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| **Prerequisite Skills** **(Grade 1)** | **Unit One Standards** **Grade 2** | **Looking Ahead**  |
| Use addition and subtraction within 20 to solve word problems. | Operations and Algebraic Thinking 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. * I can identify the action in a one-step problem.
* I can solve one-step word problems with numbers **within 20** using addition and subtraction.
 | I can solve one-step word problems with numbers within 100 (Unit 3). I can solve two step word problems with numbers within 20 (Unit 3). |
| Counting on, making 10, decomposing a number leading to 10, understand the relationship between addition and subtraction. | Operations and Algebraic Thinking 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. * I can fluently add within 20 using mental strategies.
* I can fluently subtract within 20 using mental strategies.
 | Solve problems involving the four operations, and assess the reasonableness of answers using mental computation.  |
| Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | Operations in Algebraic Thinking 3: Determine whether a group of objects (up to 20) has an odd or even number of members.* I can determine if a number is odd or even.
* Given an even number, I can write an equation using two equal addends (doubles).
 | Identify arithmetic patterns (including patterns in the addition table or multiplication table).  |
| Understand place value. Count to 120. The value of 10. Use place value understanding to add and subtract.  | Number and Operations in Base Ten 2: Count within 1000; skip-count by 5s, 10s and 100s. * I can skip-count by 5s.
 | I can count within 1000. I can skip-count by 5s, 10s and 100s up to 1000 (Unit 3). |
| Tell and write time in hours and half-hours using analog and digital clocks. | Measurement and Data 7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.* I can tell and write time using a digital clock to the nearest 5 minutes.
* I can determine the difference between a.m. and p.m.
* I can tell and write time using an analog clock to the nearest 5 minutes.
* I can write time using an analog clock to the nearest 5 minutes.
 | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.  |
| \*\*Grade 2 is the first time money is introduced formally as a standard. Students will need numerous experiences. | Measurement and Data 8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?** I can identify and know the value of dollar bills, quarters, dimes, nickels and pennies.
* I can use the symbols $ and ¢.
 | I can count money combinations including quarters, dimes, nickels and pennies – under a dollar (Unit 2) |

\*In standards that are repeated in several units, the I Can Statements represent a progression of skills to scaffold learning.

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 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.  | * I can identify the action in a one-step problem.
* I can solve one-step word problems with numbers within 20 using addition and subtraction.
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| **What does this standard mean the students will know and be able to do?** |
| One-step word problems use one operation.**Example:** *There are 15 stickers on the page. Britney put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?* Solution: 15 + ? = 22 or 22 – 15 = ?By solving a variety of addition and subtraction word problems, second grade students will determine the unknown in all positions.**Number values should be within 20 in Unit One.** |
| **Example Problem Types** |
| **Add to, Result Unknown** | **Take From, Result Unknown** | **Put Together/Take Apart, Total Unknown** | **Compare, Difference Unknown** | **Add to, Change Unknown** | **Take From, Change Unknown** |
| Mary has 5 cookies. She buys 10 more cookies at the store. How many cookies does Mary have?5 + 10 = ? | Mary has 15 cookies. She ate 5 cookies at lunch. How many cookies does she have left?15 – 5 = ? | Mary has 5 chocolate chip and 10 sugar cookies. How many cookies does Mary have?5 + 10 = ? | Mary has 15 cookies. Joe has 5 cookies. How many more cookies does Mary have than Joe?15 - 5= ? 5 + ? = 15 | Mary has 5 cookies. She buys some more cookies at the store. Now she has 15 cookies. How many cookies did Mary buy at the store?5 + ? = 15 | Mary has 15 cookies. She ate some cookies at lunch. Now she has 10 cookies. How many cookies did Mary eat at lunch?15 - ? = 10 |

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| **Lessons and Resources for Operations in Algebraic Thinking 1** |
| Unit 1 Inv 4 | Unit 3 Inv 2, 2.5A |
| Mastering the Basic Facts in Addition and Subtraction: [Chapter 2: Plus 1 and Plus 2](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%202%20Plus%201%20Plus%202.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 3: Adding 0](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%203%20Adding%200.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 4: Adding 10](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%204%20Adding%2010.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 5: Doubles](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%205%20Doubles.pdf) |
| Mastering the Basic Facts in Addition and Subtraction: [Chapter 6: Making 10](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Basic%20Fact%20Books%20O%27Connell/Addition%20and%20Subtraction/Chapter%206%20Making%2010.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 7: Using 10s](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%207%20Using%2010s.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 8: Using Doubles](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%208%20Using%20Doubles.pdf) | [CGI – Addition and Subtraction Story Bank](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/CGI%20Addition%20and%20Subtraction%20Story%20Bank.docx) |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere.](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them1.html)  | [2. Reason abstractly and quantitatively.](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively2.html)  | [3. Construct viable arguments and critique the reasoning of others.](http://elementarymath.dmschools.org/3-construct-viable-arguments-and-critique-the-reasoning-of-others1.html)  |
| [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics1.html)  | [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically2.html)  | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning3.html)  |

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 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.  | * I can fluently add within 20 using mental strategies.
* I can fluently subtract within 20 using mental strategies.
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| **What does this standard mean the students will know and be able to do?** |
| Second Graders internalize facts and develop fluency by repeatedly using strategies that make sense to them. This standard mentions the word fluently when students are adding and subtracting numbers within 20. Fluency means accuracy (correct answer), efficiency (within 4-5 seconds), and flexibility (using strategies such as making 10 or breaking apart numbers). Research indicates that teachers’ can best support students’ memorization of sums and differences through varied experiences making 10, breaking numbers apart and working on mental strategies, rather than repetitive timed tests.**Unit One will be the only unit students will work on this standard in a whole group setting. In the following units, OA.2 will be reinforced in small group and center practice.** |
| **Foundational Facts** |
| **+1/+2** | **+0** | **+10** | **Doubles** | **Making Ten** | **Using Tens** | **Using Doubles** |
| Deryn took 5 bites of an apple. Then she took 1 more bite. How many bites did she take? | 4 boys were at the math center. No girls were at the math center. How many students were at the math center? | If your cookie had 4 chips, how many chips would your cookie have if you added 10? | His pigs are very muddy. He uses 3 bars of soap to bathe them. How many bars of soap will he use if we double the pigs? | There were 10 apples in the basket. What if you dropped 3? How many apples are left? | Yesterday, Farmer Brown gathered 9 eggs from the hen house. Today, he gathered 4 more. How many eggs did he gather all together? | There were 5 spotted fish and 6 fantail fish. How many fish were there altogether? |

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|  **Lessons and Resources for Operations in Algebraic Thinking 2** |
| Unit 1 Inv 3 | Unit 3 Inv 1 | Investigations and the Common Core State Standards (pages: CC9-CC16, C2-C8, C13-C15, C17-C21)Addition/Subtraction Fact Sheet |
| Mastering the Basic Facts in Addition and Subtraction: [Chapter 2: Plus 1 and Plus 2](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%202%20Plus%201%20Plus%202.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 3: Adding 0](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%203%20Adding%200.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 4: Adding 10](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%204%20Adding%2010.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 5: Doubles](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%205%20Doubles.pdf) |
| Mastering the Basic Facts in Addition and Subtraction: [Chapter 6: Making 10](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/Basic%20Fact%20Books%20O%27Connell/Addition%20and%20Subtraction/Chapter%206%20Making%2010.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 7: Using 10s](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%207%20Using%2010s.pdf) | Mastering the Basic Facts in Addition and Subtraction: [Chapter 8: Using Doubles](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Chapter%208%20Using%20Doubles.pdf) | [CGI – Addition and Subtraction Story Bank](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/CGI%20Addition%20and%20Subtraction%20Story%20Bank.docx)[Blue Square Game](http://qta.quantiles.com/m/resources/downloads/QuantileResource32333.pdf) |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively.](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively2.html)  | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure2.html)  | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning3.html)  |

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| **Standard** | **Learner Objectives** |
| Operations and Algebraic Thinking 3: Determine whether a group of objects (up to 20) has an odd or even number of members  | * I can determine if a number is odd or even.
* Given and even number, I can write an equations using two equal addends (doubles).
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| **What does this standard mean the students will know and be able to do?** |
| The focus of this standard is placed on the conceptual understanding of even and odd numbers. An even number is an amount that can be made of two equal parts with no leftovers. An odd number is one that is not even or cannot be made of two equal parts. The number endings of 0, 2, 4, 6, and 8 are only an interesting and useful pattern or observation and should not be used in the definition of an even number (VandeWalle & Lovin, 2006, p. 292) |
| **Various Strategies for Understanding Even and Odd Numbers**Example: Is 8 and even number? Justify your thinking. |
| **Student A** | **Student B** | **Student C** | **Student D** | **Student E** |
| I grabbed 8 counters. I paired counters up into groups of 2. Since I didn’t have any counters left over, I know that 8 is an even number.  | I grabbed 8 counters. I put them into 2 equal groups. There were 4 counters in each group, so 8 is an even number. |

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I drew 8 boxes in a rectangle that had two columns. Since every box on the left match a box on the right, I know that 8 is even.  | I drew 8 circles. I matched one on the left with one on the right. Since they all match up I know that 8 is an even number. | I know that 4 plus 4 equals 8. So 8 is an even number. |

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|  **Lessons and Resources for Operations in Algebraic Thinking 3** |
| [Odd/Even](https://sharepoint.dmps.k12.ia.us/sites/divisions/curr/Public%20Curriculum%20Documents/Mathematics/Elementary%20Math%202013%20-%202014/2nd%20Grade/Unit%201/Odd%20and%20Evens%20North%20Carolina%20Activity.pdf) | [Skip Counting](http://qta.quantiles.com/m/resources/downloads/QuantileResource42063.pdf) | Unit 3 Inv 3.1, 3.2, 3.3 |

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| [2. Reason abstractly and quantitatively.](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively2.html)  | [3. Construct viable arguments and critique the reasoning of others.](http://elementarymath.dmschools.org/3-construct-viable-arguments-and-critique-the-reasoning-of-others1.html)  | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure2.html)  | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning3.html)  |

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| **Standard** | **Learner Objectives** |
| Number and Operations in Base Ten 2: Count within 1000; skip-count by 5s, 10s and 100s.  | * I can skip-count by 5’s.
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| **What does this standard mean the students will know and be able to do?** |
| This means that students are expected to “count on” from any number and say the next few numbers that come afterwards. Understand that counting by 5’s is counting groups of items by that amount. Students need many opportunities counting by 5’s from different starting points. The ultimate goal for second graders is to be able to count in multiple ways with no visual support.Students should explore the patterns of numbers when they skip count. When students skip count by 5s, the ones digit alternates between 5 and 0. **Unit One focuses primarily on skip-counting by 5’s. Unit 3 will bring in 10’s and 100’s.**  |
| **Examples** |
| What are the next 3 numbers after 400 when counting by 5’s?*400, 405, 410* | Pairing this standard with counting by 5’s on the clock will be helpful.  | The use of the 100s chart may be helpful for students to identify the counting patterns. | The use of money (nickels) may be helpful visual cues. |

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| **Lessons and Resources for Number and Operations in Base Ten 2** |
| [Number Line](http://qta.quantiles.com/m/resources/downloads/QuantileResource32152.pdf)  | [Skip Counting](http://qta.quantiles.com/m/resources/downloads/QuantileResource42063.pdf) |
| Unit 3 Inv 3.4 ‘How Many Fingers in Our Class?’ activity |  |

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| **Emphasized Standards for Mathematical Practice** |
| [2. Reason abstractly and quantitatively.](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively2.html)  | [7. Look for and make use of structure.](http://elementarymath.dmschools.org/7-look-for-and-make-use-of-structure2.html)  | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning3.html)  |

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| **Standard** | **Learner Objective** |
| Measurement and Data 7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | * I can tell and write time using a digital clock to the nearest 5 minutes.
* I can determine the difference between a.m. and p.m.
* I can tell and write time using an analog clock to the nearest 5 minutes.
* I can write time using an analog clock to the nearest 5 minutes.
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| **What does this standard mean the students will know and be able to do?** |
| This standard calls for students to tell (orally and in writing) and write time after reading analog and digital clocks. Time should be to 5 minute intervals, and students should also use the terms a.m. and p.m. Teachers should help students make the connection between skip counting by 5s (2.NBT.2) and telling time on an analog clock. In first grade, students learned to tell time to the nearest hour and half-hour. Students build on this understanding in second grade by skip-counting by 5 to recognize 5-minute intervals on the clock. They need exposure to both digital and analog clocks. It is important that they can recognize time in both formats and communicate their understanding of time using both numbers and language. Common time phrases include the following: quarter till \_\_\_, quarter after \_\_\_, ten till \_\_\_, ten after \_\_\_, and half past \_\_\_. Students should understand that there are 2 cycles of 12 hours in a day - a.m. and p.m. Recording their daily actions in a journal would be helpful for making real-world connections and understanding the difference between these two cycles.  |

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| **Lessons and Resources for Measurement and Data 7** |
| Units 1-9: Classroom Routines on ‘What time is it?’ (hour to quarter hour) |  |
| [Telling Time Concentration](http://qta.quantiles.com/m/resources/downloads/QuantileResource32481.pdf)  | [Telling Time Practice](http://qta.quantiles.com/m/resources/downloads/QuantileResource32482.pdf)  |

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| **Emphasized Standards for Mathematical Practice** |
| [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically2.html)  | [6. Attend to precision.](http://elementarymath.dmschools.org/6-attend-to-precision2.html)   |

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| **Standard** | **Learner Objective** |
| Measurement and Data 8:  Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* | * I can identify and know the value of dollar bills, quarters, dimes, nickels and pennies.
* I can use the symbols $ and ¢.
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| **What does this standard mean the students will know and be able to do?** |
| **This is the first time money is introduced formally as a standard.** Therefore, students will need numerous experiences with coin recognition and values of coins before using coins to solve problems. Unit One should solely concentrate on recognizing coin value. As teachers provide students with sufficient opportunities to explore coin values (25 cents is a quarter).In Second Grade, students have not been introduced to decimals, problems focus on whole dollar amounts or cents. |

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| **Lessons and Resources for Measurement and Data 8** |
| Unit 1 Inv 2.2, 2.3 Coin Identification | [Coin Values](http://www.thatquiz.org/tq-a/?-j1-l1-nu-p0) |

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| **Emphasized Standards for Mathematical Practice** |
| [1. Make sense of problems and persevere in solving them](http://elementarymath.dmschools.org/1-make-sense-of-problems-and-persevere-in-solving-them1.html).  | [2. Reason abstractly and quantitatively.](http://elementarymath.dmschools.org/2-reason-abstractly-and-quantitatively2.html) | [4. Model with mathematics.](http://elementarymath.dmschools.org/4-model-with-mathematics1.html)  |
| [5. Use appropriate tools strategically.](http://elementarymath.dmschools.org/5-use-appropriate-tools-strategically2.html) | [6. Attend to precision](http://elementarymath.dmschools.org/6-attend-to-precision2.html) | [8. Look for and express regularity in repeated reasoning.](http://elementarymath.dmschools.org/8-look-for-and-express-regularity-in-repeated-reasoning3.html)  |

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Amount of days for Unit: 7 weeks

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| **Resource** | **Location** | **Primary Focus** | **Standard** |
| Investigations | Units 1-9: Classroom Routines on ‘What time is it?’ (hour to quarter hour)\*build concept throughout year | * I can tell and write time using a digital clock to the nearest 5 minutes.
* I can determine the difference between a.m. and p.m.
* I can tell and write time using an analog clock to the nearest 5 minutes.
* I can write time using an analog clock to the nearest 5 minutes.
 | MD.7 |
|  | Unit 1 * Inv 2.2, 2.3 (Coin Identification)
 | * I can identify and know the value of dollar bills, quarters, dimes, nickels and pennies.
* I can use the symbols $ and ¢.
 | MD.8 |
|  | Unit 1 * Inv 3
 | * I can fluently add within 20 using mental strategies.
* I can fluently subtract within 20 using mental strategies.
 | OA.2 |
|  | Unit 1 * Inv 4
 | * I can identify the action in a one-step problem.
* I can solve one-step word problems with numbers within 20 using addition and subtraction.
 | OA.1 |
|  | Unit 3 * Inv 1
 | * I can fluently add within 20 using mental strategies.
* I can fluently subtract within 20 using mental strategies.
 | OA.2 |
|  | Unit 3 * Inv 2, 2.5A
 | * I can identify the action in a one-step problem.
* I can solve one-step word problems with numbers within 20 using addition and subtraction.
 | OA.1 |
|  | Unit 3* Inv 3.1, 3.2, 3.3
 | * I can determine if a number is odd or even.
* Given and even number, I can write an equations using two equal addends (doubles).
 | OA.3 |
|  | Unit 3 * Inv 3.4
 | * I can skip-count by 5’s.
 | NBT.2 |

**\*Units are designed for one lesson per day. This is an approximate. Some lessons may take more than one day. Use teacher discretion based on student need when planning unit length.**