**I can use addition and subtraction within 100 involving one- and two-step word problems.**

**CCGPS2.OA.1**

|  |  |  |
| --- | --- | --- |
| **Result Unknown**  **There are 29 students. Then 18 more show up. How many in all?**  **29 + 18=\_\_\_** | **Change Unknown**  **There are 29 students. Some more show up. Now there are 47. How many students came?**  **29 + \_\_\_=47** | **Start Unknown**  **There are some students. Then 18 left. Now there are 47. How many at the beginning?**  **\_\_ - 18 = 47** |

**Three Types of Addition and Subtraction Problems CCGPS.OA.1 con’t**

**CCGPS.OA.1 con’t**

**Two-step Example: In the morning there are 25 students in the cafeteria. 18 more students join them. After a few minutes, some students leave. If there are 14 students in the cafeteria now, how many left? 25+18 - \_\_\_\_=14**

Using place value blocks

Using a

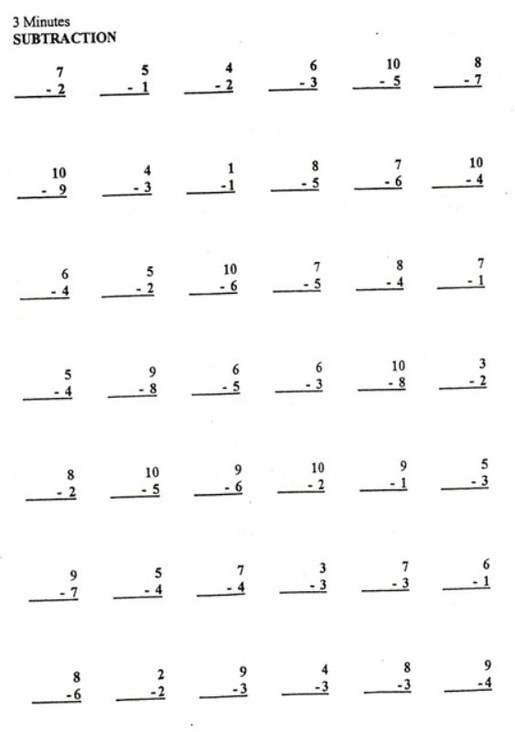
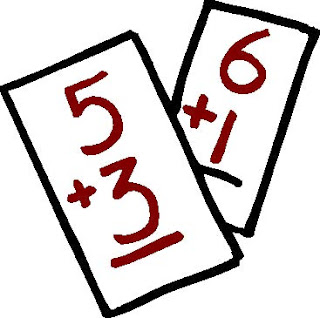
number line

Using a hundreds chart

|  |
| --- |
| **Using place value blocks: Step 1:Make a group of 25 and 18. Join**  **them together to equal 43.**  **Step 2: Remove 14 blocks to show how**  **many are in the cafeteria now.**  **Step 3: Count the remaining blocks to**  **find how many left the cafeteria.**  **Step 1 Step 2 Step 3=answer**  **http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg + http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg = http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg** |
| **Using a number line: Step 1: Start at 25 and move 18 spots to**  **43.**  **Step 2: Then move backwards to 14**  **counting as I move.**  **Step 3: Answer = moved back 29 steps.** |
| **Using a hundreds chart: Step 1: Start at 25. Move down 1 row**  **which is 10 more. Then move 8**  **steps to 43.**  **Step 2: To get to 14 students in the**  **cafeteria move up 10 less to 33,**  **then 10 less to 23 for a total of**  **20 steps so far. Then move back**  **9 steps to the number 14 for a**  **total of 29 steps.**  **http://4.bp.blogspot.com/_jdKn-n_HSVc/S_bxCrfJ8KI/AAAAAAAADN8/uG247Xs7zkI/s1600/chart.hundreds.jpg** |

**CCGPS2.OA.1 con’t**

**I can fluently add and subtract within 20.**



**CCGPS.2.0A.2**

**I know odd and even numbers up to 20.**

**I can prove a number is even in an equation of 2 equal addends.**

**CCGPS.2.0A.3**

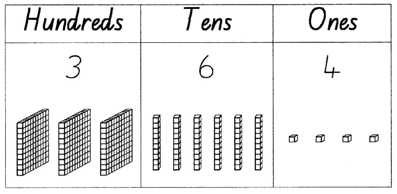
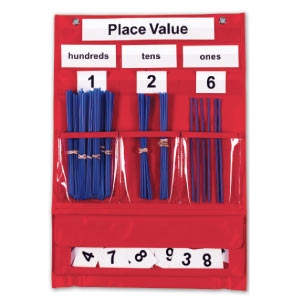
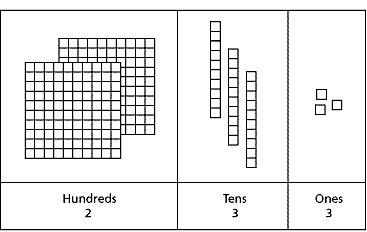
**CCGPS.2.0A.3 con’t**

|  |  |
| --- | --- |
| **ODD**  **9**  **5 + 4 = 9** | **EVEN**  **10**  **5 + 5 = 10** |
| **15**  **6 + 8 +1 = 15** | **6**  **3 + 3 = 6** |

**I know all numbers 100-999 can be broken**

**into hundreds, tens,**

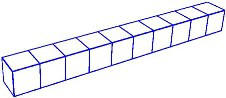
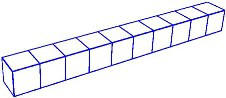
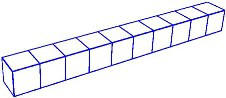
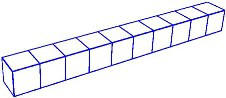
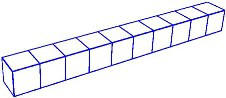
**and ones.**

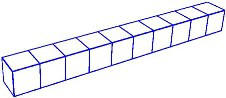
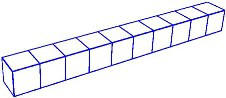
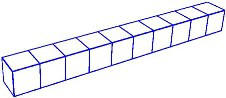
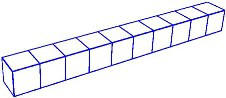


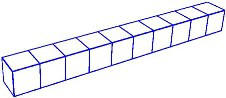
**CCGPS.2.NBT.1**

**I understand that**

**100 (1 hundred) is the same as 10 tens.**

****

** = **



**CCGPS.2.NBT.1a**

**I know numbers**

**100, 200, 300, 400, 500, 600, 700, 800, 900**

**equal 0 tens and 0 ones.**

**= 300**



**3 hundreds 0 tens 0 ones**

**CCGPS.2.NBT.1b**

**I can count within 1000 from any given point.**

|  |  |
| --- | --- |
| **Count Forward**  **…877, 888, 889, 990….**  **…705, 706, 707, 708…** | **Count Backward**  **…995, 994, 993, 992…**  **…150, 149, 148, 147…** |

**CCGPS.2.NBT.2**

**I can count by 5s, 10s, and 100s to 1000 from any given point.**

|  |  |  |
| --- | --- | --- |
| **5s**  **…955, 960, 965, 970, 975, 980….** | **10s**  **….950, 960, 970, 980, 990, 1000** | **100s**  **…500, 600, 700, 800, 900, 1000** |

**CCGPS.2.NBT.2**

**I can read and write numbers to 1000.**

|  |  |  |
| --- | --- | --- |
| **Using base**  **ten numbers or place value blocks**  **954** | **Using number names**  **Nine hundred fifty four** | **Using expanded form**  **900 + 50 + 4** |

**CCGPS.2.NBT.3**

**I can compare three digit numbers using**

**< less than, > greater than, and = equal to.**

**465 > 378 because 400 is greater than 300**

**232 < 256 because 230 is less than 250**

**988 = 988**

**CCGPS.2.NBT.4**

**I can fluently add and subtract within 100.**

**67+28 = 63–32 =**

|  |  |  |
| --- | --- | --- |
| **Place Value Strategy**  **Break 67 and 28 into tens and ones.**  **6tens + 2tens = 8tens**  **7ones + 8ones = 1ten5ones**  **8tens + 1 ten + 5ones = 95** | **Commutative Property**  **I broke 67 and 28 into tens and ones. 60 + 7 + 20 + 8**  **60 + 20 = 80**  **80 + 7 = 87**  **87 + 8 = 95** | **Relationship between Addition and Subtraction**  **I know 2 + 1 = 3 so 3-2 = 1. And, I know 3 + 3 = 6 so 6 – 3 = 3. The answer is 31.** |

**CCGPS.2.NBT.5**

**I can add up to four two-digit numbers.**

**43 + 34 + 57 + 24 =**

|  |  |  |
| --- | --- | --- |
| **Associative Property Strategy**  **43 + 57 = 100**  **100 + 34 = 134**  **134 + 24 = 158** | **Place Value Strategy**  **40+30+50+20=140**  **3+4+7+4=18**  **140 + 18 = 158** | **Both Strategies**  **(same as place value but change order of numbers)**  **30+20+50 = 100**  **100+40 = 140**  **7+3=10 and 4+4=8**  **10+8=18**  **140 + 18 = 158** |

**CCGPS.2.NBT.6**

**I can add and subtract within 1000.**

|  |  |
| --- | --- |
| **354 + 287**  **Using Place Value**  **Add the ones…4+7=11**  **Add the tens…50+80=130**  **Add the hundreds…300+200=500**  **Combine…500+130=630**  **630+11=641**  **Using Place Value Blocks**  **Make 354 and 287 with blocks.**  **5 hundreds 13 tens 11 ones.**  **Trade ones to make tens.**  **14 tens 1 one**  **Trade tens to make hundreds.**  **6 hundreds 4 tens**    **6 hundreds 4 tens 1 one** | **213 – 134**  **Using Place Value Blocks**  **Make 213 with blocks.**  **2 hundred 1 ten 3 ones**  **Trade 1 hundred to 10 tens.**  **1 hundred 11 tens 3 ones.**  **Trade 1 ten for 10 ones.**  **1 hundred 10 tens 13 ones.**  **Subtract:**  **1 hundred 10 tens 13 ones**  **-1 hundred 3 tens 4 ones**  **7 tens 9 ones**  **10**  **1 11 13**  **213**   * **134**   **79** |

**CCGPS.2.NBT.7**

**I can mentally add 10 or 100 to a number**

**from 100-900.**

**CCGPS.2.NBT.8**

499+10=509

477+10=577

500+100=600

680+100=780

**I can mentally subtract 10 or 100 from a number between 100-900.**

**CCGPS.2.NBT.8**

477-100=377

509-10=499

477-10=467

500-100=400

**I can explain why addition and subtraction strategies work using place value and properties of operations.**

**CCGPS.2.NBT.9**

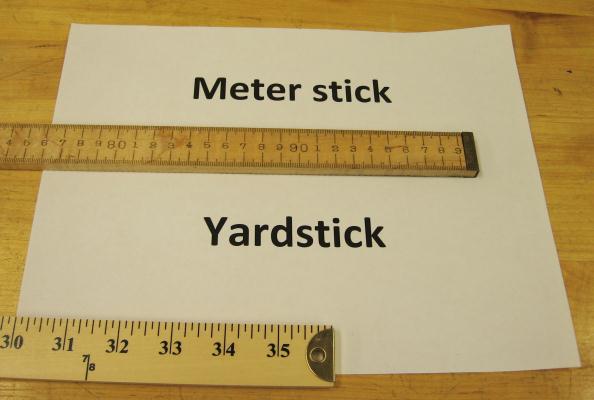
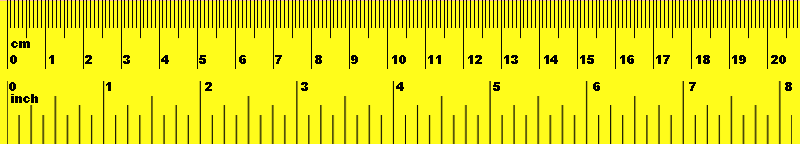
**There are 36 birds in the park. 25 more birds arrive. How many birds are there?**

|  |
| --- |
| **I broke 36 and 25 into tens and ones and then added them. 30+6+20+5. I can change the order of the numbers so I added 30+20 and got 50. Then I added 6 more to get 56. Then I added 5 to get 61. This is the strategy of properties of operations.** |

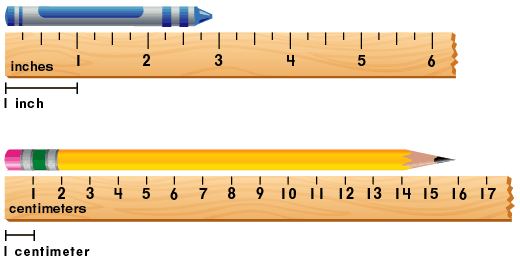
|  |
| --- |
| **I used place value blocks and made a pile of 36. Then I added 25. I had 5 tens and 11 ones. I had to trade 10 ones for 1 ten. Then I had 6 tens and 1 one. That makes 61. This is the strategy of using place value.** |

**CCGPS.2.NBT.9 con’t**

**I can choose the appropriate tool and measure the length of an object.**

 **CCGPS.2.MD.1**

**I can compare the length of an object using two measurements.**



**CCGPS.2.MD.2**

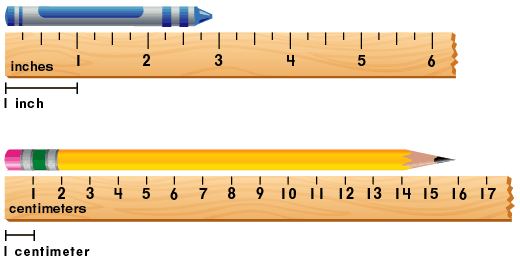
**I can estimate lengths using inches, feet, centimeters,**

**and meters.**



**CCGPS.2.MD.3**

**I can determine the difference in length between two objects.**



**The pencil is 16 cm. The crayon is 7 cm.**

**The pencil is 9 cm. longer than the crayon. (16-7=9)**

**CCGPS.2.MD.4**

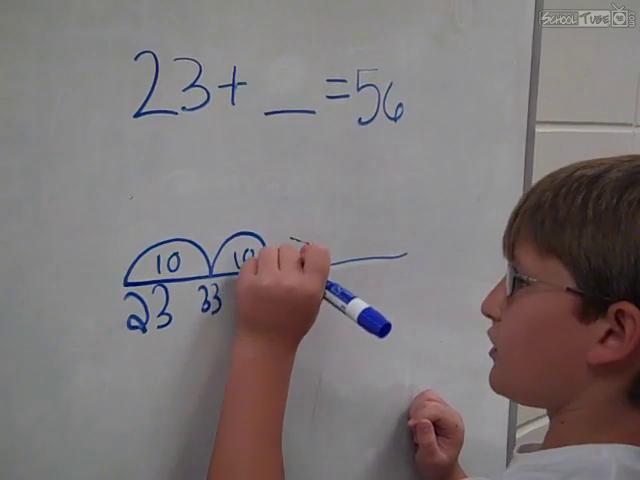
**I can use addition and subtraction within 100 to solve word problems involving length.**

**CCGPS.2.MD.5**

**Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and solve.**

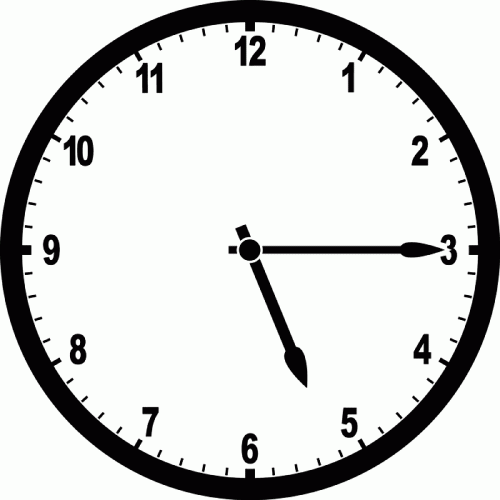
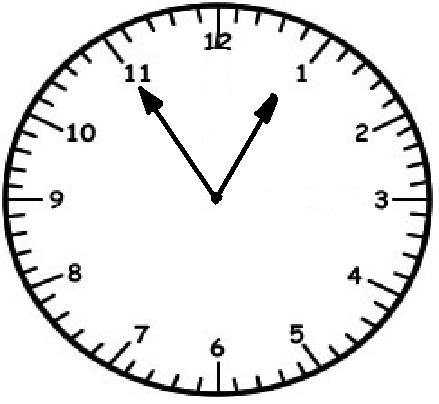
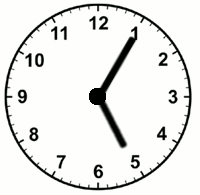
|  |
| --- |
| **14 + \_\_\_\_ = 23**  **Using place value blocks I counted out 14. Then I added blocks until I got to 23. I needed to add 9 blocks. Mary jumped 9 more inches than Kate.**  **http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg+ \_\_\_\_\_\_ = http://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_ten.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpghttp://www2.sd5.k12.mt.us/elrod/multiage/images/Base10_one.jpg** |
| **23 – 14 = \_\_\_\_**  **Using a number line I started at 23. I moved back 14 and counted how far I moved. I moved back 9. Mary jumped 9 more inches than Kate.** |

**I can create a number line using numbers within 100 to solve problems. I can use evenly spaced points.**



**CCGPS.2.MD.6**

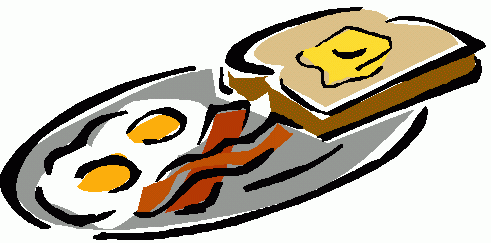
**I can tell and write time to the nearest five minutes.**



**5:05 12:55 5:15**

**CCGPS.2.MD.7**

**I can use a.m. and p.m. correctly.**

**Eating Breakfast 7:30 a.m.**

**Sleeping 2:15 a.m.**

 **Watching fireworks 9:30 p.m.**

**CCGPS.2.MD.7**

**I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.**









**CCGPS.2.MD.8**

|  |  |  |
| --- | --- | --- |
| **If you have 2 dimes and 3 pennies, how many cents do you have?**  **23http://www.prepressure.com/images/glyph_cent_sign_00A2_132.png** | **What are some possible combinations of coins that equal 37 cents?**  **1 quarter 1 dime 2 pennies**  **3 dimes 7 pennies**  **37 pennies** | **What are some possible combinations of dollar bills that equal 12 dollars?**  **1 ten dollar bill 2 dollar bills**  **2 five dollar bills 2 dollar bills** |

**CCGPS.2.MD.8**

**I can use $ and**  **symbols appropriately.**

$1.25 =125

$ 0.50 = 50

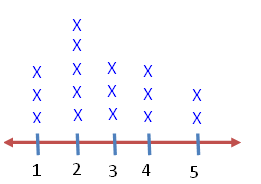
$0.10 = 10 

**CCGPS.2.MD.8**

**I can create a line plot.**

**Example: **

**Collect data by measuring the length of several objects. Create line plot graph where the horizontal scale is marked off in whole number units. Plot data and use graph to organize data and make comparisons.**



Length of Objects Measured:

Safety pin = 1 inch

Yellow Pencil = 5 inches

Blue Crayon = 3 inches

Small paper clip =1 inch

Small Eraser = 1 inch

Notebook = 4 inches

Red Crayon = 2 inches

Blue Pencil = 2 inches

Large Eraser = 3 inches

Green Pencil = 4 inches

Sticky Note = 2 inches

Large paper clip = 2 inches

2 pair of scissors = 5 inches each

Glue stick = 3 inches

Sticker = 2 inches

Marker = 4 inches

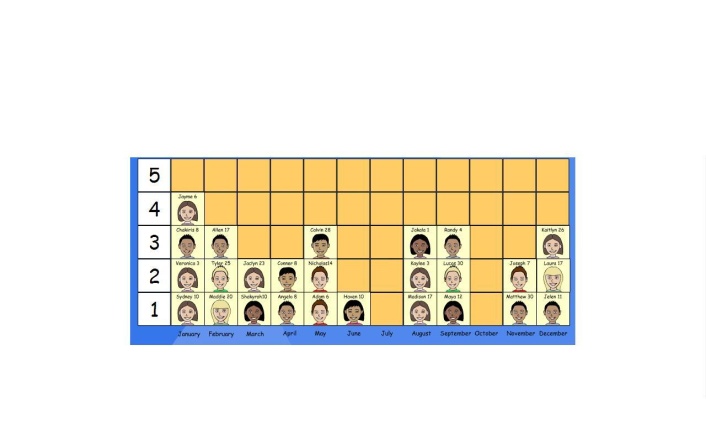
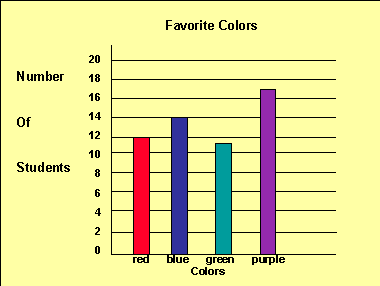
How many objects are 5 inches long?

How many objects are 1 inch?

Which length had the most number of objects?

**CCGPS.2.MD.9**

**I can draw a picture graph and a bar graph and use the information to answer problems.**



**CCGPS.2.MD.10**

**I can identify shapes.**

|  |
| --- |
| **Quadrilaterals**  **Rectangle Square Trapezoid** |

**Triangle Hexagon Pentagon Cube**

**CCGPS.2.G.1**

**I can recognize and draw shapes having specified attributes.**

**Draw a shape with 5 sides.**

**Draw a shape with 4 angles.**

**Draw a shape with 6 faces.**

**CCGPS.2.G.1**

**I can partition a rectangle into rows and columns of same size squares and count to find the total number.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

**CCGPS.2.G.2**

**I can partition (split) a circle and a rectangle into two, three, or four equal shares.**

**CCGPS.2.G.2**

**I can describe the equal shares of divided shapes using halves, thirds, half of, a third of, a fourth of,**

**or a quarter of.**

**A**

**CCGPS.2.G.2**

**I know that equal shares do not have to have the same shape.**

**Divide the rectangle into halves a different way.**

**CCGPS.2.G.2**