

Math: First Trimester Overview

Standards Addressed:

Use place value understanding and properties of operations to add and subtract.

NBT 1. **(partial: place value only to 100)** 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:

- a. 100 can be thought of as a bundle of ten tens – called a “hundred”
- b. the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)

NBT 2. **(partial: count only to 100)** Count within 1000; skip-count by 5s, 10s, and 100s.

NBT 3. **(partial: read and write to 100)** Read and write number 1000 using base-ten numerals, number names, and expanded form.

NBT 4. Compare two three-digit **(partial: compare 2 two-digit numbers)** numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

NBT 8. **(partial: mentally add 10)** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

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

Represent and solve problems involving addition and subtraction.

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 drawing and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

OA 2. Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

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.

Timeline:

- First full week of school: District Benchmark and Strategy Progress Monitor (Word Problems assessment)
- End of Week 3: Quiz 1.1 (Add/Sub to 20 – with word problems)
- End of Week 5: Quiz 1.2 (Place Value to 100)
- End of Week 7: Quiz 1.3 (Skip counting and 10 more/less)
- End of Week 8: Quiz 1.4 (Compare numbers and odd/even)
- End of Week 9: Review (aka catch up) and End of Trimester 1 Test
- Strategy Progress Monitor Assessment (optional)

Routines:

- Number of the Day/Decomposing Numbers (HTO, draw a model, standard form, word form, expanded form, show the number in many ways)
- Number Line (adding/subtracting and locating numbers)
- Guess My Number
- Choral Counting (Book: Number Sense Routines)
- Time
- Money (recognize coins)
- Hundreds Chart (Book: It Makes Sense)
- Quick Images: dot cards/ten frames
- Graphing, line plots, picture graphs, and bar graphs
- Number Strings (Book: Number Talk)
- Place Value (1 more/10 more and 1 less/10 less)
- Odd/Even
- Number Puzzles (Book: It Makes Sense)
- True/False Statements ($<$, $>$, $=$)
- Ways to make a number using tens and ones
- Number Riddles (Book: It Makes Sense)
- Target Number
- Balance the Equation/Open Number Sentence
- 3 of these things or 1 of these things

District Technology Apps: (ask your Instructional Technology Coach)

- Number Pieces
- Basic Pieces
- 100 Chart/Counting Board
- Popplet (Number of the Day)
- Tellagami and Explain Everything (to share their thinking)
- Number Line
- Math Word Problems
- Tens Frames
- Prodigy
- Kahoot
- Scoot using QR Codes

Any questions seek your Instructional Math Coach.

Math: Second Trimester Overview

Standards Addressed:

Use place value understanding and properties of operations to add and subtract.

NBT5. Fluently add and subtract within 100 using strategies based on place value properties of operations, and/or the relationship between addition and subtraction.

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

NBT 7. (**Add and subtract two-digit numbers**) 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.

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

Relate addition and subtraction to length.

MD6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2..., and represent whole-number sums and differences within 100 on a number line diagram.

Represent and solve problems involving addition and subtraction.

OA1. 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.

Timeline:

End of Week 14: Quiz 2.1 (Add up to 4 two-digit numbers)

End of Week 16: Quiz 2.2 (2 digit subtraction)

End of Week 18: Quiz 2.3 (2 digit addition/subtraction)

End of Week 20: Quiz 2.4 (Place Value to 1000)

End of Week 21: Review and 2nd trimester Place Value Quiz

End of Week 23: District Benchmark and Performance Task.

Strategy Progress Monitor Assessment (optional)

Routines:

- Number of the Day/Decomposing Numbers (HTO, draw a model, standard form, word form, expanded form, show the number in many ways)
- Number Line (adding/subtracting and locating numbers)
- Guess My Number
- Choral Counting (Book: Number Sense Routines)
- Time
- Money (adding)
- Hundreds Chart (Book: It Makes Sense)
- Quick Images: dot cards/ten frames
- Graphing, line plots, picture graphs, and bar graphs
- Number Strings (Book: Number Talk)
- Place Value (1 more/10 more/100 more and 1 less/10 less/100 more)
- Odd/Even
- Number Puzzles (Book: It Makes Sense)
- True/False Statements (<, >, =)
- Ways to make a number using tens and ones
- Number Riddles (Book: It Makes Sense)
- Target Number
- Balance the Equation/Open Number Sentence
- 3 of these things or 1 of these things

District Technology Apps: (ask your Instructional Technology Coach)

- Number Pieces
- Basic Pieces
- 100 Chart/Counting Board
- Popplet (Number of the Day)
- Tellagami and Explain Everything (to share their thinking)
- Number Line
- Math Word Problems
- Tens Frames
- Prodigy
- Kahoot
- Scoot using QR Codes

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Math: Third Trimester Overview

Standards Addressed:

Use place value understanding and properties of operations to add and subtract.

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.

Reason with shapes and their attributes.

G1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number or equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

G2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

G3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Measure and estimate lengths in standard units.

MD1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.

MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length of unit.

Relate addition and subtraction to length.

MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g. by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Work with time and money.

MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the

measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take apart, and compare problems using information presented in a bar graph.

Work with equal groups of objects to gain foundations for multiplication.

OA 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; an equation to express the total as a sum of equal addends.

Timeline:

- End of Week 25: Quiz 3.1 (3 digit add/sub)
- End of Week 27: Quiz 3.2 (Money)
- End of Week 29: Quiz 3.3 (Time)
- End of Week 30: Quiz 3.4 (Measurement)
- End of Week 31: Quiz 3.5 (Graphing)
- End of Week 32: Quiz 3.6 (Geometry)
- End of Week 33: Quiz 3.7 (Arrays)
- End of Week 35: District Benchmark and Performance Task (in progress)
- Word problems Types Quiz (optional)
- Trimester 3 Unit Assessment (optional)
- Sprint (as needed)

Routines

- Number of the Day/Decomposing Numbers (HTO, draw a model, standard form, word form, expanded form, show the number in many ways)
- Number Line (adding/subtracting and locating numbers)
- Guess My Number
- Choral Counting (Book: Number Sense Routines)
- Time
- Money (adding)
- Hundreds Chart (Book: It Makes Sense)
- Quick Images: dot cards/ten frames
- Graphing, line plots, picture graphs, and bar graphs
- Number Strings (Book: Number Talk)
- Place Value (1 more/10 more/100 more and 1 less/10 less/100 less)
- Odd/Even
- Number Puzzles (Book: It Makes Sense)
- True/False Statements (<, >, =)
- Ways to make a number using tens and ones
- Number Riddles (Book: It Makes Sense)

- Target Number
- Balance the Equation/Open Number Sentence
- 3 of these things or 1 of these things
- Recognizing Shapes

District Technology Apps: (ask your Instructional Technology Coach)

- Number Pieces
- Basic Pieces
- 100 Chart/Counting Board
- Popplet (Number of the Day)
- Tellagami and Explain Everything (to share their thinking)
- Number Line
- Math Word Problems
- Tens Frames
- Prodigy
- Kahoot
- Scoot using QR Codes
- Patten Shapes
- Geoboards

Any questions seek your Instructional Math Coach.