, MTR.7.1** **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.	Side Vertex Vertices Quadrilateral Pentagon Hexagon Closed figure Open figure Octagon Polygon Symmetry Line of symmetry Perimeter Fourths Halves Thirds

Review:	Preview:	Resources:

Identify Symmetry (Reference Lesson 15.5)	**Equal Shares** (Reference Lesson 16.4)	IXL: Identify lines of symmetry Practice and Homework Pages (635, 647, 653)
Current:		
Lesson 15.7 Find Perimeter **Chapter 15 Review** (for summative assessment) **Chapter 15 Test** (Chapter 15 Summative Assessment) **Lesson 16.1** Equal Parts **Lesson 16.2** Show Equal Parts of a Whole		

Week 32: April 10 - 14

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** **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.	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 16.3 Describe Equal Parts
Lesson 16.4 Equal Shares
Chapter 16 Review (for summative assessment)
Chapter 16 Test (Chapter 16 Summative Assessment)
Lesson 17.1 Collect and Represent Data

Week 33: April 17 - 21

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

Week 34: April 24 - 28

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.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:

Chapter 17 Review (for summative assessment)
Chapter 17 Test (Chapter 17 Summative Assessment)

Week 35: May 1 - 5

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.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.	Round Place Value Ones Tens Hundreds Thousands

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

Current:

Getting Ready for 3rd Grade - Review rounding to the nearest ten (2 days)
Getting Ready for 3rd Grade - Introduction to rounding to the nearest hundred (3 days)

Week 36: May 8 - 12

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.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.	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 - Rounding with addition
Getting Ready for 3rd Grade - Rounding with subtraction
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 37: May 15 - 19		
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.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		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 - Comparing numbers to the thousands **Getting Ready for 3rd Grade - Multiplication (4 days)**		

Week 38: May 22 - 26

Assessment: No assessment

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.2.3** Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position. • **MA.3.NSO.2.4** Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability. • **MA.3.NSO.2.2** Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.	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 - Division