

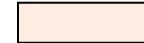


**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2013**

Subject Content: \_\_\_\_\_ Math \_\_\_\_\_ Grade \_\_\_\_\_ 2nd \_\_\_\_\_

Indicates the Curriculum Map

New



Weeks 1 – 3	Weeks 4 – 6
<b>UNIT TOPIC</b> <b>OPERATIONS AND ALGEBRAIC THINKING</b>	<b>Unit/Topic</b> <b>NUMBER AND OPERATIONS IN BASE TEN:</b>

<b>Common Core Standards</b> <ul style="list-style-type: none"> <li>• 2.OA.1: Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> <li>• 2.OA.2: Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all</li> </ul>	<b>Common Core Standards</b> <ul style="list-style-type: none"> <li>• .NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.               <ul style="list-style-type: none"> <li>A. 100 can be thought of as a bundle of ten tens called a hundred.</li> <li>B. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)</li> </ul> </li> </ul>
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sums of two one digit-numbers.

- **2.NBT.5:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **2.NBT.9:** Explain why addition and subtraction strategies work, using place value and the properties of operation.

- **2.NBT.3:** Read and write numbers to 1000 using base ten numerals, number names, and expanded form.
- **2.NBT.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.
- **2.NBT.5:** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- **2.NBT.2:** Count within 1000; skip-count by 5's, 10's, and 100's.

**OPERATIONS AND ALGEBRAIC THINKING:**

- **2.OA.3:** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2's; write an equation to express an even number as a sum of two equal addends.
- **\*2.MD.10:** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Understanding Addition and Subtraction	Identify Sub-Topics Addition Strategies	Identify Sub-Topics Subtraction Strategies	Identify Sub-Topics Understand Place Value	Identify Sub-Topics Understand Place Value GREATER THAN LESS THAN EQUAL SKIP COUNT	Identify Sub-Topics Understand Place Value ODD/EVEN
<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can add and subtract within 100 to solve one step –two step word problems.</li> <li>Identify the unknown in an addition and subtraction word problem</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can fluently add and subtract within 20 in my head.</li> <li>I can recall basic math facts from memory.</li> <li>I can use different</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can fluently add and subtract within 100.</li> <li>I can explain why addition and subtraction strategies work.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>Read and write number words 0-99</li> <li>Group objects into tens and ones to show two digit numbers</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can compare three-digit numbers using symbols <math>&lt;</math>, <math>=</math>, <math>&gt;</math></li> <li>Skip count by 5's, 10's, and 100's within 1000.</li> </ul>	<b>I CAN STATEMENTS:</b> <ul style="list-style-type: none"> <li>I can tell whether a group of objects is odd or even</li> <li>I can write an equation which shows adding the</li> </ul>

	strategies to solve math equations				<p>same two numbers will result in an even number.</p> <ul style="list-style-type: none"> <li>I can solve problems using a bar graph or picture graph.</li> </ul>
<p>Critical Vocabulary</p> <p>Part subtract</p> <p>Whole difference</p> <p>Add subtraction sentence</p> <p>Sum minus</p> <p>Plus separate</p> <p>Equals more</p> <p>Addition fewer</p> <p>Sentence related</p> <p>join</p>	<p>Critical Vocabulary</p> <p>Doubles</p> <p>Near doubles</p> <p>Addend</p> <p>Number sentence</p>	<p>Critical Vocabulary</p> <p>Doubles</p> <p>Near doubles</p> <p>Addend</p> <p>Number sentence</p>	<p>Critical Vocabulary</p> <p>Ones pattern</p> <p>Tens skip counting</p> <p>Digits even</p> <p>Number word odd</p> <p>Greater than</p> <p>Less than</p> <p>Equal to</p> <p>Before</p> <p>After</p> <p>Between</p> <p>Least greatest</p>	<p>Critical Vocabulary</p> <p>Ones pattern</p> <p>Tens skip counting</p> <p>Digits even</p> <p>Number word odd</p> <p>Greater than</p> <p>Less than</p> <p>Equal to</p> <p>Before</p> <p>After</p> <p>Between</p> <p>Least greatest</p>	<p>Critical Vocabulary</p> <p>Ones pattern</p> <p>Tens skip counting</p> <p>digits</p> <p>Even odd</p> <p>Number word</p> <p>Greater than</p> <p>Less than</p> <p>Equal to</p> <p>Before</p> <p>After</p> <p>Between</p> <p>Least greatest</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> <li>Develop a story</li> </ul>	<p>Strategies/Activities</p> <ul style="list-style-type: none"> <li>Develop a story problem that</li> </ul>	<p>Suggested Strategies Activities</p> <ul style="list-style-type: none"> <li>Use</li> </ul>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>	<p>Strategies/Activities</p>

<p>problem that illustrates a given addition or subtraction number sentence.</p> <ul style="list-style-type: none"> <li>• Use manipulatives to demonstrate addition and subtraction sentences written symbolically.</li> <li>• Write numbers and translate word clues to number sentences and vice versa.</li> <li>• Use various models such as number lines, pictures, and base-ten blocks to illustrate addition and subtraction.</li> <li>• Find unknowns in number sentences and problems involving addition, subtraction and multiplication.</li> </ul>	<p>illustrates a given addition or subtraction number sentence.</p> <ul style="list-style-type: none"> <li>• Use manipulatives to demonstrate addition and subtraction sentences written symbolically.</li> <li>• Write numbers and translate word clues to number sentences and vice versa.</li> <li>• Use various models such as number lines, pictures, and base-ten blocks to illustrate addition and subtraction. Develop fluency at recalling basic addition facts and related subtraction</li> </ul>	<p>manipulatives to demonstrate addition and subtraction sentences written symbolical</p> <ul style="list-style-type: none"> <li>• Use age-appropriate books, stories, and videos to convey ideas of mathematics.</li> <li>• Develop fluency at recalling basic addition facts and related subtraction facts.</li> <li>• Solve addition and subtraction problems in context using various representations.</li> <li>• <b>Promethean Flipcharts</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use connecting cubes and form groups of tens</b></li> <li>• <b>Use number tiles</b></li> <li>• <b>Use place value mats</b></li> <li>• <b>Brain pop on computer</b></li> <li>• <b>Greater than less than crocodile activities with computer games</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide students with 3 Numbers containing 2 digits. Have students “line the numbers” according to place value. Explain to the students that we will look for the “change” (the position where the digits are different. Once located, this process can be repeated as students list the numbers from greatest to least, or least to greatest. This will also reveal <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</b></li> <li>• <b>Skip count by 5’s, 10’s, and 100’s</b></li> <li>• <b>Given a set of three digit numbers students will fill in the missing numbers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use connecting cubes to determine if a number is Odd or even.</b></li> <li>• <b>Sing Bingo song</b></li> <li>• <b>Computer games</b></li> </ul>
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<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 1</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 2</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 3</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 4</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Create a House Number</a> (exemplary lesson)</li> <li>• <a href="#">Composing</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 4</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Alligator Lunch</a></li> <li>• <a href="#">Compare It!</a></li> <li>• <a href="#">Comparing Amounts</a></li> <li>• <a href="#">Comparing Numbers</a></li> <li>• <a href="#">Comparing 3 Digit</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 4</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Even Odd Pattern</a></li> <li>• <a href="#">Block Grab</a></li> <li>• <a href="#">Even Odd Grab</a></li> <li>• <a href="#">Even Odd Song</a></li> </ul>

			<a href="#">Numbers Lesson</a> <a href="#">Base Ten Cards DR</a> <a href="#">Expander Cards DR</a> <a href="#">Expanded Form</a> <a href="#">Hangman</a> <a href="#">Expanded Form of Numbers</a> <a href="#">Hundreds Charts DR</a> <a href="#">Number Word Concentration</a> <a href="#">Number Writing Barrier Game</a> <a href="#">Place Value Charts DR</a> <a href="#">Place Value Place Value Game</a> <a href="#">Representing Numbers in Four Ways</a> <a href="#">Roll 3 Digits</a> <a href="#">Ten Frame Cards DR</a>	<a href="#">Numbers One False Move</a>  <a href="#">Count by Fives</a> <a href="#">Count by Fives Gameboard</a> <a href="#">Count by Tens</a> <a href="#">Count by Tens Gameboard</a> <a href="#">Counting Collections</a> <a href="#">Counting Game</a> <a href="#">Counting by Twos - Fish</a> <a href="#">Displaying Number Patterns</a>	<a href="#">Read-Alouds focusing on odd and even numbers</a> <a href="#">Color Odd and Even Numbers</a> <a href="#">Dragon Eggs</a> <a href="#">Odd Even Number Game</a> <a href="#">Odd or even game - many levels</a> <a href="#">Fair Shares</a>
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<b>Weeks 7-9</b>	<b>Weeks 10-12</b>
<b>Unit/Topic</b> <b>MEASUREMENT AND DATA:</b>	<b>Unit/Topic</b> <ul style="list-style-type: none"> <li>Number Operations in Base Ten</li> </ul>



**2.MD.8:** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately. \*Example: If you have 2 dimes and 3 pennies, how many cents do you have?

**2.NBT.5:** \*\* Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**2.0A.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.

**2.NBT.5:** \*\* Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**2.NBT.8:** Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

**2.NBT.9:** Explain why Addition and subtraction strategies work, using place value and the properties of operations

			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics	Identify Sub Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics

Solving problems using money	Solving Problems Using money	Add and subtract fluently within 100	Mental Addition	Mental Addition	Mental Subtraction
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can solve word problems involving money.</li> <li>• I can use the \$ and ¢ symbols.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can solve word problems involving money.</li> <li>• I can use the \$ and ¢ symbols</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• I can fluently add and subtract within 100.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on place value.</li> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on properties of operations.</li> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on the relationship between addition and subtraction.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on place value.</li> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on properties of operations.</li> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on the relationship between addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on properties of operations.</li> <li>• Add and subtract within 100 using concrete models or drawings and strategies based on the relationship between addition and subtraction.</li> </ul>
<p><b>Critical Vocabulary</b> penny dollar coin</p>	<p><b>Critical Vocabulary</b> penny dollar coin</p>	<p><b>Critical Vocabulary</b> Mental math</p>	<p><b>Critical Vocabulary</b> Mental math</p>	<p><b>Critical Vocabulary</b> Mental math</p>	<p><b>Critical Vocabulary</b> Add subtract</p>

nickel dime point quarter math cents coins dollar half-dollar greatest value least value	tally mark decimal mental ten digit next ten	nickel dime point quarter cents coins dollar half-dollar greatest value least value	tally mark decimal	Ten digit Next ten	Digit Place Value Vertical Horizontal Tens digit Next ten	Digit Place Value Vertical Horizontal Tens digit Next ten	word problem adding to taking from putting together taking apart compare strategy place value explain number line diagram
<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• Play store</li> <li>• Use half egg carton and handful of coins and construction paper. Toss paper was made from different colors of construction</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• Computer games</li> <li>• Money store</li> <li>• Demonstrate different ways to make money amounts by using different coins</li> <li>• Mark your</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• Money bingo</li> <li>• Organized list ways to show money amounts</li> <li>• Each student write a money problem and let partner solve it</li> <li>• Computer</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• Students should have the opportunity to solve problems and then explain why their strategies work.</li> <li>• Use place value cubes</li> <li>• Computer activities</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• Use add to check strategies</li> <li>• Students should have ample experiences working with the concept that when you add or subtract multiples of</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• <i>Counting Back:</i></li> <li>• <i>Counting Up:</i> Students start with a number and count backwards. If the question is <math>5 - 2</math>, students count 5, 4, 3. Note: This strategy is only useful for subtracting 1, 2, or 3. Students start with a</li> </ul>		

<p>paper into egg carton cups, which will have a coin inside add money values and total scores to see who is the winner</p> <ul style="list-style-type: none"> <li>• Make a coin book</li> <li>• Computer games</li> <li>• A lot of hands on activities</li> </ul>	<p><b>coins and count money by fives:</b></p> <p>Quarter has five marks  Dime two marks  Nickel one mark  Penny no marks over it just draw a line through as counting...</p>	<p><b>games</b></p> <ul style="list-style-type: none"> <li>• Teacher made games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hundred chart</b></li> </ul>	<p><b>10 or 100 that you are only changing the tens place (multiples of ten) or the digit in the hundreds place (multiples of 100).</b></p> <ul style="list-style-type: none"> <li>• <b>Place value cubes/rods</b></li> </ul> <p><i>Counting On:</i>  <b>Students start with a number and count on 1, 2, 3. For example, if the question is 5 + 2, students count 5, 6, 7. Note: This strategy is only useful for adding 1, 2, or 3.</b></p> <ul style="list-style-type: none"> <li>• <b>Using doubles</b></li> </ul>	<p>number being subtracted and count up to the number from which it is being subtracted. For example, for the question 9 – 7, students can count 8, 9.</p> <ul style="list-style-type: none"> <li>• <i>Using Part, Part, Whole:</i>  Given: Part + Part = Whole Therefore:  Whole – Part = Part</li> </ul>
<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit</p>

<p>slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 5</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primaryga">www.primaryga</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 5</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primaryga">www.primaryga</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 5</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primaryga">www.primaryga</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 6</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygame">www.primarygame</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 6-</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primaryga">www.primaryga</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 7</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primaryga">www.primaryga</a></li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://mes.com">mes.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://mes.com">mes.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://mes.com">mes.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://s.com">s.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://mes.com">mes.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://mes.com">mes.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>
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Weeks 13-15	Weeks 16-18
<b>Unit/Topic</b> <ul style="list-style-type: none"> <li>• Operations and Algebraic Thinking</li> </ul>	<b>Unit/Topic</b> <ul style="list-style-type: none"> <li>• Operations and Algebraic Thinking</li> </ul>
<b>Common Core Standards</b>  <b>2.0A.1</b> 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.  <b>2.NBT.5:</b> ** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  <b>2.NBT.6:</b> Add up to four two digit numbers using strategies based on place value and properties of operations	<b>Common Core Standards</b>  <b>2.NBT.5:</b> ** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction  <b>2.NBT.9:</b> Explain why Addition and subtraction strategies work, using place value and the properties of operations  <b>2.NBT.8:</b> Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.  <b>2.0A.1</b> 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

**2.NBT.8: Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.**

**2.NBT.9: Explain why Addition and subtraction strategies work, using place value and the properties of operations**

**represent the problem**

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Mental Subtraction	Identify Sub-Topics Adding Two	Identify Sub-Topics Addition two digit	Identify Sub-Topics Subtracting two digit	Identify Sub-Topics Subtracting two digit	Identify Sub-Topics Using Addition and

	digit Numbers *Regrouping	numbers *Regrouping	numbers*regrouping	numbers **regrouping	Subtraction
<b>I CAN STATEMENTS:</b> Use mental subtraction to subtract within 100	<b>I CAN STATEMENTS:</b> Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit numbers (including those that require regrouping)	<b>I CAN STATEMENTS:</b> Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit numbers (including those that require regrouping)	<b>I CAN STATEMENTS:</b> Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit numbers (including those that require regrouping)	<b>I CAN STATEMENTS:</b> Use efficient procedures, and understand why they work, to solve problems involving the addition and subtraction of two- and three-digit numbers (including those that require regrouping)	<b>I CAN STATEMENTS:</b> Add and subtract fluently within 100
<b>Critical Vocabulary</b> Add subtract word problem adding to taking from putting together taking apart compare strategy place value explain	<b>Critical Vocabulary</b>  Addend Sum Difference Inverse Operations Regroup	<b>Critical Vocabulary</b>  Addend Sum Difference Inverse Operations	<b>Critical Vocabulary</b>  Addend Sum Difference Inverse Operations	<b>Critical Vocabulary</b>  Addend Sum Difference Inverse operations	<b>Critical Vocabulary</b>  Estimate Addend Sum Difference Inverse operations



<p><b>numbe line diagram</b></p>					
<p>Strategies/Activities</p> <ul style="list-style-type: none"> <li>• <i>Counting Back</i></li> <li>• <i>Counting Up</i></li> <li>• concrete objects</li> <li>• mental calculations</li> <li>• paper-and-pencil activities</li> </ul>	<p>Strategies/Activities</p> <p>Begin lesson by singing this song: It goes to the tune of, "If You're Happy and You Know It"</p> <p>When your number's over 9, you regroup. Clap Clap When your number's over 9, you regroup. Clap Clap When your number's over 9, you regroup to the next line. When your</p>	<p>Strategies/Activities</p> <ul style="list-style-type: none"> <li>• Add Tens, Add Ones, Then Combine</li> <li>• <b>ACTIVITY:</b></li> </ul> <p>*Have students work in pairs. Tell student 1 to roll dice to create a two digit number. Tell student 1 to record the number on the marker board. □ Tell student 2 to roll dice to create another two digit number. Tell student 2 to record on the marker board. Tell students to solve the two digit addition problem using the standard algorithm. Continue playing until students are comfortable using the strategy.</p>	<p>Strategies/Activities</p> <p><b>SUBTRACTION RHYME</b></p> <p>More on top? No need to stop!</p> <p>More on the floor? Go next door. .</p> <p>Numbers the same? Zero's the game!</p>	<p>Strategies/Activities</p> <p><b>Tallies</b></p> <p><b>2. Pictures</b></p> <p><b>3. Number Line</b></p> <p><b>4. Hundreds Chart</b></p> <p><b>BBB method:</b></p> <p><b>Bottom</b> <b>Bigger</b> <b>Borrow</b></p> <p>To the tune of "If You're Happy and You Know It"</p> <p>If it's smaller on the top, Take a ten. If it's smaller on the top, Take a ten, If it's smaller on the top, Take a ten and start again. If it's smaller on the</p>	<p>Strategies/Activities</p> <p><b>Tallies</b></p> <p><b>2. Pictures</b></p> <p><b>3. Number Line</b></p> <p><b>4. Hundreds Chart</b></p>

	number's over 9, you regroup. Clap Clap			top, Take a ten.	
<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	<b>Balanced Assessment: Formative</b>  Classroom discussion, exit slips, questioning  <b>Summative</b> Multiple choice end of topic exam, open response  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 7</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 8</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 8</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 9</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 9</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 10</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>

<p style="text-align: center;">Unit/Topic</p> <p><b>NUMBER AND OPERATIONS IN BASE TEN</b></p>	<p style="text-align: center;">Unit/Topic</p> <p><b>MEASUREMENT AND DATA</b></p>
<p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>2.NBT.5: ** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</b></p> <p><b>2.NBT.9: Explain why Addition and subtraction strategies work, using place value and the properties of operations</b></p> <p><b>2.NBT.8: Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</b></p> <p><b>2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g. by using drawings and equations with a symbol for the unknown number to represent the problem</b></p> <p><b>Geometry:</b></p> <p><b>2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</b></p> <p><b>2.G.2: Partition a rectangle into rows and columns of same size squares and count to find the total number of them.</b></p>	<p style="text-align: center;"><b>Common Core Standards</b></p> <p><b>2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</b></p> <p><b>MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</b></p> <p><b>MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; Describe how the two measurements relate to the size of the unit chosen.</b></p> <p><b>MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.</b></p> <p><b>MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</b></p> <p><b>MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</b></p>

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

CURRICULUM			CURRICULUM		
<b>Week 19</b>	<b>Week 20</b>	<b>Week 21</b>	<b>Week 22</b>	<b>Week 23</b>	<b>Week 24</b>
<b>Identify Sub-Topics Using Addition and Subtraction (continue)</b>	<b>Identify Sub-Topics Geometry</b>	<b>Identify Sub-Topics Geometry</b>	<b>Identify Sub-Topics Fractions</b>	<b>Identify Sub-Topics Fractions</b>	<b>Identify Sub-Topics Measurement: Length</b>

<p><b>I CAN STATEMENTS:</b></p> <p>Add and subtract fluently within 100</p>	<p><b>I CAN STATEMENTS:</b></p> <p>Recognize and draw shapes having special attributes</p>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>Identify a translation, reflection, or rotation of a shape</li> <li>Partition a rectangle into rows and columns of same sized squares to find the total number of them.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can divide circles and rectangles into equal parts.</li> <li>I can describe equal parts as part of a whole.</li> <li>I can recognize equal shares of identical shapes do not have to be the same shape.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can divide circles and rectangles into equal parts.</li> <li>I can describe equal parts as part of a whole.</li> <li>I can recognize equal shares of identical shapes do not have to be the same</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>I can select appropriate tools for measuring length.</li> <li>I can measure the length of an object.</li> <li>I can measure the length of objects using different length units.</li> <li>I can describe the relationship of different length units.</li> <li>I can estimate lengths.</li> </ul>
<p><b>Critical Vocabulary</b></p> <p>Estimate Addend Sum Difference Inverse operations</p>	<p><b>Critical Vocabulary</b></p> <p>Sphere Pyramid Cylinder Cone Prism Solid figure Flat surface Edge</p>	<p><b>Critical Vocabulary</b></p> <p>Translation Reflection Rotation Perimeter Area</p>	<p><b>Critical Vocabulary</b></p> <p>Equal Unequal Halves Thirds Fourths Fraction Set</p>	<p><b>Critical Vocabulary</b></p> <p>Equal Unequal Halves Thirds Fourths Fraction Set</p>	<p><b>Critical Vocabulary</b></p> <p>Attribute Length Unit Height Inch Yard Foot Centimeter Perimeter</p>

	Vertices				Meter Area Square units
<p><b>Suggested Strategies/Activities</b></p> <p>1. Tallies 2. Pictures 3. Number Line 4. Hundreds Chart</p>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Draw a line through shapes to make matching parts to show symmetry</li> <li>•</li> <li>• Use unit squares to find the area of a shape. Students will count the number of unit squares that make up a shape.</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Use shapes to show the difference in the number of sides and angles for each plane figure</li> <li>• Use grid paper to find the area of a shape. The students will count the number of cubes that make up the shape</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Cut apart or draw a line to show equal parts or halves, thirds, fourths, etc.. on shapes</li> </ul>	<p><b>Suggested Strategies/Activities</b></p> <p>Draw, Rhyme and Sing!</p> <p>Your students can draw fraction pictures of orange slices, write fraction stories about sharing a pizza and act out fraction scenarios with measuring cups. Make up humorous rhymes (e.g., 'Our family has six people, and mom made us a pie. She cut it in twelve pieces. We each got two - oh, my!'). Listen to songs about fractions. Such activities appeal to the various learning styles of your students and can help reinforce the</p>	<p><b>Suggested Strategies/Activities</b></p> <ul style="list-style-type: none"> <li>• Use a ruler, paper clips, or cubes to measure the length of objects</li> <li>• Estimate how many cubes it would take to measure your partner.</li> <li>• Measure the length of your partner using cubes record</li> <li>•</li> </ul>

				<b>lessons.</b>	
<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p>
<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>	<p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p>
<p><b>Common (PLC Teams will design the common</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 24epts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 24epts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 24epts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 24epts..)</b></p>	<p><b>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 24epts..)</b></p>



assessments, i.e., grade level, and/or 25epts..)					
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 10</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 11</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 11</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 12</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 12</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 13</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>

Weeks 25-27	Weeks 28-30
<p align="center"><b>Unit/Topic MEASUREMENT AND DATA</b></p>	<p align="center"><b>Unit/Topic</b></p>
<p><b>Common Core Standards</b></p> <p><b>MD.1:</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>MD.2:</b> 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.</p> <p><b>MD.3:</b> Estimate lengths using units of inches, feet,</p>	<p><b>Time:</b></p> <p><b>MD.7:</b> Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</p> <p><b>2.0A.1</b> 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</p> <p align="center"><b>Graphs:</b></p> <p><b>2.MD.10:</b> Draw a picture graph and a bar graph (with single unit scale) to represent</p>

<p>centimeters, and meters.</p> <p><b>MD.4:</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>MD.5:</b> 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.</p> <p><b>MD.6:</b> 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.</p>	<p>a data set with up to four categories. Solve simple put together, take apart, and compare problems using information presented in a bar graph.</p> <p><b>2.MD.9:</b> 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.</p>
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**Time:**

**MD.7: Tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.**

**2.0A.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**

						CURRICULUM		CURRICULUM
Week 25		Week 26		Week 27		Week 28	Week 29	Week 30
Identify Sub-Topics MEASUREMENT: LENGTH AND AREA		Identify Sub-Topics Measurement:		Identify Sub-Topics Time		Identify Sub-Topics Time a.m and p.m.	Identify Sub-Topics Graphs and S	Identify Sub-Topics Graphs and Probability

				Probability	
<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• measure the length of an object using appropriate tools</li> <li>• measure the length of an object twice, using length units of different lengths for two measurement</li> <li>• estimate lengths using units of inches, feet, centimeters, and meters</li> <li>• measure to determine how much longer one object is than</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• measure the length of an object using appropriate tools</li> <li>• measure the length of an object twice, using length units of different lengths for two measurement</li> <li>• estimate lengths using units of inches, feet, centimeters, and meters</li> <li>• measure to determine how much longer one object is than another</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• tell and write time from an analog and digital clock to the nearest five minutes, using a.m. and p.m.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• recognize and identify picture graphs and bar graphs</li> <li>• identify and label the component of a picture and bar graph</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• solve problems relating to data in graphs by using addition and subtraction</li> <li>• make comparison between categories in the graph using more than, less than</li> </ul>

another					
<b>Critical Vocabulary</b> Attribute Length Unit Height Inch Yard Foot Centimeter Perimeter Meter Area Square units	<b>Critical Vocabulary</b> Attribute Length Unit Height Inch Yard Foot Centimeter Perimeter Meter Area Square units	<b>Critical Vocabulary</b> Minute hand Minute Hour hand Hour Half hour Second	<b>Critical Vocabulary</b> Minute hand Minute Hour hand Hour Half hour Second	<b>Critical Vocabulary</b> bar graph data symbol pictograph coordinate graph located ordered pair grid predict more likely less likely equally likely certain probable impossible	<b>Critical Vocabulary</b> bar graph data symbol pictograph coordinate graph located ordered pair grid predict more likely less likely equally likely certain probable impossible
<b>Suggested Strategies/Activities</b> Measure the length of classroom items using a centimeter ruler and an inch	<b>Suggested Strategies/Activities</b>  Perimeter/Area Challenge: Provide each student with graph	<b>Suggested Strategies/Activities</b> Make a clock Play clock bingo The students match the analog clock face to its corresponding	<b>Suggested Strategies/Activities</b> Sing the song to reinforce telling time: For teaching telling	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>• survey graph</li> <li>• make a pictograph as a group</li> </ul>	<b>Suggested Strategies/Activities</b> Try these ideas for making concrete and picture graphs. You can purchase a pre-made

<p><b>ruler, yard stick or metric stick.</b></p>	<p>paper. Write a specific number of square units on the board and have students see how many different ways they can show this on the graph paper. This activity can also be done with perimeter</p>	<p><b>digital clock face. Students can also draw the appropriate analog time face to match the digital time shown.</b></p>	<p><b>time, use the tune of "The Wheels on the Bus go Round and Round."</b></p> <p>The short hand say's it's number first, Number first, number first.</p> <p>The short hand say's it's number first When we're telling time.</p> <p>The long hand is tall and counts by 5; Counts by 5, counts by 5.</p> <p>The long hand is tall and counts by 5; When we're telling time.</p> <p>Theteachersworkshop.com</p>	<p><b>project by drawing pictures and gluing on the graph.</b></p> <ul style="list-style-type: none"> <li>• Favorite season, favorite food, favorite color, favorite fruit...etc</li> <li>• Convert to bar graph</li> </ul>	<p><b>floor mat for graphing or make your own using a white shower curtain liner and making a grid on it with painter's tape</b></p> <p>After you complete each graph let the students talk about their observations and then ask questions about the graph. Some questions to consider are:</p> <ul style="list-style-type: none"> <li>• Which column has the most? the least?</li> <li>• Are any columns the same?</li> <li>• How many _____?</li> <li>• Are their more _____ or more _____?</li> <li>• How many more _____ are there than _____?</li> <li>• How many fewer _____ are their than _____?</li> <li>• How many are there altogether</li> </ul>
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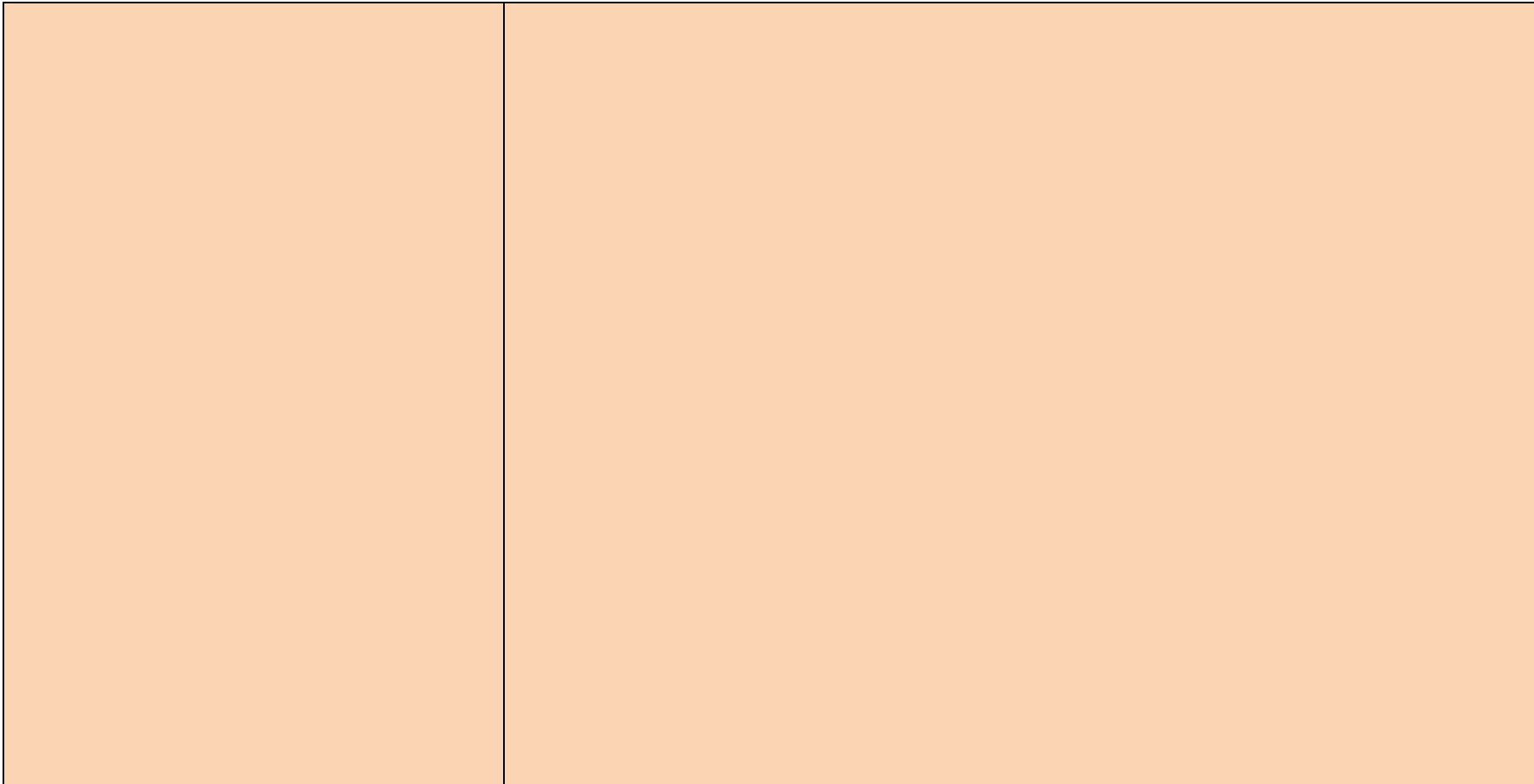
<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit slips, questioning</p> <p><b>Summative</b></p> <p>Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams</p>

will design the common assessments, i.e., grade level, and/or depts.)	assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)	will design the common assessments, i.e., grade level, and/or depts.)
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 13</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 13</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>• Teacherspot.com</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 15</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 15</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 16</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 16</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> <li>• <a href="http://www.coolmath.com">www.coolmath.com</a></li> <li>• <a href="http://www.primarygames.com">www.primarygames.com</a></li> <li>• <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> </ul>

Weeks 31-33	Weeks 34-36
<p style="text-align: center;"><b>Unit/Topic</b> <b>NUMBER AND OPERATIONS IN BASE TEN</b></p>	<p style="text-align: center;"><b>Unit/Topic</b> <b>NUMBERS AND OPERATIONS IN BASE TEN</b></p>
<p style="text-align: center;"><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• <b>2.NBT.1:</b> 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.  <ul style="list-style-type: none"> <li>100 can be thought of as a bundle of ten tens called a hundred.</li> <li>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)</li> </ul> </li> <li>• <b>2.NBT.2:</b> Count within 1000; skip count by 5, 10's, and 100's</li> <li>• <b>2.NBT.3:</b> Read and write numbers to 1000 using base ten numerals, number names, and expanded form.</li> <li>• <b>2.NBT.4:</b> Compare two three digit</li> </ul>	<p style="text-align: center;"><b>Common Core Standards</b></p> <ul style="list-style-type: none"> <li>• <b>2.NBT.7:</b> 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.</li> <li>• <b>2.NBT.8:</b> Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</li> <li>• <b>2.NBT.9:</b> Explain why addition and subtraction strategies work, using place value and the properties of operations</li> <li>• <b>2.OA.4:</b> Use addition to find the total number of objects arranged in rectangular <u>arrays</u> with up to 5 columns; write an equation to express the total as a sum of equal addends.</li> </ul>

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

- **2.NBT.7:** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- **2.NBT.8:** Mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- **2.NBT.9:** Explain why addition and subtraction strategies work, using place value and the properties of operations.



CURRICULUM		CURRICULUM			
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics NUMBERS AND PATTERNS TO 1000	Identify Sub-Topics NUMBERS AND PATTERNS TO 1000	Identify Sub-Topics Regrouping Three Digit Addition and Subtraction	Identify Sub-Topics Regrouping	Identify Sub-Topics Multiplication	Identify Sub-Topics Multiplication

<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• understand place value within 1000</li> <li>• mentally add 10 and 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• relate the chosen strategy</li> <li>• read and write numbers to 1000</li> <li>• compare numbers greater than less than or equal to</li> <li>• skip count to 1000 by 5's, 10's and 100's</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• choose an appropriate strategy for solving an addition or subtraction problem within 1000</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• explain why addition and subtraction strategies work</li> <li>• estimate sums and differences</li> <li>• explain base 10 number system relates to place value using concrete models</li> <li>• use composition and decomposition of hundreds and tens to add and subtract within 1000.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• write an equation with repeated equal addends from an array</li> <li>• build an array</li> <li>• generalize the fact that arrays can be written as repeated addition problems</li> <li>• solve repeated addition problems to find the number of objects using rectangular arrays.</li> </ul>	<p><b>I CAN STATEMENTS:</b></p> <ul style="list-style-type: none"> <li>• write an equation with repeated equal addends from an array</li> <li>• build an array</li> <li>• generalize the fact that arrays can be written as repeated addition problems solve repeated addition problems to find the number of objects using rectangular</li> </ul>

					<b>arrays.</b>
<b>Critical Vocabulary</b> Three digit number tens ones hundred	<b>Critical Vocabulary</b> skip count greater than less than equal to skip count	<b>Critical Vocabulary</b> add subtract place value strategy explain regroup hundred chart decompose compose	<b>Critical Vocabulary</b> add subtract place value strategy explain	<b>Critical Vocabulary</b> Multiply Product Times Array Multiplication sentence Horizontal Vertical factor	<b>Critical Vocabulary</b> Multiply Product Times Array Multiplication sentence Horizontal Vertical factor
<b>Suggested Strategies/Activities</b>  Use oral counting by tens, hundreds, thousands Start at 30 and count by tenst 10. Start with 70 and count by hundreds. Then tens to 50. Count backwards from 10 to 30 by tens. <ul style="list-style-type: none"> <li>Give every student a chart 100-1000</li> </ul>	<b>Suggested Strategies/Activities</b>  <b>Activities:</b>  <b>Buzz</b>  Teacher announces starting and finishing numbers and which numbers will be 'buzz'. For example, we might start at 1, finish at 100, and buzz on numbers that are multiples of 5.	<b>Suggested Strategies/Activities</b>  <b>Regrouping In Subtraction</b> begin each lesson by singing song with students: (Tune: If you're happy and you know it clap your hands!)  If the BIG is on the <b>BOTTOM, BORROW 10</b> (Sing this line 2 times) If the BIG is on the <b>BOTTOM</b> when	<b>Suggested Strategies/Activities</b> Sing song begin each lesson.  <b>A. Word Problem Chant to Teach Key Words for Addition/Subtraction</b> (To the tune of Rockin'Robin).	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>use blocks to form arrays</li> <li>use charts</li> <li>flashcards</li> <li>drills</li> <li>Use</li> </ul>	<b>Suggested Strategies/Activities</b> <ul style="list-style-type: none"> <li>use blocks to form arrays</li> <li>use charts</li> <li>flashcards</li> <li>drills</li> </ul>

<p>and play bingo ..call out number .. may put chart into a clear pocket.</p> <ul style="list-style-type: none"> <li>Also may do math problems using chart</li> </ul>	<p>Students stand in a circle to count in turn by ones, but they say “buzz” instead of the specified numbers.</p> <p>For example, a correct sequence would be “1, 2, 3, 4, buzz, 6, 7, 8, 9, buzz, 11 ....”</p> <p>If a student forgets to buzz, they are out of the game. Vary rules as required (eg. give several chances before they are out).</p> <p><b>Using the Hundreds Grid for counting</b></p> <p><b>Mr. Great (pacman)</b> Tell students that you have a very special visitor. Introduce them to Mr. Great. Tell them that Mr. Great likes to eat numbers. His favorite</p>	<p><b>you do a subtraction problem</b></p> <p><b>If the BIG is on the BOTTOM, BORROW 10</b></p> <p><b>Once you take from the 10's, add to the 1's (Sing this line 2 times)</b></p> <p><b>Once you add ten to the 1's, then your tens are lowered one</b></p> <p><b>Do subtraction in each column, and you're done</b></p> <p><b>Flashcards, math races, timed drills, math bingo</b></p>	<p>Verse 1</p> <p>These are the key words that tell you what to do- Listen to us and you'll <u>add</u> too! -How many <u>in all</u>? -What is the <u>total</u>? -Put them <u>altogether</u>? -It'll give you the <u>sum</u> too.</p> <p>Tweetle diddly dee, tweedlely diddly dee (sing 3 times)</p> <p>Verse 2</p> <p>These are the key words that tell you what to do- Listen to us and you will subtract too. -What is the <u>difference</u>? -How many are <u>left</u>? -How many <u>fewer</u>? Which is <u>less</u>?</p> <p>Tweetle diddly dee, tweedlely diddly dee (sing 3 times)</p> <p>Computer games,</p>	<p>connecting cubes or objects to place in an array to add equal addends. Relate this to a multiplication problem. For example: 4 columns with 4 in each row is <math>4+4+4+4=16</math> or</p>	<p>use straws to make an array and write the addition problem and the multiplication problem</p> <ul style="list-style-type: none"> <li></li> </ul>
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	<p>numbers are the "bigger" or "greater" numbers. Mr. Great is a pac man symbol</p> <p>Write two simple numbers on the board -- for example, the numbers 4 and 9 -- and ask students which number they think Mr. Great wants to eat. The class will tell you that he wants to eat the greater number, the number 9. Take Mr. Great and stick on him on the board between the numbers so that his mouth (the opening of the &gt; sign) is about to "devour" the greater number</p>		<p>playing cards to make numbers to add or subtract.. calculator races.</p>	<p><b>4x4=16</b></p>	
<p><b>Balanced Assessment: Formative</b></p> <p>Classroom</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion,</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom</p>	<p><b>Balanced Assessment: Formative</b></p> <p>Classroom discussion, exit</p>	<p><b>Balanced Assessment: Formative</b></p>

<p>discussion, exit slips questioning</p> <p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 42epts..)</p>	<p>discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 42epts..)</p>	<p>exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 42epts..)</p>	<p>discussion, exit slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or 42epts..)</p>	<p>slips, questioning</p> <p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative Multiple choice end of topic exam, open response</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 17</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> </ul>	<p>Resources Needed</p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 17</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> </ul>	<p>Resources Needed</p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>• TOPIC 18</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> </ul>	<p>Resources Needed</p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>TOPIC 18</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> <li>• <a href="http://www.studyisland.com">www.studyisland.com</a></li> </ul>	<p>Resources Needed</p> <ul style="list-style-type: none"> <li>• EnVision Math Series</li> <li>TOPIC 19</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> </ul>	<p>Resources Needed</p> <ul style="list-style-type: none"> <li>EnVision Math Series</li> <li>TOPIC 19</li> <li>• <a href="http://www.educationcity.com">www.educationcity.com</a></li> </ul>

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