

**Alpena Montmorency Alcona Educational Service District
02 Pacing Guide**

**Unit 1: Addition and Subtraction Within 20
30-32 Days**

Math Background:

- Research - TE p1T-1U
- Background - TE p1V-1UU
- Learning Community - TE p1VV-1XX

Learning Path:

- **Children work toward building fluency with addition and subtraction within 10.**
- **Children work toward mastering all addition and subtraction word problem subtypes.**

Big Idea 1: Strategies for Addition and Subtraction (About 12 days. Suggested date of complete: September 24, 2013)

- Daily Routine: Money Routine (30 min/day)

Vocabulary: addends, addition doubles, dime, doubles minus one, doubles minus two, doubles plus one, doubles plus two, equal sign (=), equation, equation chain, even, is equal to (=), is not equal to (\neq), Make-a-Ten strategy, Math Mountain, odd, pairs, partners, pattern, penny, subtraction doubles, total, unknown addend, vertical form

Common Core State Standards for Mathematics [CCSS-M]

CC.2.OA.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.

CC.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.

CC.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.

CC.2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.

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

Common Core Standards of Mathematical Practice [SMPs]

CC.K-12.MP.1: Make sense of problems and persevere in solving them.

CC.K-12.MP.2: Reason abstractly and quantitatively.

CC.K-12.MP.3: Construct viable arguments and critique the reasoning of others.

CC.K-12.MP.4: Model with math.

CC.K-12.MP.5: Use appropriate tools strategically.

CC.K-12.MP.6: Attend to precision.

CC.K-12.MP.7: Look for and make use of structure.

CC.K-12.MP.8: Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Supplemental/Reteaching Materials Essential (E) Non-Essential (NE)	Hints
1.1	<p>I can</p> <ul style="list-style-type: none"> review the relationship between addition and subtraction equations, Math Mountains, and word problems. <p>Formative Assessment: Ask children to draw one Math Mountain with the three numbers filled in. Children then explain how the Math Mountain shows both addition and subtraction.</p>	OA.1 OA.2 NBT.9 SMP 2 SMP 3 SMP 6 SMP 7	SAB p3 (E) SAB p4 (E) SAB p5 (E) HW p1 (NE) AC 1-1 ● (NE) AC 1-1 ▲ (NE) AC 1-1 ■ (NE)	
Lesson 1.1 Notes:				
1.2	<p>I can</p> <ul style="list-style-type: none"> find teen Math Mountains and relate to addition problems with two unknown addends. practice addition and subtraction with totals less than or equal to 10. <p>Formative Assessment: Ask each child to draw a Math Mountain and write one addition and two subtraction equations for that Math Mountain.</p>	OA.1 OA.2 SMP 1 SMP 3 SMP 4 SMP 6 SMP 7 SMP 8	HW p3 (NE) AC 1-2 ● (NE) AC 1-2 ▲ (NE) AC 1-2 ■ (NE)	
Lesson 1.2 Notes:				

1.3	<p>I can</p> <ul style="list-style-type: none"> use the Make-a-Ten strategy to add single-digit addends. <p>Formative Assessment: Ask children to describe the Make-a-Ten strategy using the example $7+5$. Some children may describe how they mentally use the method; others may use Dime Strips, and pennies, dingers, or drawing to help them describe the method.</p>	<p>OA.1 NBT.9</p> <p>SMP 3 SMP 5 SMP 6</p>	<p>SAB p13 (E) HW p5 (NE) AC 1-3 ● (NE) AC 1-3 ▲ (NE) AC 1-3 ■ (NE)</p>	
Lesson 1.3 Notes:				
1.4	<p>I can</p> <ul style="list-style-type: none"> make a ten to solve unknown addend and subtraction word problems. <p>Formative Assessment: Have children explain how to use the Make a Ten strategy to find the unknown addend in the equation $8+ \underline{\quad} = 13$</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 5 SMP 6</p>	<p>SAB p15 (E) SAB p16 (E) HW p7 (NE) AC 1-4 ● (NE) AC 1-4 ▲ (NE) AC 1-4 ■ (NE)</p>	
Lesson 1.4 Notes:				
1.5	<p>I can</p> <ul style="list-style-type: none"> practice solving addition, subtraction, and unknown addend equations with teen totals. <p>Formative Assessment:</p>	<p>OA.2</p> <p>SMP 3 SMP 3 SMP 6 SMP 7</p>	<p>HW p9 (NE) AC 1-5 ● (NE) AC 1-5 ▲ (NE) AC 1-5 ■ (NE)</p>	

	Ask children to explain how unknown addend equations and subtraction equations are the same. Children's answers should show understanding that for both equations, you need to find an unknown addend.			
	Lesson 1.5 Notes:			
1.6	<p>I can</p> <ul style="list-style-type: none"> identify numbers as odd or even. <p>Formative Assessment: Ask children to describe two methods for deciding whether the number 6 is even or odd. Children can choose any methods to show that 6 is an even number. They may choose to count by 2s to 6, make three pairs of two equal groups of 3, or to write the addition double $3+3=6$.</p>	<p>OA.3</p> <p>SMP 1 SMP 3 SMP 6 SMP 7</p>	<p>SAB p17 (E) SAB p18 (E) SAB p19 (E) SAB p20 (E) HW p11 (NE) AC 1-6 ● (NE) AC 1-6 ▲ (NE) AC 1-6 ■ (NE)</p>	
	Lesson 1.6 Notes:			
1.7	<p>I can</p> <ul style="list-style-type: none"> find totals using the Doubles Plus/Minus 1 or the Doubles Plus/Minus 2. <p>Formative Assessment: Ask children to describe two ways of using doubles to add $8+6$. Children should recognize that they can use the Double Plus 2 or the Doubles Minus 2 Strategy.</p>	<p>OA.2 OA.3</p> <p>SMP 1 SMP 2 SMP 3 SMP 6</p>	<p>SAB p21 (E) SAB p22 (E) HW p13 (NE) AC 1-7 ● (NE) AC 1-7 ▲ (NE) AC 1-7 ■ (NE)</p>	

	Lesson 1.7 Notes:			
1.8	<p>I can</p> <ul style="list-style-type: none"> write equations and equation chains and use vertical form for addition and subtraction. <p>Formative Assessment: Ask children to write $7+5=$ ___ in vertical form and then find the total.</p>	<p>OA.2 SMP 2 SMP 3 SMP 6</p>	<p>SAB p23 (E) SAB p24 (E) HW p15 (NE) AC 1-8 ● (NE) AC 1-8 ▲ (NE) AC 1-8 ■ (NE)</p>	
	Lesson 1.8 Notes:			
1.9	<p>I can</p> <ul style="list-style-type: none"> add three or four 1-digit addends using strategies based on properties of addition. <p>Formative Assessment: Ask children to explain how they found one of the sums on SAB p 28. Then ask them to tell a different way to find the sum.</p>	<p>OA.2 NBT.5 NBT.6 NBT.9 SMP 1 SMP 2 SMP 3 SMP 6 SMP 7</p>	<p>SAB p27 (E) SAB p28 (E) HW p17 (NE) AC 1-9 ● (NE) AC 1-9 ▲ (NE) AC 1-9 ■ (NE)</p>	
	Lesson 1.9 Notes			
Quiz 1		AG p14 (E)		

Reteach	To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.			
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Big Idea 2: Addition and Subtraction Situations (About 12 days. Suggested date of completion: October 14, 2013)

- Daily Routine: Money Routine (30 min/day)

Vocabulary: *Add To* problem, *Compare* word problem, comparison bars, fewer, matching drawing, more, *Put Together* problem, situation equation, solution equation, *Take Apart* problem, *Take From* problem,

Common Core State Standards for Mathematics [CCSS-M]

CC.2.OA.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.

CC.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.

Common Core Standards of Mathematical Practice [SMPs]

CC.K-12.MP.1: Make sense of problems and persevere in solving them.

CC.K-12.MP.2: Reason abstractly and quantitatively.

CC.K-12.MP.3: Construct viable arguments and critique the reasoning of others.

CC.K-12.MP.4: Model with math.

CC.K-12.MP.5: Use appropriate tools strategically.

CC.K-12.MP.6: Attend to precision.

CC.K-12.MP.7: Look for and make use of structure.

CC.K-12.MP.8: Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Supplemental/Reteaching Materials Essential (E) Non-Essential (NE)	Notes
1.10	<p>I can</p> <ul style="list-style-type: none"> • represent and solve <i>Add To</i> and <i>Take From</i> word problems. 	<p>OA.1 OA.2 SMP 1 SMP 2</p>	<p>SAB p31 (E) SAB p32 (E) HW p19 (NE) AC 1-10 ● (NE) AC 1-10 ▲ (NE) AC 1-10 ■ (NE)</p>	

	<p>Formative Assessment: Ask children to choose a word problem from one of the SAB pages and explain how their drawing matches the problem.</p>	<p>SMP 3 SMP 4 SMP 6</p>		
	<p>Lesson 1.10 Notes:</p>			
1.11	<p>I can</p> <ul style="list-style-type: none"> create and solve <i>Add To</i> and <i>Take From</i> word problems - unknown in all six positions. <p>Formative Assessment: Ask children to explain how they represented the problem situation in Problem 4.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 2 SMP 3 SMP 4 SMP 6</p>	<p>SAB p33 (E) SAB p34 (E) HW p21 (NE) AC 1-11 ● (NE) AC 1-11 ▲ (NE) AC 1-11 ■ (NE)</p>	
	<p>Lesson 1.11 Notes:</p>			
1.12	<p>I can</p> <ul style="list-style-type: none"> introduce and solve <i>Put Together/Take Apart</i> problems. <p>Formative Assessment: Ask children to draw Math Mountains to represent problems 5 and 6. Have them compare and contrast the two Math Mountains. Children should see that both problems involve</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 6</p>	<p>SAB p35 (E) SAB p36 (E) HW p23 (NE) AC 1-12 ● (NE) AC 1-12 ▲ (NE) AC 1-12 ■ (NE)</p>	

	two parts and a total. The first problem involves an unknown part of addend, and the second problem involves an unknown total.			
	Lesson 1.12 Notes:			
1.13	<p>I can</p> <ul style="list-style-type: none"> • solve <i>Put Together/Take Apart</i> problems that involve the use of group names and/or have both addends unknown. <p>Formative Assessment: Ask children to group items from the classroom and name the group.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 6 SMP 7</p>	<p>SAB p37 (E) SAB p38 (E) HW p25 (NE) AC 1-13 ● (NE) AC 1-13 ▲ (NE) AC 1-13 ■ (NE)</p>	
	Lesson 1.13 Notes:			
1.14	<p>I can</p> <ul style="list-style-type: none"> • represent and solve <i>Compare</i> word problems. <p>Formative Assessment: Ask children to choose a problem from SAB p40 and describe how comparison bars can be used to represent the problem.</p>	<p>OA.1 OA.2</p> <p>SMP 2 SMP 3 SMP 6</p>	<p>SAB p39 (E) SAB p40 (E) HW p27 (NE) AC 1-14 ● (NE) AC 1-14 ▲ (NE) AC 1-14 ■ (NE)</p>	
	Lesson 1.14 Notes:			

1.15	<p>I can</p> <ul style="list-style-type: none"> create, paraphrase, and solve <i>Compare</i> word problems. <p>Formative Assessment: Ask children to choose a word problem from SAB p41 and tell how comparison bars can be used to show the information in the problem.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 6</p>	<p>SAB p41 (E) SAB p42 (E) HW p29 (NE) AC 1-15 ● (NE) AC 1-15 ▲ (NE) AC 1-15 ■ (NE)</p>	
	Lesson 1.15 Notes:			
1.16	<p>I can</p> <ul style="list-style-type: none"> solve mixed word problems and use <i>make-a-ten</i> strategy to find totals. <p>Formative Assessment: Children choose a word problem from SAB p44. They explain how the drawing and the equation represent the problem.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 6</p>	<p>HW p31 (NE) AC 1-16 ● (NE) AC 1-16 ▲ (NE) AC 1-16 ■ (NE)</p>	
	Lesson 1.16 Notes:			
Quiz 2		AG p15 (E)		

Reteach	To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.			
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Big Idea 3: More Complex Situations (About 7 days. Suggested date of completion: October 23, 2013)

- Daily Routine: Money Routine (30 min/day)

Vocabulary: extra information, hidden information, pattern

Common Core State Standards for Mathematics [CCSS-M]

CC.2.OA.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.

CC.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.

CC.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 2s; write an equation to express an even number as a sum of two equal addends.

Common Core Standards of Mathematical Practice [SMPs]

CC.K-12.MP.1: Make sense of problems and persevere in solving them.

CC.K-12.MP.2: Reason abstractly and quantitatively.

CC.K-12.MP.3: Construct viable arguments and critique the reasoning of others.

CC.K-12.MP.4: Model with math.

CC.K-12.MP.5: Use appropriate tools strategically.

CC.K-12.MP.6: Attend to precision.

CC.K-12.MP.7: Look for and make use of structure.

CC.K-12.MP.8: Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Supplemental/Reteaching Materials Essential (E) Non-Essential (NE)	Hints
1.17	<p>I can</p> <ul style="list-style-type: none"> discuss and solve problems with hidden, not enough, or extra information. <p>Formative Assessment: Ask children: If a problem has extra information will everyone still get the same answer? If a problem has missing information, will every still get the same answer? If a problem has hidden information, will everyone still get the same answer?</p>	OA.1 OA.2 SMP 1 SMP 3 SMP 4 SMP 6 SMP 7	SAB p49 (E) SAB p50 (E) SAB p51 (E) SAB p52 (E) HW p33 (NE) AC 1-17 ● (NE) AC 1-17 ▲ (NE) AC 1-17 ■ (NE)	
Lesson 1.17 Notes:				
1.18	<p>I can</p> <ul style="list-style-type: none"> represent and solve more complex <i>Compare</i> problems. <p>Formative Assessment: Ask children to explain how stating the comparison both ways is helpful when solving Compare problems.</p>	OA.1 OA.2 SMP 1 SMP 3 SMP 4 SMP 6 SMP 7	SAB p53 (E) SAB p54 (E) HW p35 (NE) AC 1-18 ● (NE) AC 1-18 ▲ (NE) AC 1-18 ■ (NE)	
Lesson 1.18 Notes:				

1.19	<p>I can</p> <ul style="list-style-type: none"> • solve two-step word problems. <p>Formative Assessment: Ask children to explain what we mean by the hidden or first-step question in a two-step problem.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 6 SMP 7</p>	<p>SAB p55 (E) SAB p56 (E) SAB p57 (E) SAB p58 (E) HW p37 (NE) AC 1-19 ● (NE) AC 1-19 ▲ (NE) AC 1-19 ■ (NE)</p>	
	Lesson 1.19 Notes:			
1.20	<p>I can</p> <ul style="list-style-type: none"> • solve mixed word problems. <p>Formative Assessment: Ask children to choose a problem from SAB p 59 and 60 to explain how they solved the problem.</p>	<p>OA.1 OA.2</p> <p>SMP 1 SMP 3 SMP 4 SMP 5 SMP 6</p>	<p>SAB p59 (E) SAB p60 (E) HW p39 (NE) AC 1-20 ● (NE) AC 1-20 ▲ (NE) AC 1-20 ■ (NE)</p>	
	Lesson 1.20 Notes:			
1.21	Math Practices	<p>OA.1 OA.2</p>	<p>SAB p65 (E) SAB p66 (E)</p>	

		OA.3 SMP 1-8	HW p41 (NE) AC 1-21 ● (NE) AC 1-21 ▲ (NE) AC 1-21 ■ (NE)	
	Lesson 1.20 Notes:			
Quiz 3		AG p16 (E)		
Reteach	To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.			

Unit 1: Enrichment/Intervention Loop (About 3-5 days. Suggested date of completion: November 1, 2013)

Unit Test Objectives

- 1A Fluently add and subtract within 20.
- 1B Determine whether a group of objects (up to 20) has an odd or even number of members and write an equation to express an even number as the sum of two equal addends.
- 1C Add three or four 1-digit addends.
- 1D Use addition and subtraction within 20 to solve one- and two-step word problems.

Day 1: Final Formative Assessment - SAB p67-70

Day 2-4: Reteaching Activities- TE p154-155

Day 5: Assessment - Unit 1 Test AG p21-24

**Alpena Montmorency Alcona Educational Service District
02 Pacing Guide**

**Unit 2: Addition Within 200
26-28 Days**

Math Background:

- Research - TE p159QT-159R
- Background - TE p159S-159JJ

Learning Path:

- **Children work with:**
 - place value.
 - representing numbers in different ways.
 - comparing numbers.
 - adding two, three, or four 2-digit numbers , sometimes resulting in new tens or new hundreds with sums to 200.
- **Children use visual models and real world situation to understand:**
 - the value of 2- and 3-digit numbers.
 - how to find the sum of 2-digit numbers.

Big Idea 1: Use Place Value (7 days)

- Daily Routine: Comparing 2-Digit Numbers and Money Routine (30 min/day)

Vocabulary: decade numbers, expanded form, hundreds, is equal to ($=$), is greater than ($>$), is less than ($<$), number name, ones, Quick Hundreds, Quick Tens, tens

Common Core State Standards for Mathematics [CCSS-M]

CC.2.OA.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.

CC.2.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. Understand the following as special cases:

CC.2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.

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

CC.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.

CC.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.

CC.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.

CC.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.

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

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

Common Core Standards of Mathematical Practice [SMPs]

CC.K-12.MP.1: Make sense of problems and persevere in solving them.

CC.K-12.MP.2: Reason abstractly and quantitatively.

CC.K-12.MP.3: Construct viable arguments and critique the reasoning of others.

CC.K-12.MP.4: Model with math.

CC.K-12.MP.5: Use appropriate tools strategically.

CC.K-12.MP.6: Attend to precision.

CC.K-12.MP.7: Look for and make use of structure.

CC.K-12.MP.8: Look for and express regularity in repeated reasoning.

Lesson	Focus	CCSS-M and SMPs	Additional Resources Supplemental/Reteaching Materials Essential (E) Non-Essential (NE)	Hints
2.1	<p>I can</p> <ul style="list-style-type: none"> represent numbers to 200 and identify patterns involving place value. <p>Formative Assessment: Ask children to describe the number 106 in two different ways. Children’s explanations should include two of the following descriptions: 106 is 1 hundred and 6 extra ones, 10 tens and 6 extra ones, 106 ones, or 1 hundred, 0 tens, and 6 ones. Children may choose to support their description with drawings.</p>	OA.1 OA.2 NBT.1 NBT.1a NBT.2 NBT.3 SMP 2 SMP 3 SMP 4 SMP 5 SMP 6 SMP 7	SAB p73 (E) SAB p74 (E) HW p43 (NE) AC 2-1 ● (NE) AC 2-1 ▲ (NE) AC 2-1 ■ (NE)	
Lesson 2.1 Notes:				
2.2	<p>I can</p> <ul style="list-style-type: none"> represent numbers to 200 in different ways. <p>Formative Assessment: Ask children to describe the methods they have used to represent numbers.</p>	OA.1 OA.1 NBT.1 NBT.2 MBT.2 NBT.5 NBT.9 SMP 3 SMP 5 SMP 6 SMP 7	SAB p77 (E) SAB p78 (E) HW p45 (NE) AC 2-2 ● (NE) AC 2-2 ▲ (NE) AC 2-2 ■ (NE)	

	Lesson 2.2 Notes:			
2.3	<p>I can</p> <ul style="list-style-type: none"> represent numbers using base ten numerals, expanded form, and number names. <p>Formative Assessment: Ask children to explain how to represent the number 132 in expanded form. Children’s answer should indicate understanding that expanded form is an expression in which the values of each digit in a number are added together.</p>	<p>NBT.1 NBT.2 NBT.3</p> <p>SMP 1 SMP 2 SMP 3 SMP 5 SMP 6 SMP 7</p>	<p>SAB p79 (E) SAB p80 (E) HW p47 (NE) AC 2-3 ● (NE) AC 2-3 ▲ (NE) AC 2-3 ■ (NE)</p>	
	Lesson 2.3 Notes:			
2.4	<p>I can</p> <ul style="list-style-type: none"> solve ten-based word problems. add 10 or 100 to a given number. <p>Formative Assessment: Ask children to explain how to find the total for $58+10$. Children’s explanations should reflect understanding that they need to increase the value of 58 by 1 ten.</p>	<p>NBT.1 NBT.3 NBT.5 NBT.7 NBT.8 NBT.9</p> <p>SMP 1-7</p>	<p>SAB p81 (E) SAB p82 (E) HW p49 (NE) AC 2-4 ● (NE) AC 2-4 ▲ (NE) AC 2-4 ■ (NE)</p>	
	Lesson 2.4 Notes:			

2.5	<p>I can</p> <ul style="list-style-type: none"> compare two numbers using $>$, $<$, or $=$ symbols. <p>Formative Assessment: Ask children to explain how to compare 128 to 123. Children's answers should indicate that they first compare the hundreds, then the tens, then the ones.</p>	<p>NBT.1 NBT.3 NBT.4</p> <p>SMP 1 SMP 2 SMP 3 SMP 5 SMP 6 SMP 8</p>	<p>SAB p83 (E) SAB p84 (E) HW p51 (NE) AC 2-5 ● (NE) AC 2-5 ▲ (NE) AC 2-5 ■ (NE)</p>	
Lesson 2.5 Notes:				
Quiz 1		AG p30 (E)		
Reteach	To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.			

Big Idea 2: Add 2-digit Numbers (8 days)

- Daily Routine: Comparing 2-Digit Numbers and Money Routine (30 min/day)

Vocabulary: error, New Groups Above method, New Groups Below method, Show All Totals method, sum,

CCSS-M Critical Standards: NBT.1, NBT.1a,

CCSS-M Supporting Standards: OA.1, NBT.6, NBT.7, NBT.9

Lesson	Focus	CCSS-M and SMPs	Additional Resources Supplemental/Reteaching Materials Essential (E) Non-Essential (NE)	Hints
2.6	<p>I can</p> <ul style="list-style-type: none"> • explore methods of 2-digit addition that involve making a new ten or hundred. <p>Formative Assessment: Ask children to explain how they would add $67+47$. Children’s explanations should include use of proof drawings and numeric methods, and should address that a new hundred will be made.</p>	<p>NBT.1 NBT.6 NBT.7 NBT.9</p> <p>SMP 1 SMP 2 SMP 3 SMP 4 SMP 6 SMP 7</p>	<p>SAB p87 (E) SAB p88 (E) HW p53 (NE) AC 2-6 ● (NE) AC 2-6 ▲ (NE) AC 2-6 ■ (NE)</p>	
	Lesson 2.6 Notes:			
2.7	<p>I can</p>	<p>OA.1 NBT.1 NBT.7</p>	<p>SAB p89 (E) SAB p90 (E) HW p55 (NE)</p>	

	<ul style="list-style-type: none"> apply addition concepts and strategies to real world situations, and solve 2-digit addition problems. <p>Formative Assessment: Ask children to describe how the Show All Totals method could be used to add $82+45$. Children's descriptions should include grouping 10 tens to make a hundred.</p>	<p>NBT.9</p> <p>SMP 1 SMP 2 SMP 3 SMP 4 SMP 6</p>	<p>AC 2-7 ● (NE) AC 2-7 ▲ (NE) AC 2-7 ■ (NE)</p>	
	Lesson 2.7 Notes:			
2.8	<p>I can</p> <ul style="list-style-type: none"> solve 2-digit addition exercises using the New Groups Below method. <p>Formative Assessment: Ask children to explain how to add $25+75$ using the New Groups Below method. Children's explanations should mention keeping the places aligned and recording the new ten or new hundred in the proper columns, below the addends.</p>	<p>NBT.1 NBT.6 NBT.7 NBT.9</p> <p>SMP 1 SMP 2 SMP 3 SMP 5 SMP 6</p>	<p>HW p57 (NE) AC 2-8 ● (NE) AC 2-8 ▲ (NE) AC 2-8 ■ (NE)</p>	
	Lesson 2.8 Notes:			
2.9	<p>I can</p> <ul style="list-style-type: none"> choose a method to solve 2-digit addition exercises. <p>Formative Assessment: Ask children to choose and describe a method they would use to find the sum $76+25$.</p>	<p>NBT.1 NBT.6 NBT.7 NBT.9</p> <p>SMP 1 SMP 2 SMP 3</p>	<p>SAB p91 (E) SAB p92 (E) HW p59 (NE) AC 2-9 ● (NE) AC 2-9 ▲ (NE) AC 2-9 ■ (NE)</p>	

	Children's explanations should indicate that a new ten and a new hundred are made.	SMP 6		
	Lesson 2.9 Notes:			
2.10	<p>I can</p> <ul style="list-style-type: none"> compare various solution methods for 2-digit addition. <p>Formative Assessment: Ask children to choose of of the exercises from this lesson and explain the method they used to find the sum.</p>	<p>NBT.1 NBT.6 NBT.7 NBT.9</p> <p>SMP 3 SMP 6 SMP 7 SMP 8</p>	<p>SAB p93 (E) SAB p94 (E) HW p61 (NE) AC 2-10 ● (NE) AC 2-10 ▲ (NE) AC 2-10 ■ (NE)</p>	
	Lesson 2.10 Notes:			
Quiz 2		AG p31 (E)		
Reteach	To reteach, use the resources listed above (Essentials and Non-Essentials) as well as the Response to Intervention Resource Books.			

Big Idea 3: Money and Fluency for Addition Within 100 (8 days)

- Daily Routine: Comparing 2-Digit Numbers and Money Routine (30 min/day)

Vocabulary (CCSS-M): cent symbol ($\¢$), decimal point ($.$), dime, dollar, dollar symbol ($\$$), nickel, penny, skip count

CCSS-M Critical Standards: NBT.1, NBT.1a, NBT.2, NBT.4, NBT.5

CCSS-M Supporting Standards: OA.1, NBT.6, NBT.7, MD.8

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
2.11	QP: 5 A1: 50 A2: 25 FA: 5 Total: 85	I can <ul style="list-style-type: none">• solve word problems involving dollar bills, dimes, and pennies, using \$ and c.	SAB p97 (E) SAB p98 (E) HW p63 (NE)		
2.12	QP: 5 A1: 45 A2: 15 A3: 20 FA: 5 Total: 90	I can <ul style="list-style-type: none">• skip count by 5s and find the values of collections of dimes, nickels, and pennies.	SAB p99 (E) SAB p100 (E) SAB p101 (E) SAB p102 (E) HW p65 (NE)		
2.13	QP: 5 A1: 45 A2: 35 FA: 5 Total: 90	I can <ul style="list-style-type: none">• build fluency for addition within 100.	SAB p103 (E) SAB p104 (E) SAB p105 (E) SAB p106 (E) HW p67 (NE)		

2.14	QP: 5 A1: 60 A2: 15 A3: 40 FA: 5 Total: 125	I can <ul style="list-style-type: none"> • add three or four 2-digit addends. 	SAB p107 (E) SAB p108 (E) HW p61 (NE)		
2.15	QP: 5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	Mathematical Practices	SAB p109 (E) SAB p110 (E) HW p63 (NE)		
Quiz 3			AG p32 (E)		

Unit 2: Mastery Loop (3-5 days)

Unit Test Objectives

- 2A Represent, read, and write numbers to 200 using pictures, base ten numerals, number names, and expanded form.
- 2B Compare two numbers within 200 using $<$, $>$, and $=$ symbols.
- 2C Add two numbers with up to 2 digits, sums within 200.
- 2D Add three or four 2-digit addends, sums within 200.
- 2E Skip count by 5s.
- 2F Find the value of a group of dimes, nickels, and pennies, and write the value using $\$$ and ¢ symbols.
- 2G Use addition within 200 and/or the values of pennies, nickels, and dimes to solve word problems.

Day 1: Pre-Assessment - SAB p111-114

Day 2-4: Reteaching Activities

Day 5: Assessment - Unit 2 Test AG p37-40

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**Unit 3: Length and Shapes
14-16 Days**

Math Background:

- Research - TE p279O-279P
- Background - TE p279Q-279FF

Learning Path:

- **Children learn to:**
 - measure and estimate lengths.
 - relate addition and subtraction to length.
 - represent lengths on line plots.
 - reason with shapes and their attributes.

Unit 3 Hints

- Understanding that the hash marks – emphasize marking and counting the length units
 - First the children draw marks to show the length on things
 - Then they count the length units
 - This leads to “mathematizing” or connecting length as consisting of small units of the same size that make the total length.
- Even though concept of length measurement appears obvious – it is more complex to a second grader. (understand 1 is the space from the beginning of the ruler to the hash mark)
 - Focus on what the numbers on the ruler are counting and what students need to count when they are measuring
 - The child needs to think that the pencil is not 8 centimeters because it lines up with the 8 mark on the centimeter ruler. BUT the length is 8 iterations (or repetitions of a 1-centimeter length)
- Have kids think of a ruler as a succession of lines on top of one another getting longer.
- Use attributes you know to identify and draw shapes
- Measuring sides of figures connects geometry and measurement
- The CCSS says a second grader needs to generate data and make a line plot. You do not need to do this every time – it is too time consuming. After they know how to generate data, most work can be done by providing students with data sets.

Big Idea 1: Length and Shapes (6 days)

- Daily Routine: Dimes, Nickels, and Pennies and Money Routine (10 min/day)

Vocabulary (CCSS-M): 2-dimensional (2-D), 3-dimensional (3-D), angle, centimeter, cube, face, height, hexagon, horizontal, length, line segment, opposite sides, partner lengths, pentagon, quadrilateral, rectangle, rectangular prism, right angle, square, triangle, vertical, view, width

CCSS-M Critical Standards: OA.2, MD.1, G.1

CCSS-M Supporting Standards: NBT.6, MD.3, MD.4

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
3.1	QP:5 A1: 40 A2: 20 FA: 5 Total: 70	I can <ul style="list-style-type: none">• measure line segments.• break apart centimeter lengths into partner lengths	SAB p117 (E) SAB p118 (E) SAB p119 (E) SAB p120 (E) HW p73 (NE)		Read: 279Y, 279Z Have kids notice that the number on ruler represents a longer line. Relate how a line that is one partner to a line of another partner make the total... a longer line. Lead the kids to see the pattern between centimeter marks and lengths – don't tell them (try not

					to put the answer in the question – give wait time).
3.2	QP: 5 A1: 15 A2: 30 FA: 5 Total: 55	I can <ul style="list-style-type: none"> describe properties of squares, rectangles, triangles, pentagons, and hexagons. 	SAB p121 (E) SAB p122 (E) SAB p123 (E) SAB p124 (E) HW p75 (NE)		Read: 279Y, 279AA Focus on the attributes not on memorizing to describe shapes.
3.3	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> estimate and measure the sides and the distances around squares and rectangles. 	SAB p125 (E) SAB p126 (E) HW p77 (NE)		Read: 279Y, 27AA Stick to grade 2 CCSS. Perimeter is taught in grade 3. Use this lesson to measure and estimate lengths.
3.4	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none"> draw and name shapes with 3, 4, 5, or 6 angles and estimate and measure sides of triangles. 	SAB p127 (E) SAB p128 (E) HW p79 (NE)		Read: 279Y, 297AA-BB
3.5	QP: 5 A1: 35 A2: 25 FA: 5 Total: 70	I can <ul style="list-style-type: none"> understand how 2-dimensional and 3-dimensional shapes are related. draw rectangular prisms and cubes using faces. 	SAB p129 (E) SAB p131 (E) SAB p132 (E) HW p81 (NE)		Read: 279Y, 279CC
Quiz 1			AG p46 (E)		

Big Idea 2: Estimate, Measure, and Make Line Plots (5 days)

- Daily Routine: Dimes, Nickels, and Pennies and Money Routine (10 min/day)

Vocabulary (CCSS-M): centimeter, decimeter, foot, inch, line plot, meter, yard

CCSS-M Critical Standards: NBT.4, NBT.5, MD.1, MD.2, G.1

CCSS-M Supporting Standards: MD.3, MD.4, MD.9

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
3.6	QP:5 A1: 15 A2: 20 A3: 25 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • estimate and measure with centimeters and use a line plot to display measurement data. 	SAB p135 (E) SAB p137 (E) SAB p138 (E) SAB p139 (E) SAB p140 (E) HW p83 (NE)		Read: 279Y, 279DD-279EE This lesson may take 2 Days! Collecting data
3.7	QP: 5 A1: 20 A2: 20 A3: 20 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • estimate and measure with inches, feet, and yards. • show measurement data on a line plot. 	SAB p141 (E) SAB p143 (E) SAB p144 (E) SAB p145 (E) SAB p147 (E) SAB p148 (E) HW p85 (NE)		Read: 279Y, 279SS-279EE Students start to notice that the number of inches is always less than the number of centimeters – but lesson 8 builds on this concept.
3.8	QP: 5 A1: 40 A2: 20	I can <ul style="list-style-type: none"> • measure length and show the data on a line plot. 	SAB p149 (E) SAB p150 (E) SAB p151 (E)		Read: 279Y, 279SS-279EE

	FA: 5 Total: 700	<ul style="list-style-type: none"> determine the relationship between length and the size of the measurement unit. 	SAB p152 (E) HW p87 (NE)		Really working to understand that it takes more of the smaller units to fill the same length – so the smaller units will always be greater than the number of larger units used to measure the same length.
3.9	QP: 5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	Mathematical Practices	SAB p153 (E) SAB p154 (E) HW p89 (NE)		Goal is for kids to understand the relationship – (not translate between inches and centimeters).
Quiz 2			AG p47 (E)		

Unit 3: Mastery Loop (3-5 days)

Unit Test Objectives

- 3A Estimate and then measure the length of an object using appropriate tools.
- 3B Measure the length of an object twice, in inches and centimeters, and describe how the measurements relate to the size of the units.
- 3C Measure to determine how much longer one object is than another.
- 3D Show measurement data on a line plot.
- 3E Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 3F Draw shapes having a given number of sides, angles, or equal faces.

Day 1: Pre-Assessment - SAB p155-158

Day 2-4: Reteaching Activities

Day 5: Assessment - Unit 2 Test AG p48-51

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**Unit 4: Subtract 2-Digit Numbers
29-31 Days**

Math Background:

- Research - TE p351V-351W
- Background - TE p351X-351RR

Learning Path:

- **Children work toward:**
 - building fluency with money.
 - building fluency with subtraction.
 - mastering all addition and subtraction word problem subtypes.

Big Idea 1: Totals of Mixed Coins and Bills (3 days)

- Daily Routine: Estimating Units of Length and Money Routine (10 min/day)

Vocabulary (CCSS-M): quarters**CCSS-M Critical Standards:****CCSS-M Supporting Standards:** NBT.7, MD.8

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
4.1	QP:5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	I can <ul style="list-style-type: none">• count by quarters, dimes, nickels, and pennies up to different totals.	SAB p161 (E) HW p91 (NE)		
4.2	QP: 5 A1: 25 A2: 35 FA: 5 Total: 70	I can <ul style="list-style-type: none">• find the value of a collection of dollar bills, quarters, dimes, nickels, and pennies.	SAB p165 (E) SAB p166 (E) SAB p167 (E) SAB p168 (E) HW p93 (NE)		
Quiz 1			AG p61 (E)		

Big Idea 2: Multidigit Subtraction Strategies (10 days)

- Daily Routine: Estimating Units of Length and Money Routine (10 min/day)

Vocabulary (CCSS-M): break apart, count on, difference, Expanded Method, ungroup, Ungroup First Method**CCSS-M Critical Standards:** NBT.1, NBT.1a, NBT.1b, NBT.5**CCSS-M Supporting Standards:** OA.1, NBT.7, NBT.9, MD.8

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
4.3	QP:5 A1: 15 A2: 15 A3: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• find unknown addends, and use different methods to find addends for 100.	SAB p169 (E) SAB p170 (E) HW p95 (NE)		
4.4	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• use student-generated methods to solve subtraction word problems.• decide when to ungroup and when not to ungroup.	HW p97 (NE)		
4.5	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• solve 2-digit subtraction methods and apply those methods to subtracting from 200.	SAB p173 (E) SAB p174 (E) HW p99 (NE)		

4.6	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • solve subtraction word problems using a preferred method and explain the method used. 	SAB p175 (E) SAB p176 (E) HW p101 (NE)		
4.7	QP: 5 A1: 15 A2: 15 A3: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • review 2-digit subtraction methods and apply those methods to subtracting from 200. 	SAB p177 (E) SAB p178 (E) HW p103 (NE)		
4.8	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • decide when to ungroup in subtraction and subtract a 2-digit number from any number less than or equal to 200. 	SAB p179 (E) SAB p180 (E) HW p105 (NE)		
4.9	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • subtract 2-digit numbers from numbers with a zero in the tens or ones place. 	SAB p181 (E) SAB p182 (E) HW p107 (NE)		
4.10	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • relate ungrouping hundreds and tens in subtraction to ungrouping dollars and dimes. 	SAB p183 (E) SAB p184 (E) HW p109 (NE)		
4.11	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • build fluency for subtraction within 100 	SAB p185 (E) SAB p186 (E) SAB p187 (E) SAB p188 (E) HW p111 (NE)		
Quiz 2			AG p62 (E)		

Big Idea 3: Word Problems: Addition and Subtraction Within 100 (13 days)

- Daily Routine: Estimating Units of Length and Money Routine (10 min/day)

Vocabulary (CCSS-M): Adding Up Method, Change Unknown, Start Unknown**CCSS-M Critical Standards:** OA.2, NBT.1, NBT.1a, NBT.4, NBT.5, MD.1**CCSS-M Supporting Standards:** OA.1, NBT.6, NBT.7, NBT.9, MD.3, MD.4, MD.5, MD.8

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
4.12	QP:5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• compare addition and subtraction methods.• use addition and subtraction to solve word problems.	SAB p189 (E) SAB p190 (E) HW p113 (NE)		
4.13	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• generate eight equations from a Math Mountain and practice solving different types of word problems.	SAB p191 (E) SAB p192 (E) HW p115 (NE)		
4.14	QP: 5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none">• practice addition and subtraction within 100 and use those skills to solve word problems.	SAB p193 (E) SAB p194 (E) HW p117 (NE)		
4.15	QP: 5	I can	SAB p195 (E)		

	A1: 15 A2: 45 FA: 5 Total: 70	<ul style="list-style-type: none"> add up to calculate change from one dollar. 	SAB p196 (E) HW p119 (NE)		
4.16	QP: 5 A1: 25 A2: 35 FA: 5 Total: 70	I can <ul style="list-style-type: none"> radd up to solve unknown addend word problems. 	SAB p197 (E) SAB p198 (E) HW p121 (NE)		
4.17	QP: 5 A1: 20 A2: 40 FA: 5 Total: 70	I can <ul style="list-style-type: none"> add up to solve unknown addend word problems. 	SAB p199 (E) SAB p200 (E) HW p123 (NE)		
4.18	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> solve word problems with start unknown or change unknown. 	SAB p201 (E) SAB p202 (E) HW p125 (NE)		
4.19	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> represent and solve Compare word problems. 	SAB p203 (E) SAB p204 (E) HW p127 (NE)		
4.20	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> solve mixed word problems. 	SAB p205 (E) SAB p206 (E) SAB p207 (E) SAB p208 (E) HW p129 (NE)		
4.21	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> solve two-step word problems. 	SAB p209 (E) SAB p210 (E) HW p131 (NE)		

4.22	QP: 5 A1: 60 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • solve two-step word problems. 	SAB p211 (E) SAB p212 (E) HW p133 (NE)		
4.23	QP: 5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	Mathematical Practices	SAB p213 (E) SAB p214 (E) HW p135 (NE)		
Quiz 3			AG p63 (E)		

Unit 4: Mastery Loop (3-5 days)

Unit Test Objectives

- 4A Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ appropriately.
- 4B Subtract within 200.
- 4C Explain a subtraction method using place value.
- 4D Use addition and subtraction within 100 to solve one- and two-step word problems.

Day 1: Pre-Assessment - SAB p215-218

Day 2-4: Reteaching Activities

Day 5: Assessment - Unit 2 Test AG p64-67

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**Unit 5: Time, Graphs, and Word Problems
16-18 Days**

Math Background:

- Research - TE p507O-507P
- Background - TE p507Q-507DD

Learning Path:

- **Children will:**
 - read and show time to the 5 minutes.
 - display data in bar graphs and picture graphs.
 - interpret the data in graphs to solve problems.

Big Idea 1: Time (3 days)

- Money Routine (10 min/day)

Vocabulary (CCSS-M): a.m., p.m., analog clock, clock, digital clock, equal shares, half, halves, hour hand, minute hand**CCSS-M Critical Standards:** NBT.2, G.3**CCSS-M Supporting Standards:** MD.7

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
5.1	QP:5 A1: 25 A2: 30 FA: 5 Total: 65	I can <ul style="list-style-type: none">• tell and write time to the hour, including A.M. and P.M.	SAB p221 (E) SAB p222 (E) SAB p223 (E) SAB p225 (E) SAB p226 (E) HW p137 (NE)		
5.2	QP: 5 A1: 20 A2: 30 A3: 10 FA: 5 Total: 70	I can <ul style="list-style-type: none">• tell time to 5 minutes.	SAB p227 (E) SAB p228(E) SAB p229(E) SAB p230 (E) HW p139 (NE)		
Quiz 1			AG p77 (E)		

Big Idea 2: Picture Graphs (3 days)

- Daily Routine: Time and Money Routine (10 min/day)

Vocabulary (CCSS-M): fewer, fewest, horizontal, less, more, most, picture graph, title, vertical**CCSS-M Critical Standards:** OA.2**CCSS-M Supporting Standards:** OA.1, MD.10

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
5.3	QP:5 A1: 40 FA: 5 Total: 50	I can <ul style="list-style-type: none">• draw picture graphs and solve problems using information from the graphs.	HW p141 (NE)		
5.4	QP: 5 A1: 40 FA: 5 Total: 50	I can <ul style="list-style-type: none">• solve Compare and Put Together/Take Apart problems using information from a picture graph.	SAB p233 (E) SAB p234 (E) HW p143 (NE)		
Quiz 2			AG p78 (E)		

Big Idea 3: Bar Graphs (7 days)

- Daily Routine: Time and Money Routine (10 min/day)

Vocabulary (CCSS-M): bar graph, data, data table, horizontal bar graph, scale, sort, survey, table, vertical bar graph

CCSS-M Critical Standards: OA.2, NBT.4, NBT.5

CCSS-M Supporting Standards: OA.1, OA.4, NBT.6, MD.10

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
5.5	QP:5 A1: 25 A2: 25 FA: 5 Total: 60	I can <ul style="list-style-type: none">• draw bar graphs.	SAB p235 (E) SAB p236 (E) HW p145 (NE)		
5.6	QP: 5 A1: 55 FA: 5 Total: 65	I can <ul style="list-style-type: none">• read and analyze information in horizontal and vertical bar graphs.	SAB p237 (E) SAB p238 (E) HW p147 (NE)		
5.7	QP: 5 A1: 40 A2: 15 FA: 5 Total: 65	I can <ul style="list-style-type: none">• use information in bar graphs to solve Put Together/Take Apart and Compare problems having one or more steps to solve.	SAB p239 (E) SAB p240 (E) SAB p241 (E) SAB p242 (E) HW p149 (NE)		
5.8	QP: 5 A1: 15	I can <ul style="list-style-type: none">• gather, organize, and display data.	SAB p243 (E) SAB p244 (E)		

	A2: 35 FA: 5 Total: 60		HW p151 (NE)		
5.9	QP: 5 A1: 15 A2: 35 FA: 5 Total: 60	I can <ul style="list-style-type: none"> interpret data in graphs and use the data for problem solving. 	SAB p245 (E) SAB p246 (E) SAB p247 (E) SAB p248 (E) HW p153 (NE)		
5.10	QP: 5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	Mathematical Practices	SAB p249 (E) SAB p250 (E) HW p155 (NE)		
Quiz 3			AG p79 (E)		

Unit 5: Mastery Loop (3-5 days)

Unit Test Objectives

- 5A Tell time from an analog or digital clock to the nearest 5 minutes.
- 5B Use a.m. or p.m.
- 5C Draw a picture graph to represent a data set with up to four categories.
- 5D Draw a bar graph to represent a data set with up to four categories.
- 5E Solve Put Together/Take Apart or Compare problems using information from a picture graph or bar graph.
- 5F Solve 2-step problems using information from a graph.
- 5G Solve Compare problems within 100.

Day 1: Pre-Assessment - SAB p251-254

Day 2-4: Reteaching Activities

Day 5: Assessment - Unit 2 Test AG p80-83

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**Unit 6: 3-Digit Addition and Subtraction
22-24 Days**

Math Background:

- Research - TE p583R-583S
- Background - TE p583T-583JJ

Learning Path:

- **Children will work toward:**
 - building fluency with addition and subtraction within 1,000.
 - mastering all addition and subtraction word problem subtypes.

Big Idea 1: Understanding Numbers to 1,000 (6 days)

- Math Mountains for 100 or 2-Digit Numbers and Money Routine (10 min/day)

Vocabulary (CCSS-M): decade number, hundreds, one thousand, ones, tens**CCSS-M Critical Standards:** NBT.1, NBT.1a, NBT.1b, NBT.2, NBT.3, NBT.4, G.3**CCSS-M Supporting Standards:** NBT.1, NBT.1a, NBT.1b, MD.7

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
6.1	QP:5 A1: 10 A2: 15 A3: 25 FA: 5 Total: 60	I can <ul style="list-style-type: none">• count to 1,000 and represent 3-digit numbers.	SAB p257 (E) HW p157 (NE)		
6.2	QP: 5 A1: 10 A2: 15 A3: 35 FA: 5 Total: 70	I can <ul style="list-style-type: none">• understand the value of the digits in a 3-digit number and write 3-digit numbers in expanded form.	SAB p261 (E) SAB p262(E) HW p159 (NE)		
6.3	QP: 5	I can	SAB p263 (E)		

	A1: 45 FA: 5 Total: 55	<ul style="list-style-type: none"> compare numbers within 999. 	SAB p264 (E) HW p161 (NE)		
6.4	QP: 5 A1: 25 A2: 20 A3: 15 FA: 5 Total: 70	<p>I can</p> <ul style="list-style-type: none"> count by ones and tens. add and subtract 10 from a number. read and write number names for 3-digit numbers. 	SAB p265 (E) SAB p266 (E) HW p163 (NE)		
6.5	QP: 5 A1: 15 A2: 20 FA: 5 Total: 45	<p>I can</p> <ul style="list-style-type: none"> use addition exercises to show place value. apply knowledge of place value to word problems. 	SAB p267 (E) SAB p268 (E) HW p165 (NE)		
Quiz 1			AG p93 (E)		

Big Idea 2: Adding to 1,000 (4 days)

- Daily Routine: Math Mountains for 100 or 2-Digit Numbers and Money Routine (10 min/day)

Vocabulary (CCSS-M): New Groups Above, New Groups Below, Show All Totals**CCSS-M Critical Standards:****CCSS-M Supporting Standards:** OA.1, NBT.7, NBT.9

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
6.6	QP:5 A1: 40 A2: 15 FA: 5 Total: 65	I can <ul style="list-style-type: none">• explain the methods used to solve addition problems and discuss good explanations and good questions	SAB p271 (E) SAB p272 (E) HW p167 (NE)		
6.7	QP: 5 A1: 20 A2: 20 A3: 20 FA: 5 Total: 70	I can <ul style="list-style-type: none">• add within 1,000 using drawings and strategies based on place value.	SAB p273 (E) SAB p274 (E) SAB p275 (E) HW p169 (NE)		
6.8	QP: 5 A1: 20 A2: 20 A3: 20 FA: 5	I can <ul style="list-style-type: none">• use the Adding Up Method to solve unknown addend problems containing 3-digit numbers.	SAB p277 (E) SAB p278 (E) HW p171 (NE)		

	Total: 70				
Quiz 2			AG p94 (E)		

Big Idea 3: 3-Digit Subtraction (5 days)

- Daily Routine: Math Mountains for 100 or 2-Digit Numbers and Money Routine (10 min/day)

Vocabulary (CCSS-M): ungroup

CCSS-M Critical Standards:

CCSS-M Supporting Standards: OA.1, NBT.7, NBT.9

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
6.9	QP:5 A1: 30 A2: 30 FA: 5 Total: 70	I can <ul style="list-style-type: none"> • subtract 3-digit numbers from hundreds numbers through 1,000. 	SAB p281 (E) SAB p282 (E) HW p173 (NE)		
6.10	QP: 5 A1: 55 FA: 5 Total: 65	I can <ul style="list-style-type: none"> • subtract from 3-digit numbers with a zero in the ones or tens place. 	SAB p283 (E) SAB p284 (E) HW p175 (NE)		
6.11	QP: 5 A1: 30 A2: 20	I can <ul style="list-style-type: none"> • subtract from any 3-digit number, with or without ungrouping. 	HW p177 (NE)		

	FA: 5 Total: 60				
6.12	QP: 5 A1: 35 FA: 5 Total: 45	I can <ul style="list-style-type: none"> practice subtracting 3-digit numbers with and without ungrouping. 	HW p179 (NE)		
Quiz 3			AG p95 (E)		

Big Idea 4: 3-Digit Addition and Subtraction (4 days)

- Daily Routine: Math Mountains for 100 or 2-Digit Numbers and Money Routine (10 min/day)

Vocabulary (CCSS-M): opposite operations**CCSS-M Critical Standards:** NBT.4, NBT.5**CCSS-M Supporting Standards:** OA.1, NBT.7, NBT.9

Lesson	Pacing (in min)	Learning Target	Practice Essential (E) Non-Essential (NE)	Homework	Notes
6.13	QP:5 A1: 25 A2: 20 FA: 5 Total: 55	I can <ul style="list-style-type: none">• practice addition and subtraction with 3-digit numbers.• use the relationship between addition and subtraction to check answers.	SAB p285 (E) SAB p286 (E) HW p181 (NE)		
6.14	QP: 5 A1: 15 A2: 45 FA: 5 Total: 70	I can <ul style="list-style-type: none">• use addition and subtraction within 1,000 to solve word problems.	SAB p287 (E) SAB p288 (E) SAB p289 (E) SAB p290 (E) HW p183 (NE)		
6.15	QP: 5 A1: 30 A2: 15 A3: 15 FA: 5 Total: 70	Mathematical Practices	SAB p291 (E) SAB p292 (E) HW p185 (NE)		

Quiz 4			AG p96 (E)		
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Unit 6: Mastery Loop (3-5 days)

- Unit Test Objectives
- 6A Use drawings to represent amounts of hundreds, tens, and ones in 3-digit numbers.
 - 6B Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
 - 6C Compare two 3-digit numbers using $>$, $=$, and $<$ symbols to record the results of the comparison.
 - 6D Count within 1,000; skip count by 10s and 100s.
 - 6E Add 10 or 100 to a given number 100-900 or subtract 10 or 100 from a given number 100-900.
 - 6F Add within 1,000.
 - 6G Subtract within 1,000.
 - 6H Use addition and subtraction within 1,000 to solve word problems.

Day 1: Pre-Assessment - SAB p293-296

Day 2-4: Reteaching Activities

Day 5: Assessment - Unit 2 Test AG p97-100

