

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.3.1.A.1	Compose and distinguish between two and three dimensional shapes based on their attributes.	<p>Students will identify and describe three-dimensional shapes according to defining attributes.</p> <p>Students will compose a new shape by combining three-dimensional shapes.</p> <p>Students will use composite three-dimensional shapes to build new shapes.</p> <p>Students will identify three-dimensional shapes used to build a composite shape using the strategy "act it out".</p> <p>Students will identify two-dimensional shapes on three-dimensional shapes.</p>	<p>GoMath! 2015</p> <p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Shapes Ahoy/Undersea 3D-C</p> <p>Identify cube, sphere, cylinder and cone AM Activities</p> <p>Compass 10197</p> <p>Shapes Ahoy/Undersea 3D-B.</p> <p>Match solid figures and plane shapes</p> <p>AM and DM activities</p>	<p>Performance task p 480</p> <p>Chapter 11 test</p> <p>Assessment Guide 177-180</p>	<p>cone</p> <p>cube</p> <p>curved surface</p> <p>cylinder</p> <p>flat surface</p> <p>rectangular prism</p> <p>sphere</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.3.1.A.1 2.3.1.A.2	<p>Compose and distinguish between two and three dimensional shapes based on their attributes.</p> <p>Use the understanding of fractions to partition shapes into halves and quarters.</p>	<p>Students will use defining attributes to sort shapes.</p> <p>Students will describe attributes of two-dimensional shapes.</p> <p>Students will use objects to compose new two-dimensional shapes.</p> <p>Students will compose new shapes by combining two-dimensional shapes.</p> <p>Students will make new shapes from composite two-dimensional shapes using the strategy "act it out".</p> <p>Students will decompose combined shapes into shapes.</p> <p>Students will decompose two-dimensional shapes into parts.</p>	<p>GoMath! 2015 Think Central Mega Math Animated Math Destination Math</p> <p>Shapes Ahoy/Undersea 3D-B. Match solide figures and plane shapes AM and DM activities</p> <p>Compass 10195; 10118; 10112</p>	<p>Mid-Chapter 12.1 - 12.7 test</p>	<p>circles</p> <p>rectangles</p> <p>sides</p> <p>square</p> <p>triangles</p> <p>vertices</p> <p>hexagon</p> <p>trapezoid</p> <p>equal/unequal parts</p> <p>equal/unequal shares</p> <p>half of</p> <p>halves</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will identify equal and unequal parts (or shares) in two-dimensional shapes.</p> <p>Students will partition circles and rectangles into two equal shares.</p> <p>Students will partition circles and rectangles into four equal shares.</p> <p>Students will complete a performance task to demonstrate understanding of chapter concepts.</p>	<p>GoMath! 2015</p>	<p>Performance task p 528</p> <p>Chapter 12.8-12.10 test</p>	<p>fourth of</p> <p>fourths</p> <p>quarter of</p> <p>quarters</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.	Students will be able to use pictures to "add to" and find sums.	GoMath! 2015		addition
2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.	<p>Students will be able to use concrete objects to solve "adding to" addition problems.</p> <p>Students will be able to use concrete objects to solve "putting together" addition problems.</p> <p>Students will be able to solve adding and putting together situations using the strategy "make a model".</p> <p>Students will be able to understand and apply the Additive Identity Property for addition.</p> <p>Students will be able to explore the Communative Property of Addition.</p> <p>Students will be able to model and record all the ways to put together numbers within 10.</p>	<p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Country Countdown/ Counting Critters - A. Numbers 1-5 AM activities</p> <p>Country Countdown/ Blockbuster - A. Concept of Addition AM and DM activities</p> <p>Country Countdown/ Counting Critters - G. Addition facts to 10 DM activities</p> <p>Numberopolis/Carnival Stories - A. Addition Stories to 10</p>		<p>sentence</p> <p>is equal to (=)</p> <p>plus (+)</p> <p>sum</p> <p>add</p> <p>zero</p> <p>addends</p> <p>order</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		Students will be able to build fluency for addition within 10.	Country Countdown/ Blockbuster - C. Addition patterns AM activities Country Countdown/ Blockbuster - E. Vertical addition facts to 10 Compass 10120; 10122; KM103; KM102; 10172	Performance task p 48 Chapter 1 test	add zero addends order
			Common District Assessment #1 (Chapters 11, 12, 1)		

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.	Students will be able to use pictures to show "taking from" and find differences.	GoMath! 2015		minus
2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.	<p>Students will be able to use concrete objects to solve "taking from" subtraction problems.</p> <p>Students will be able to use concrete objects "taking apart" subtraction problems.</p> <p>Students will be able to solve "taking from" and "taking apart" subtraction problems using the strategy "make a model"</p> <p>Students will be able to compare pictorial groups to understand subtraction.</p> <p>Students will be able to model and compare groups to show the meaning of subtraction.</p>	<p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Country Countdown/ Counting Critters - H. Subtraction facts to 10. AM and DM activities</p> <p>Country Countdown/ Blockbusters - B. Concepts of subtraction AM and DM activities</p> <p>Numberopolis/Carnival Stories - B. Subtraction to 10 DM activities</p>		<p>difference</p> <p>subtraction sentence</p> <p>subtract</p> <p>compare</p> <p>fewer</p> <p>more</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to identify how many are left when subtracting all or zero.</p> <p>Students will be able to model and record all of the ways to take apart numbers within 10.</p> <p>Students will be able to build fluency for subtraction within 10.</p>	<p>Numberopolis/Carnival Stories - E. Missing addends AM and DM activities</p> <p>Numberopolis/Carnival Stories - C. Comparison stories AM and DM activities</p> <p>Country Countdown/ Harrisons Comparisons C. Concepts of Zero AM activities</p> <p>Country Countdown/ Counting Critters N. Subtraction facts to 12</p> <p>Compass KM107; 10124; KM106; KM049</p>	<p>Performance task p 92</p> <p>Chapter 2 test Assessment Guide 51-56</p>	

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
<p>2.2.1.A.1</p> <p>2.2.1.A.2</p>	<p>Represent and solve problems involving addition and subtraction within 20.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p>Students will be able to understand and apply the Commutative Property of Addition for sums within 20.</p> <p>Students will be able to use count on 1, 2, or 3 as a strategy to find sums within 20.</p> <p>Students will be able to use doubles as a strategy to solve addition facts for sums within 20.</p> <p>Students will be able to use doubles to create equivalent but easier sums.</p> <p>Students will be able to use doubles plus 1 and doubles minus 1 as strategies to find sums within 20.</p> <p>Students will be able to use a ten frame to add 10 and an addend less than 10.</p> <p>Students will be able to use the "make a ten" strategy to find sums within 20.</p>	<p>GoMath! 2015</p> <p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Country Countdown/ Blockbusters - E. Vertical addition to 10.</p> <p>Numberopolis/ Cross Town Number Line D. 0-10 Count On 1, 2.</p> <p>Country Countdown/ Counting Critters F. Doubles facts to 10.</p> <p>Country Countdown/ Counting Critters J. Doubles and doubles + 1 Facts to 12</p>	<p>Mid Chapter test 3.1 - 3.6</p>	<p>count on</p> <p>doubles</p> <p>doubles plus 1</p> <p>doubles minus one</p> <p>make a ten</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to use numbers to show how to use the "make a ten" strategy to add.</p> <p>Students will be able to use the Associative Property of Addition to add three addends.</p> <p>Students will be able to understand and apply the Associative Property or Commutative property of Addition to add three addends.</p> <p>Students will be able to solve adding and putting together situations using the strategy "draw a picture".</p>	<p>Country Countdown/ Counting Critters p 10 and more</p> <p>Country Countdown/ Counting Critters Q. Make 10 and add.</p> <p>Country Countdown/ Counting Critters K. Add 3 numbers to 12.</p> <p>Country Countdown/ Counting Critters R. Add 3 numbers to 20</p> <p>Compass 10129; 10171;</p>	<p>Performance task p 148</p> <p>Chapter 3.7-3.12 test</p>	

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.2.1.A.1 2.2.1.A.2	Represent and solve problems involving addition and subtraction within 20. Understand and apply properties of operations and the relationship between addition and subtraction.	Students will be able to count back 1, 2, or 3 as a strategy to subtract. Students will be able to recall addition facts to subtract numbers within 20. Students will be able to use addition as a strategy to subtract numbers within 20. Students will be able to use "make a ten" as a strategy to subtract. Students will be able to subtract by breaking apart to make a ten. Students will be able to solve subtraction problem situations using the strategy "act it out".	GoMath! 2015 Think Central Mega Math Animated Math Destination Math Numberopolis/ Cross Town Number Line E 0-10 Count Back 1, 2, 3 Country Countdown/ Counting Critters Q. Make 10 Country Countdown/ Counting Critters T. Subtraction facts to 20. Compass 10100; 10161; 10128	Performance task p180 Chapter 4 test Assessment Guide 79-84	count back
			Common District Assessment #2 (Chapters 2, 3, 4)		

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.	Students will be able to solve addition and subtraction problems using the strategy "make a model".	GoMath! 2015 Think Central Mega Math Animated Math Destination Math		add subtract
2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.	Students will be able to identify related addition and subtraction facts within 20.			addition fact subtraction fact
2.1.1.B.1	Extend the counting sequence to read and write numerals to represent objects.	Students will be able to apply the inverse relationship of addition and subtraction.	Numberopolis/ Carnival Stories - J. Choose addition or subtraction		difference
2.1.1.B.2	Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.	Students will be able to use related facts to determine unknown numbers.	Country Countdown/ Counting Critters L. Fact families to 12		sum related facts
2.1.1.B.3	Use place-value concepts and properties of operations to add and subtract within 100	Students will be able to use a related fact to subtract. Students will be able to choose an operation and strategy to solve an addition or subtraction or word problem.	Country Countdown/ Counting Critters U. Fact families to 20. Country Countdown/ Counting Critters T. Subtraction facts to 20.		

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to represent equivalent forms of numbers using sums and differences within 20.</p> <p>Students will be able to determine if an equation is true or false.</p> <p>Students will be able to add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.</p>	<p>Numberopolis/ Cross Town Number Line J 0-20 Find missing addends</p> <p>Numberopolis/ Carnival Stories - M. Addition and subtraction stories to 20.</p>	<p>Performance task p 228</p> <p>Chapter 5 test Assessment Guide 93-98</p>	

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.1.1.B.1	Extend the counting sequence to read and write numerals to represent objects.	Students will be able to count by ones to extend a counting sequence up to 120.	GoMath! 2015 Think Central Mega Math Animated Math Destination Math		digit
2.1.1.B.2	Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.	<p>Students will be able to count by tens from any number to extend a counting sequence up to 120.</p> <p>Students will be able to use models and write to represent equivalent forms of tens and ones.</p> <p>Students will be able to use objects, pictures, and numbers to represent equivalent forms of tens and ones.</p> <p>Students will be able to use objects, pictures and numbers to represent 10.</p> <p>Students will be able to group objects to show numbers to 50 as tens and ones.</p> <p>Students will be able to group objects to show numbers to 100 as tens and ones.</p>	<p>Numberopolis/ Cross Town Number Line N Order numbers to 100</p> <p>Numberopolis/ Cross Town Number Line Q 0-100 Skip Count by 2, 5, 10</p> <p>Country Countdown/ Blockbuster - H Tens and Ones</p> <p>Country Countdown/ Blockbuster - G Numbers as tens and ones</p>	Mid Chapter test 6.1-6.6	<p>one</p> <p>ones</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p> <p>six</p> <p>seven</p> <p>eight</p> <p>nine</p> <p>ten</p> <p>hundred</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to solve problems using the strategy "make a model".</p> <p>Students will be able to read and write numerals to represent a number of 100 to 110 objects.</p> <p>Students will be able to read and write numerals to represent a number of 110 to 120 objects.</p>	<p>Country Countdown/ Blockbuster - I Tens and Ones to 100.</p> <p>Country Countdown/ Harrisons Comparisons J. Make the same number to 100.</p> <p>Country Countdown/ Harrisons Comparisons S. Hundreds, tens, ones</p> <p>Compass 10194; 10101</p>	<p>Performance task p 284</p> <p>Chapter test 6.6-6.10</p>	

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.1.1.B.2 2.1.1.B.3	Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers. Use place-value concepts and properties of operations to add and subtract within 100	Students will be able to model and compare two digit numbers to determine which is greater. Students will be able to model and compare two digit numbers to determine which is less. Students will be able to is symbols for "is less than" (<), "is greater than" (>), and "is equal to" (=) to compare numbers. Students will be able to solve problems using the strategy "make a model". Students will be able to identify numbers that are ten less or ten more.	GoMath! 2015 Think Central Mega Math Animated Math Destination Math Country Countdown/ Harrisons Comparisons K. Compare <, > numnbers to 100 Country Countdown/ Harrisons Comparisons N. Numberopolis/ Cross Town Number Line P Count 10 more, 10 less Compass 10163	Mid Chapter test 7.1-7.3 Performance task p 312 Chapter test 7.4-7.5	fewer is greater than (>) is less than (<) more sum
Common District Assessment #3 (Chapters 5, 6, 7)					

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.1.1.B.3	Use place-value concepts and properties of operations to add and subtract within 100	<p>Students will be able to add and subtract within 20.</p> <p>Students will be able to draw a model to add tens.</p> <p>Students will be able to draw a model to subtract tens.</p> <p>Students will be able to use a hundreds chart to find sums.</p> <p>Students will be able to use concrete models to add ones or tens to a two digit number.</p> <p>Students will be able to make a ten to add a two digit number and a one digit number.</p> <p>ones to add two digit numbers.</p>	<p>GoMath! 2015</p> <p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Country Countdown/ Counting Critters G and H</p> <p>Addition facts to 12</p> <p>Subtraction facts to 12</p> <p>Country Countdown/ Blockbuster - J</p> <p>Mental math - add tens</p> <p>Country Countdown/ Blockbuster - O</p> <p>Mental math - subtract tens</p> <p>Country Countdown/ Counting Critters M</p> <p>Add 2-digit numbers</p>		<p>add</p> <p>ones</p> <p>ten</p> <p>sum</p> <p>difference</p> <p>subtract</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to solve and explain two digit addition word problems using the strategy "draw a picture".</p> <p>Students will be able to add and subtract within 100, including continued practice with facts within 20.</p>	<p>Country Countdown/ Counting Critters L Regrouping ones in addition</p> <p>Numberopolis/ Carnival Stories - R. 2-digit addition</p> <p>Numberopolis/ Carnival Stories - R. 2-digit comparison</p>	<p>Performance task p 356</p> <p>Chapter test Assessment Guide 135-140</p>	

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.4.1.A.1 2.4.1.A.2	Order lengths and measure them both indirectly and by repeating length units. Tell and write time to the nearest half hour using both digital and analog clocks.	<p>Students will be able to order objects by length.</p> <p>Students will be able to use the Transitivity Principle to measure indirectly.</p> <p>Students will be able to measure length using nonstandard units.</p> <p>Students will be able to make a nonstandard measuring tool to measure length.</p> <p>Students will be able to solve measurement problems using the strategy "act it out".</p> <p>Students will be able to write time to the hour shown on analog clocks.</p> <p>Students will be able to write time to the half hour shown on analog clocks.</p>	<p>GoMath! 2015 Think Central Mega Math Animated Math Destination Math</p> <p>Compass 10176; 10175; 20113; 10158; 10169;</p>	<p>Mid chapter test 9.1-9.5</p>	<p>nine</p> <p>ten</p> <p>eleven</p> <p>twelve</p> <p>longest</p> <p>shortest</p> <p>minute</p> <p>minute hand</p> <p>hour</p> <p>half hour</p> <p>hour hand</p> <p>long</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p>Students will be able to tell times to the hour and half hour using analog and digital clocks.</p> <p>Students will be able to use the hour hand to draw and write time on analog and digital clocks.</p>		<p>Performance task p 408</p> <p>Chapter test 9.6-9.9</p>	<p>longer</p> <p>short</p> <p>shorter</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
2.1.4.A.4	Represent and interpret data using tables and charts.	<p>Students will be able to analyze and compare data shown in a picture graph where each picture represents one.</p> <p>Students will be able to make a picture graph so that each symbol represents one and interpret the information.</p> <p>Students will be able to analyze and compare data shown in a bar graph.</p> <p>Students will be able to make a bar graph and interpret the information.</p> <p>Students will be able to analyze and compare data shown in a tally chart.</p> <p>Students will be able to make a tally chart and interpret the information.</p> <p>Students will be able to solve problems using the strategy "make a graph".</p>	<p>GoMath! 2015</p> <p>Think Central</p> <p>Mega Math</p> <p>Animated Math</p> <p>Destination Math</p> <p>Country Countdown/ White Water Graphing - A, B.</p> <p>Read picture graphs</p> <p>Make picture graphs</p> <p>The Number Games/ Arachna Graph - B, C</p> <p>Make picture graphs</p> <p>Read bar graphs</p> <p>Make bar graphs</p> <p>Compass 10188; 10189 KM050; 10187; KM095</p>	<p>Chapter 10 test</p> <p>Assessment Guide 163-168</p> <p>District Assessment #4 (Chapters 8, 9, 10)</p>	<p>bar graph</p> <p>picture graph</p> <p>tally chart</p> <p>tally mark</p> <p>fewer</p> <p>fewest</p> <p>most</p> <p>more</p> <p>graph</p>

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
		<p style="text-align: center;">Getting Ready for Grade 2 (2012 edition)</p>	<p>Lesson 1 PG 78 Lesson 2 PG 80 Lesson 3 PG 82 Lesson 4 PG 84 Lesson 5 PG 86 Lesson 6 PG 88 Lesson 7 PG 90 Lesson 8 PG 92 Lesson 9 PG 94 Lesson 10 PG 96 Lesson 11 PG 98</p> <p>Lesson 12 PG 102 Lesson 13 PG 104 Lesson 14 PG 106 Lesson 15 PG 108 Lesson 16 PG 110 Lesson 17 PG 112 Lesson 18 PG 114 Lesson 19 PG 116 Lesson 20 PG 118</p>		

Standard	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology