Content Standards	Enduring Understanding	Student Friendly	Core Standards*	Materials Curriculum Support
*Benchmark #1 + Benchmark #2	**Number and Operations**			
M:N&O:2:1* + ***Sept. & Oct***. Demonstrate understanding of the relative magnitude numbers from 0 to 199 by ordering, comparing using models, explanations, other representations; comparing using (cubes) "1 more", "1 less", "10 more", "10 less", "100 more", "100 less".	Numbers and Operations are the cornerstone of the study of mathematics; through problem solving and accurately applied computation, students will analyze data and interpret real world phenomena	**I can show different ways to build a number from 0 to 199.** **I will use hundreds, tens, and ones to explain any number from 0 to 199.** **(Nov./Dec.)** **I can show halves, thirds, and fourths of shapes and sets.** **.**	**Counting forward and backward by 1's, 2's, 5's, and 10's from any given number** **Operations on numbers using mastery of addition, subtraction facts in these operations (with and without borrowing, and application to time, money, perimeter, and measurement) (later)** **Recognizing, describing, and drawing all the basic figures and their relationships**	Place Value Box Templates Place Value Mats Tens Blocks Number grid Number line Place Value Games Cubes Skills Sheets --- Counters Number lines Calculators Graphs Cuisenaire Rods Pattern Blocks/Cut-Outs Pattern Games

			Collection and representation of data using shapes and numbers relevant to them **Recognition of fractions (½, ⅓, ¼, 1/10)** **Developing, reinforcing, and extending prerequisite skills for mathematics learning** **Fluent use of the language of above concepts and procedures (ongoing all year)**	Cuisenaire Rods Fraction Cut-Outs Fraction Games & Puzzles
M:N&O:2:2* *(Sept. & Oct.)* Demonstrate understanding of mathematical operations by joining,		**I can put numbers from 0 to 199 in order.** **I can compare numbers from 0 to 199, including "10 more, "10 less", 100 more, and 100 less".**		Hundreds Number Chart Number Chart to 200 Sequence Number Cards Tens Block Models Number Word Flash Cards

separating, comparing whole numbers to each other with terms "one more', one less"; using models connecting words to quantities; using number lines or explanations;adding multiple one-digit numbers		**(Nov./Dec.) I can connect number words and numerals to the quantity they stand for.**		Numeration Skills Sheets/Drills
M:N&O:2:3* ***(Sept. & Oct.)*** Demonstrate understanding of mathematical operations by adding and subtracting whole numbers; adding multiple one-digit whole numbers		**I can solve problems using addition and subtraction, without regrouping.** **(Nov./ Dec.) with regrouping** **Review and expand** **Jan./Feb. Mar./Apr.** **May/June**		Addition Facts with sums to 10 Addition Facts with sums to 20 Number lines Counters Skills Sheets Various Math Games "War Cards" Place Value Mats Tens Blocks Various Math Games
M:N&O:2:5 ***(Sept. & Oct.)*** Demonstrates understanding of monetary value by adding coins to a value of $1.99 and		**I can count coins up to the value of $1.00.** **(Nov. /Dec.) values up to $1.99**		Plastic Coins/Paper Bills Coin Cut-Outs Coin puzzles Money Bingo/Money Games Money Skills Sheets

representing the result in dollar notation; making change from $1.00 or less; recognizing equivalent coin representations of the same value		**I can show the value of a group of coins using dollar notation or different coins. Review and expand Mar/April &May/June**		Skills Sheets
M:N&O:2:6 + *(Sept. & Oct.)* Mentally adds and subtracts whole number facts through 20; names the number that is 10 more or less; mentally adds and subtracts two-digit multiples of 10; subtracts one-digit whole numbers from two-digit whole numbers		**I can use my basic facts to add and subtract numbers like 50+60 and 90-30 in my head.** **(ongoing through out the year)**		Flash Cards "War Cards" Addition /Subtraction Math Games Mad Minute Drills Minute Math
M:N&O:2:7 *(Sept.& Oct.)* Make estimates using appropriate method; estimates the number of objects in a set (up to 50)		**I can estimate the number of objects in a set up to 50.**		Various Small Collections(counters, paper clips, unifix cubes etc.)

M:N&O:2:8* *(Sept. & Oct.)* Apply properties of numbers to solve problems and to simplify computations using the Field Properties of odd and even numbers Field properties (associative and commutative for addition and identity for addition.		**I can explain why a number is even or odd.** **I can prove that changing the order of the addends will not change the sum.** **I can prove that adding and subtracting 0 to a number will equal the same number.** **I can prove that grouping addends different ways will not change the sum** **(Nov./Dec. Using 2 and 3 digit #)**		Counters Paper & pencils Unifix Cubes Skills Sheets
	GEOMETRY AND MEASUREMENT			
M:G&M:2:1 *(Sept. & Oct.)*	Geometry and measurement allow	**I can sort and classify shapes and objects**		Pattern blocks Attribute blocks

Use properties and attributes, composition, decompositions of shapes to sort or classify polygons by two or more attributes	students to apply reasoning and spatial skills to represent, describe, and make sense of the real world	**using two or more attributes.**		Cut-Outs Skills Sheet
M:G&M:2:4(Jan/Feb) Demonstrate understanding of congruency by composing, decomposing two-dimensional objects, triangular pattern blocks to construct hexagonal patterns Using line of symmetry to demonstrate congruent parts within a shape		**I can build a congruent shape using other shapes.** **I can use a line of symmetry to divide a shape into equal parts.**		Pattern Blocks Manipulatives used to show symmetrical designs
M:G&M:2:6 (Jan/Feb) Demonstrates conceptual understanding of perimeter and area using models to surround and cover polygons	Geometry and measurement allow students to apply reasoning and spatial skills to represent, describe, and make sense of the real world	**I can explain and show the area and perimeter of a polygon.**		Pattern blocks Attribute blocks Rulers/Centimeters Tiles

M:G&M:2:7 *(Sept. & Oct.)* Measures and uses units of measures; makes conversions; measuring and using units of measures appropriately and consistently 1 ft = 12 inches, 100 c in a meter Units: Inch, Foot, Centimeter, Meter		**I can measure to the nearest inch and foot, (centimeter and meter Jan/Feb)** **I can show there are 12 inches in a foot.** **(I can show there are 100 centimeters in 1 meter Jan/Feb)** **I can show there are 60 minutes in a an hour.** **I can tell time on the hour and half on an analog clock. (Sept./ Oct.)** **I can tell time to the quarter hour.(Nov./Dec.)** **I can read the**		Rulers inches Yard sticks Rulers cm Meter sticks Non standard measures ex. Clips, cubes Pattern Blocks Attribute blocks Thermometer "Judy Clocks" Student clocks Time puzzles matching words/digital/analog Skill Sheets Time Flash cards Time bingo

		temperature to the nearest degree.March/April)		
M:G&M:2:9 Demonstrates understanding of spatial relationships using location and position; names location on simple grids; creates maps; interprets position, e.g., above, below		**I will use position words to describe where an object is located.**		
	FUNCTIONS AND ALGEBRA			
M:F&A:2:1 *(Sept. & Oct.)* Identify and extend to specific cases a variety of patterns (linear and non numeric) represented in models, tables, sequences to the next element e.g., 2,4,6,_,10	Functions and Algebra are used to identify increasingly abstract patterns that apply to relations and functions in the real world.	**I can recognize, continue or find missing parts of a pattern.**		Pattern blocks
M:F&A:2:4* +		**I can fill in a missing**		

(Sept. & Oct.) Demonstrate conceptual understanding of equality finding the value that will make an open sentence true, e.g., 2+ ?= 7 (limited to one operation) (Sept..& Oct.)		**number to make a number sentence true.**		
	DATA, STATISTICS, AND PROBABILITY			
M:DSP:2:1 *(Sept. & Oct.)* Interpret a given representation (line plots, pictographs, tally charts, or tables; answering questions related to the data; analyzing the data to formulate conclusions (Nov./Dec.) Expand	DSP allow students to interpret collected data and apply theoretical research, which leads to analyzing and questioning events in the real world.	**I can use charts, pictographs, line plots, and tally charts to read data and make conclusions.** **(Nov./Dec.) Expand: Given data, students will enter it appropriately on a graph, tally charts, or tables.** **Students will interpret keys that represent a**		Graphs

		symbol having a value >1.		
M:DSP:2:2 (Sept.& Oct.) Analyze patterns, trends, or distributions in data determining and using more, less or equal\ (Nov./Dec.)Expand		**I can use the words more/less/ equal to explain data.**		Graphs Charts Pie Graphs
M:DSP:2:4 Uses counting techniques to solve problems; The Fundamental Counting Principle, organized lists, tables, tree diagrams, student diagrams		**I can use counting strategies to solve problems.**		Graphs

M:DSP:2:5 (Nov./Dec.) Using probabilities to determine the likelihood of an event using "more likely," "less likely", "equally likely", certain or impossible		**I can use an experiment to compare the chance that two events will happen using words like "more likely" etc.**		Collections of coin, cubes, rods or chips
M:DSP:2:6 (Nov./Dec.) introduce In response to a teacher or student generated question or hypothesis groups decide the method and appropriately collect, organize, and display data, (Later) draw conclusions about a question or hypothesis being tested, make predictions		**I can find the best way to collect data to answer questions.** **I can use data to make a prediction.**		*provided by Professor Mahesh Sharma

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