








# Elementary - 2nd Grade Math

## North Boone CUSD 200

UNITS (7/7 SELECTED)

SUGGESTED DURATION

 Unit 1: Numbers to 20 and Data	<i>17 lessons</i>
 Unit 2: Place Value	<i>15 lessons</i>
 Unit 3: Money and Time	<i>11 lessons</i>
 Unit 4: Two-Digit Addition and Subtraction	<i>28 lessons</i>
 Unit 5: Three-Digit Addition and Subtraction	<i>10 lessons</i>
 Unit 6: Measurement: Length	<i>17 lessons</i>
 Unit 7: Geometry and Fractions	<i>9 lessons</i>

# Unit 1: Numbers to 20 and Data

Elementary - 2nd Grade Math - Last Updated on July 16, 2021

## STANDARDS

<b>National Common Core State Standards - Grade 2 - Mathematics</b>
CCSS.Math.Content.2.OA.B.2
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
CCSS.Math.Content.2.OA.C.3
Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
CCSS.Math.Content.2.MD.D.10
Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
CCSS.Math.Content.2.OA.C.4
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
CCSS.Math.Content.2.OA.B
Add and subtract within 20.
CCSS.Math.Content.2.OA.C
Work with equal groups of objects to gain foundations for multiplication.
CCSS.Math.Content.2.MD.D
Represent and interpret data.

## PRIORITY STANDARDS

CCSS.Math.Content.2.OA.B.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

CCSS.Math.Content.2.OA.C.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

CCSS.Math.Content.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

# Unit 1: Numbers to 20 and Data

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can use doubles facts to find sums for other facts.
- I can add in any order, add zero, and use strategies to find sums.
- I can write and solve related addition and subtraction facts.
- I can use related addition facts or count back to find differences.
- I can make a ten to find sums.
- I can use a number line and tens facts to find differences.
- I can find the sum of three numbers.
- I can decide if a group of objects has an even or an odd number of objects by making pairs or counting by twos.
- I can write an equation to model an even number as the sum of two equal addends.
- I can use tools or drawings to show equal groups of objects and find how many objects in all.
- I can write an addition equation to find the total number of objects in equal groups.
- I can write an addition equation to find the total number of objects in equal groups shown in other ways.
- I can collect data, record the data in a tally chart, and use the tally chart to solve problems.
- I can read a picture graph and use it to solve problems.
- I can draw a picture graph to show data, and then use the graph to solve problems.
- I can read a bar graph and use it to solve problems.
- I can draw a bar graph to show data, and then use the graph to solve problems.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

#### Trimester 1

- Module 1: Fluency for Addition and Subtraction within 20
  - 1:1 Use Doubles Facts to Add
  - 1:2 Develop Fluency w/ Addition Using Strategies & Properties
  - 1:3 Relate Addition and Subtraction
  - 1:4 Develop Fluency w/ Subtraction Using Mental Strategies
  - 1:5 Use the Make a Ten Strategy to Add
  - 1:6 Use a Tens Fact to Subtract
  - 1:7 Add 3 Numbers Using Strategies and Properties
- Module 2: Equal Groups
  - 2:1 Identify Even and Odd Numbers
  - 2.2 Write Equations to Represent Even Numbers
  - 2.3 Represent Equal Groups

# Unit 1: Numbers to 20 and Data

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- 2.4 Add to Find the Total Number of Objects in Arrays
- 2.5 Practice w/ Arrays
- Module 3: Data
  - 3.1 Collect and Record Data
  - 3.2 Interpret Picture Graphs
  - 3.3 Draw Picture Graphs to Represent Data
  - 3.4 Interpret Bar Graphs
  - 3.5 Draw Bar Graphs to Represent Data

## Unit 2: Place Value

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### STANDARDS

#### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.NBT.A.3

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

CCSS.Math.Content.2.NBT.A.1a

100 can be thought of as a bundle of ten tens — called a "hundred."

CCSS.Math.Content.2.NBT.A.1b

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

CCSS.Math.Content.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

CCSS.Math.Content.2.NBT.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.Math.Content.2.NBT.B.8

Mentally add 10 or 100 to a given number 100—900, and mentally subtract 10 or 100 from a given number 100—900.

CCSS.Math.Content.2.NBT.A

Understand place value.

CCSS.Math.Content.2.NBT.B

Use place value understanding and properties of operations to add and subtract.

## Unit 2: Place Value

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### PRIORITY STANDARDS

CCSS.Math.Content.2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

## Unit 2: Place Value

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### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- I can group tens as hundreds and write a number as tens and hundreds.
- I can write a three-digit number in different ways.
- I can use drawings and concrete models to show three-digit numbers.
- I can write the three-digit number that is shown by a concrete model.
- I can describe the values of digits in numbers to 1,000.
- I can describe a three-digit number as hundreds, tens, and ones.
- I can write the number name for a three-digit number.
- I can write a three-digit number from a number name in different ways.
- I can show the value of a three-digit number in different ways.
- I can find a three-digit number and draw or write it in different ways.
- I can count within 1,000 by ones, fives, tens, and hundreds.
- I can add and subtract 10 or 100 from a three-digit number.
- I can complete a pattern that counts by tens or hundreds.
- I can use concrete and visual models to compare two 3-digit numbers.
- I can compare two 3-digit numbers using  $>$ ,  $<$ , and  $=$ .

#### Unit Resources:

- HMH Into Math 2020 - Grade 2

#### Summary of Learning Activities:

##### Trimester 1

- Module 4: Understand Place Value
  - 4.1 Group Tens as Hundreds
  - 4.2 Understand Three-Digit Numbers
  - 4.3 Represent Three-Digit Numbers
  - 4.4 Represent Numbers with Hundreds, Tens, and Ones
  - 4.5 Place Value to 1,000
- Module 5: Read, Write, and Show Numbers to 1,000
  - 5.1 Use Expanded Form
  - 5.2 Use Number Names
  - 5.3 Different Ways Write Numbers
  - 5.4 Different Ways to Show Numbers
  - 5.5 Read, Write, and Show Numbers
- Module 6: Use Place Value
  - 6.1 Count w/in 1,000
  - 6.2 Add and Subtract 10 or 100

## Unit 2: Place Value

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- 6.3 Identify and Extend Number Patterns
- 6.4 Compare Three-Digit Numbers
- 6.5 Use Symbols to Compare Numbers



## Unit 3: Money and Time

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### STANDARDS

#### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

CCSS.Math.Content.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

CCSS.Math.Content.2.MD.C

Work with time and money.

### PRIORITY STANDARDS

CCSS.Math.Content.2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

CCSS.Math.Content.2.MD.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

# Unit 3: Money and Time

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can show and write money amounts using tens and ones.
- I can identify and find the total value of a group of coins.
- I can order coins to find the total value of a group of coins.
- I can use different coins to show the same money amount in different ways.
- I can solve word problems that relate a combination of coins to one dollar.
- I can find the total value of a combination of dollar bills.
- I can solve word problems involving coins and bills.
- I can draw hands on a clock and write time on a clock to the nearest 5 minutes.
- I can use different ways to write and say the time shown on a clock.
- I can tell and write time to the nearest 5 minutes in three different ways.
- I can tell and write time to the nearest five minutes using a.m. and p.m.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

#### Trimester 1

- Module 7: Coins
  - 7.1 Relate Place Value to Coins
  - 7.2 Identify and Find the Value of Coins
  - 7.3 Compute the Value of Coin Combinations
  - 7.4 Show Amounts in Different Ways
- Module 8: Dollar Amounts
  - 8.1 Relate the Value of Coins to One Dollar
  - 8.2 Compute the Value of Dollar Combinations
  - 8.3 Solve Problems Involving Money

#### Trimester 2

- Module 9: Time
  - 9.1 Tell and Write Time to 5 Minutes
  - 9.2 Different Ways to Tell and Write Time
  - 9.3 Practice Telling and Writing Time
  - 9.4 A.M. and P.M.

## Unit 4: Two-Digit Addition and Subtraction

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### STANDARDS

#### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

CCSS.Math.Content.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.Math.Content.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

CCSS.Math.Content.2.OA.A

Represent and solve problems involving addition and subtraction.

CCSS.Math.Content.2.NBT.B

Use place value understanding and properties of operations to add and subtract.

## Unit 4: Two-Digit Addition and Subtraction

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### PRIORITY STANDARDS

CCSS.Math.Content.2.OA.A.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

# Unit 4: Two-Digit Addition and Subtraction

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can add or subtract by counting on or counting back on a hundred chart.
- I can add or subtract by counting on or counting back on a number line.
- I can rewrite addition problems and find the sum.
- I can break apart an addend to make a new group of ten to solve addition equations.
- I can break apart ones to make a tens number when I subtract.
- I can draw a model and write an equation to show how I break apart an addend to make the next tens number.
- I can solve an addition problem by breaking apart the addends into tens and ones.
- I can solve a subtraction problem by breaking apart a number into tens and ones.
- I can represent addition of two-digit numbers with and without regrouping.
- I can represent subtraction of two-digit numbers with and without regrouping.
- I can represent and record two-digit addition with and without regrouping.
- I can represent and record two-digit subtraction with and without regrouping.
- I can record the steps when adding two-digit numbers.
- I can record the steps when subtracting two-digit numbers.
- I can rewrite addition problems and find the sum.
- I can rewrite subtraction problems and find the difference.
- I can use addition to find the difference between numbers on a number line.
- I can find sums for 3 two-digit numbers by using addition strategies and properties.
- I can find sums for 4 two-digit numbers by using addition strategies and properties.
- I can represent addition and subtraction word problems with bar models and equations.
- I can use equations to represent and solve addition and subtraction word problems.
- I can use bar models and equations to represent and solve two-digit addition word problems.
- I can use bar models and equations to represent and solve two-digit subtraction word problems.
- I can write an equation and use it to solve addition word problems.
- I can write an equation and use it to solve subtraction word problems.
- I can solve multistep addition and subtraction word problems.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

Trimester 2

- Module 10: Addition and Subtracting Counting Strategies
  - 10.1 Use a Hundred Chart
  - 10.2 Use a Number Line

## Unit 4: Two-Digit Addition and Subtraction

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- 10.3 Use Counting Strategies
- Module 11: Addition and Subtraction Grouping Strategies
  - 11.1 Decompose Ones to Add
  - 11.2 Decompose Ones to Subtract
  - 11.3 Use Compensation to Add
  - 11.4 Decompose Addends as Tens and Ones
  - 11.5 Decompose Numbers to Subtract
- Module 12: Represent and Record Addition and Subtraction
  - 12.1 Represent Regrouping for Addition
  - 12.2 Represent Regrouping for Subtraction
  - 12.3 Represent and Record Two-Digit Addition
  - 12.4 Represent and Record Two-Digit Subtraction
  - 12.5 Add Two-Digit Numbers
  - 12.6 Subtract Two-Digit Numbers
- Module 13: Develop Addition and Subtraction Fluency
  - 13.1 Develop Fluency w/ Two-Digit Addition
  - 13.2 Develop Fluency with Two-Digit Subtraction
  - 13.3 Rewrite Addition Problems
  - 13.4 Rewrite Subtraction Problems
  - 13.5 Use Addition and a Number Line to Subtract
  - 13.6 Add 3 Two-Digit Numbers Using Strategies and Properties
  - 13.7 Add 4 Two-Digit Numbers Using Strategies and Properties
- Module 14: Algebra
  - 14.1 Use Drawing to Represent Addition and Subtraction Situations
  - 14.2 Use Equations to Represent Addition and Subtraction Situations
  - 14.3 Use Drawing and Equations to Represent Two-Digit Addition
  - 14.4 Use Drawing and Equation to Represent Two-Digit Subtraction

### Trimester 3

- Module 15: Addition and Subtraction Word Problems
  - 15.1 Solve Addition Word Problems
  - 15.2 Solve Subtraction Word Problems
  - 15.3 Solve Multistep Addition and Subtraction Problems

## Unit 5: Three-Digit Addition and Subtraction

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### STANDARDS

#### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

CCSS.Math.Content.2.NBT.B

Use place value understanding and properties of operations to add and subtract.

### PRIORITY STANDARDS

CCSS.Math.Content.2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.NBT.B.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

# Unit 5: Three-Digit Addition and Subtraction

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can draw quick pictures to add three-digit numbers.
- I can break apart addends to add hundreds, tens, and ones.
- I can represent and solve three-digit addition problems with regrouping.
- I can regroup ones and tens to find sums of three-digit numbers.
- I can subtract a three-digit number without regrouping using a concrete model or a visual model.
- I can subtract a three-digit number with regrouping using a concrete model or a visual model.
- I can regroup hundred and tens to subtract three-digit numbers.
- I can represent and solve three-digit subtraction problems when there are zeros in the number I start with.
- I can solve three-digit subtraction problems when there are zeros in the number I start with.
- I can regroup to solve addition and subtraction problems with three-digit numbers.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

Trimester 3:

- Module 16: Three-Digit Addition
  - 16.1 Use Drawing to Represent Three-Digit Addition
  - 16.2 Decompose Three-Digit Addends
  - 16.3 Represent Regrouping for Addition
  - 16.4 Add Three-Digit Numbers
- Module 17: Three-Digit Subtraction
  - 17.1 Represent Three-Digit Subtraction
  - 17.2 Represent Regrouping for Subtraction
  - 17.3 Subtract Three-Digit Numbers
  - 17.4 Represent Regrouping with Zeros
  - 17.5 Regrouping with Zeros
  - 17.6 Add and Subtract Three-Digit Numbers



## Unit 6: Measurement: Length

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### STANDARDS

#### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.MD.A.2

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.Math.Content.2.MD.A.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

CCSS.Math.Content.2.MD.B.6

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

CCSS.Math.Content.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

CCSS.Math.Content.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CCSS.Math.Content.2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

CCSS.Math.Content.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.MD.B.5

Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.2.OA.A

## Unit 6: Measurement: Length

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Represent and solve problems involving addition and subtraction.

CCSS.Math.Content.2.MD.A

Measure and estimate lengths in standard units.

CCSS.Math.Content.2.MD.B

Relate addition and subtraction to length.

CCSS.Math.Content.2.MD.D

Represent and interpret data.

### PRIORITY STANDARDS

CCSS.Math.Content.2.MD.A.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

CCSS.Math.Content.2.MD.A.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

CCSS.Math.Content.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

# Unit 6: Measurement: Length

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can use 1-inch tiles to estimate lengths.
- I can use 1-inch tiles to make a ruler to measure objects.
- I can use a ruler to measure the length of an object to the nearest inch.
- I can measure the length of objects in inches and show the data on a line plot.
- I can use 12-inch rulers to estimate the length of an object in feet.
- I can measure objects to the nearest inch and the nearest foot, and describe how measuring in feet is different from measuring in inches.
- I can estimate and measure length to the nearest yard.
- I can decide which measuring tool to use to measure lengths of different objects.
- I can use an object with a known length to estimate the length of another object.
- I can measure length to the nearest centimeter using a centimeter ruler.
- I can estimate the length of an object in meters.
- I can measure an object in meters and centimeters, and describe how measuring in meters is different from measuring in centimeters.
- I can solve two-digit addition and subtraction problems using an inch ruler or a yardstick as a number line.
- I can use a number line to represent and solve addition and subtraction problems about lengths in inches.
- I can solve two-digit addition and subtraction problems using a centimeter ruler or a meter stick as a number line.
- I can use a number line to represent and solve addition and subtraction problems about length in centimeters.
- I can measure and then find the difference in the lengths of two objects.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

Trimester 3:

- Module 18: Length in Inches, Feet, and Yards
  - 18.1 Estimate Lengths Using Inches
  - 18.2 Make and Use a Ruler
  - 18.3 Measure to the Nearest Inch
  - 18.4 Make Line Plots to Show Measurement Data
  - 18.5 Estimate Length Using Feet
  - 18.6 Measure in Inches and Feet
  - 18.7 Measure to the Nearest Yard
  - 18.8 Choose Appropriate Tools
- Module 19: Length in Centimeters and Meters

## Unit 6: Measurement: Length

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- 19.1 Estimate Lengths Using Centimeters
- 19.2 Measure to the Nearest Centimeter
- 19.3 Estimate Lengths Using Meters
- 19.4 Measure in Centimeters and Meters
- Module 20: Relate Addition and Subtraction to Length
  - 20.1 Relate Inches to a Number Line
  - 20.2 Add and Subtract Lengths in Inches
  - 20.3 Relate Centimeters to a Number Line
  - 20.4 Add and Subtract Lengths in Centimeters
  - 20.5 Measure and Compare Lengths in Centimeters

# Unit 7: Geometry and Fractions

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## STANDARDS

### National Common Core State Standards - Grade 2 - Mathematics

CCSS.Math.Content.2.G.A.3

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

CCSS.Math.Content.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.Math.Content.2.G.A.2

Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

CCSS.Math.Content.2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

CCSS.Math.Content.2.OA.C

Work with equal groups of objects to gain foundations for multiplication.

CCSS.Math.Content.2.G.A

Reason with shapes and their attributes.

## PRIORITY STANDARDS

CCSS.Math.Content.2.G.A.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

# Unit 7: Geometry and Fractions

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## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can describe and compare the attributes of three-dimensional shapes.
- I can describe and compare the attributes of two-dimensional shapes.
- I can find and count angles in two-dimensional shapes.
- I can compare two-dimensional shapes by the number of sides and angles.
- I can find the total number of color tiles that will cover a rectangle.
- I can identify and name shares of shapes as halves, thirds, and fourths.
- I can draw to show halves, thirds, and fourths of a shape.
- I can draw and color to show a half of, a third of, or a fourth of a shape.
- I can draw to show the same wholes as equal shares in two different ways.

### Unit Resources:

- HMH Into Math 2020 - Grade 2

### Summary of Learning Activities:

Trimester 3

- Module 21: Two- and Three-Dimensional Shapes
  - 21.1 Identify and Draw Three-Dimensional Shapes
  - 21.2 Identify and Draw Two-Dimensional Shapes
  - 21.3 Find and Count Angles in Two-Dimensional Shapes
  - 21.4 Sort Two-Dimensional Shapes by Sides and Angles
- Module 22: Understand Fractions
  - 22.1 Partition Rectangles
  - 22.2 Identify and Describe Equal Shares
  - 22.3 Draw Equal Shares
  - 22.4 Show and Describe an Equal Share
  - 22.5 Different Ways to Show Equal Shares