Teacher: CORE Math Grade 2 Year: 2011-12
Course: Math Grade 2 Month: All Months

ADDITIO	N AND SUBTR	ACTION					
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Understanding	•Write an addition equation to represent the sum using two parts. •Solve simple addition word problems.	part whole add sum plus (+) equals (=) addition sentence join				2.NBT.5- Fluently add and subtract within 10 using strategies based on place value, propertie of operation and/or the relationsh between addition and subtractic 2.OA.1-Use addition and subtractic within 10 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.
Understanding Subtraction	subtraction	subtraction sentence minus (-) separate		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. 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.
	Solve addition problems correctly using two and three addends.	doubles near doubles addend number sentence		2.NBT.5- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the

	Iı · ·			
				relationship
				between
				addition
				and
				subtraction.
				2.NBT.9-
				Explain
				why
				addition
				and
				subtraction
				strategies
				work, using
				place value
				and the
				properties
				of
				operations.
				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
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					and equations
					with a symbol for the
					unknown number to represent
					the problem. 2.OA.2-
					Fluently add and subtract
					within 20 using mental
					strategies.2 By end of Grade 2,
					know from memory all sums of
					two one- digit numbers.
		subtraction problems	doubles		2.NBT.5- Fluently add and
		correctly.	subtraction difference number		subtract within 100 using
			sentence		strategies based on place value,
					of operations,
					and/or the relationship between
					addition and subtraction. 2.NBT.9-
					2.1111.7-

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	Explain
	why
	addition
	and
	subtraction
	strategies
	work, using
	place value
	and the
	properties
	of
	operations.
	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
<del>-</del>	

				number to represent the problem. 2.OA.2-Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.
Addition ans Subtraction Strategies (Fact Families)	and	doubles near doubles number sentence related addition sentence part subtraction difference fact family		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. 2.NBT.9- Explain why addition and subtraction strategies

work, using place value and the properties of operations. 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. 2.OA.2-Fluently	I. :	
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and the properties of foperations. 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. 2.OA.2-		place value
properties of operations. 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. 2.OA.2-		
of operations. 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. 2.OA.2-		
operations. 2.O.A.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. 2.O.A.2-		properties
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.		
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.		operations.
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.		2.OA.1-
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, c.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		
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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. 2.OA.2-		
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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. 2.OA.2-		
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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. 2.OA.2-		
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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. 2.OA.2-		
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. 2.OA.2-		
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. 2.OA.2-		of adding of adding
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. 2.OA.2-		to, taking
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. 2.OA.2-		from
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. 2.OA.2-		
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. 2.OA.2-		
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. 2.OA.2-		
comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2-		
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using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2-		
drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2-		C.g., by
and equations with a symbol for the unknown number to represent the problem. 2.OA.2-		
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symbol for the unknown number to represent the problem. 2.OA.2-		
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		add and subtract within 20 using
		mental
		strategies.2 By end of
		Grade 2,
		know from memory all
		sums of
		two one-
		digit numbers.

### PLACE VALUE 2

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards		

## | S | PLACE VALUE I

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Place	•Construct	ones				2.NBT.3-
	Value:	and write	tens				Read and
	Numbers to	numbers	digits				write
	999	using tens	number				numbers to
		and ones	word				1000 using
		•Compare	greater than				base-ten
		two digit	(>)				numerals,
		numbers	less than (				number
			equal to (=)				names, and
		two three-	before				expanded
		0	after				form.
		numbers	between				2.NBT.4-
		•Order	least				Compare
		numbers in	greatest				two three-
			pattern				digit
			skip				numbers
		descending	counting				based on
		order	even				meanings of
		•Write an	odd				the
		even	hundreds				hundreds,
		number as	chart				tens, and

e p E C e m b e r

a sum of	ones digits,
two even	using >, =,
addends	and <
(even +	symbols to
even =	record the
even, even	results of
+ odd =	comparisons.
odd)	2.OA.3-
•Skip count	Determine
by 2s, 5s,	whether a
10s to 100	group of
beginning	objects (up
at a variety	to 20) has an
of numbers	odd or even
other than	number of
0.	members,
•Mentally	e.g., by
add 10 to a	pairing
given	objects or
number up	counting
to 100.	them by 2s;
(review)	write an
•State the	equation to
value of a	express an
given digit.	even number
ex. 73, the	as a sum of
7s value is	two equal
70.	addends.
•State the	2.NBT.8-
place value	Mentally add
of an	10 or 100 to
identified	a given
digit. 73,	number
the seven is	100–900,
in the tens	and mentally
place	subtract 10
•Write a	or 100 from
number in	a given
expanded	number
form. ex.	100–900.
73= 70 +3	

**GEOMETRY** 

Essential Content Skills Vocabulary Assessments Lessons Resources Standards

estions								
Shapes	•Identify	angles/corner	Use	2.G.1-				
&	and	faces/side	supplemental	Recognize				
Figures	construct	vertices/edge	materials	and draw				
	shapes	halves	(toothpicks,	shapes havi				
	having	triangles	marshmellows,	specified				
	specific	quadrilaterals	AIMS)	attributes,				
	attributes	pentagons		such as a				
	(number of	hexagons		given numb				
	angles,	cubes		of angles or				
	number of	symmetry		given numb				
	faces)			of equal				
	<ul><li>Describe</li></ul>			faces.1				
	the			Identify				
	differences			triangles,				
	between 3			quadrilatera				
	dimensional			pentagons,				
	shapes			hexagons,				
				and cubes.				

#### Fractions

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Fractions	•Divide/Partition	part		series		2.G.2-
		a rectangle into	whole		lessons		Partition a
		rows and	equal		12-1, 12-2,		rectangle
		columns of	unequal		12-3, 13-7		into rows
		same-size	halves		for area		and
		squares and	thirds				columns
		count to find the	fourths				of same-
		total number.	fractions				size
		•Divide/Partition	set				squares
		circles and	square				and count
		rectangles into	units				to find the
		two, three, or	area				total
		four equal					number of
		shares.					them.
		•Describe an					2.G.3-
		identified					Partition
		fraction as a					circles and
		fourth, third,					rectangles
		half					into two,
		•Write a					three, or
		symbolic					four equal

representation of	shares, describe
a visual or	
verbal fraction.	the shares
Say "one-fourth"	using the
student draws	words
and writes 1/4.	halves,
	thirds, half
	of, a third
	of, etc.,
	and
	describe
	the whole
	as two
	halves,
	three
	thirds, fou
	fourths.
	Recognize
	that equal
	shares of
	identical
	wholes
	need not
	have the
	same
	shape.

### MEASUREMENT - LENGTH

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Linear	<ul> <li>Identify</li> </ul>	length		Supplement		2.MD.1-
	Measurement	and	unit		using		Measure the
		manipulate	height		AIMS and		length of an
		measuring	inch		other		object by
		tools such	yard		materials		selecting and
		as a ruler,	foot		than series		using
		yardstick,	centimeter				appropriate
		meter stick,	meter				tools such as
		and	ruler				rulers,
		measuring	yardstick				yardsticks,
		tape	meter stick				meter sticks,
		•Identify	tape				and measuring
		the	measure				tapes.
		relationship					2.MD.2-
		between an					Measure the

inch, foot,	length of an
yard,	object twice,
centimeter,	using length
and meter	units of
by	different
measuring	lengths for the
the same	two
item with	measurements;
different	describe how
tools.	the two
• Estimate	measurements
lengths	relate to the
using units	size of the unit
of inches,	chosen.
feet,	2.MD.3-
centimeters,	Estimate
and meters	lengths using
of a given	units of
object.	inches, feet,
•Measure	centimeters,
objects	and meters.
using a	2.MD.4-
ruler,	Measure to
yardstick,	determine how
meterstick	much longer
and	one object is
measuring	than another,
tapes.	expressing the
•Measure to	length
determine	difference in
how much	terms of a
longer one	standard
object is	length unit.
than	2.MD.5-Use
another.	addition and
•Solve	subtraction
addition	within 100 to
and	solve word
subtraction	problems
word	involving
problems	lengths that
involving	are given in
lengths of	the same units,
same unit	e.g., by using
within 100.	drawings
	(such as

			drawings of
			rulers) and
			equations with
			a symbol for
			the unknown
			number to
			represent the
			problem.
			2.MD.6-
			Represent
			whole
			numbers as
			lengths from
			on a number
			line diagram
			with equally
			spaced points
			corresponding
			to the number
			[0, 1, 2,, and
			represent
			whole-numbe
			sums and
			differences
			within 100 or
			a number line
			diagram.

#### GRAPHING

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Pictograph	a given set of data up to four	data symbol pictograph more than less than in all altogether		Topic 16-2		2.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

Bar Graph	four categories using single units •Solve simple addition and subtraction problems using the bar graph.	in all altogether		Topic 16-3		simple put- together, take-apart, and compare problems1 using information presented in a bar graph.  2.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 problems1 using information presented in a bar graph.
	line plot l from data r produced l by	lata ine plot nore than ess than in all iltogether	Sı	upplement	G m da m le se	MD.9- enerate easurement ata by easuring ngths of everal ojects to the earest whole

	the nearest whole unit.				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.
Gathering Data	Collect and record data using tally marks	tally		·	2.S.2 - Collect and record data (using tallies) related to the question

#### MONEY

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Money	•Count sets of coins (review) •Solve word probems involving dollar bills, quarters, dimes, nickels and pennies. •Apply \$ and ¢ appropriately.	nickel penny quarter cents coins half dollar greatest value least value dollar bill				2.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?
			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.

#### TIME

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	TIME	•Tell, write, and recognize time using analog and digital clocks up to five minutes. •Match appropriate activities to a.m. and p.m.	clock digital clock minute hand minute hour hand hour half past				2.MD.7- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
			p.m.				

#### PLACE VALUE 2

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Value:	•Construct and write numbers					2.NBT.1- Understand that the three digits

to 999	using	number		of a three-digit
10 999		word		number
	1 1			
	l l'	greater		represent amounts of
		than (>)		
		less than (		hundreds, tens,
		before		and ones; e.g.,
		after		706 equals 7
	•Compare			hundreds, 0 tens,
	two three-			and 6 ones.
	-	greatest		Understand the
		pattern		following as
		skip		special cases:
	numbers in	counting		2.NBT.2-Count
	ascending	even		within 1000;
	and	odd		skip-count by 5s,
	descending	hundreds		10s, and 100s.
		chart		2.NBT.3-Read
	•Skip	three digit		and write
		number		numbers to 1000
		hundreds		using base-ten
	1 1	digit		numerals,
	beginning	C		number names,
	at a variety			and expanded
	of			form.
	numbers			2.NBT.4-
	other than			Compare two
	0 up to			three-digit
	1,000			numbers based
	•State the			on meanings of
	value of a			the hundreds,
	given digit			tens, and ones
	up to			digits, using >,
	1,000. ex.			=, and < symbols
	173, the 7s			to record the
	value is			results of
	70.			
	State the			comparisons. 2.NBT.5-
	place value of an			Fluently add and subtract within
	identified			100 using
	digit up to			strategies based
	1,000.			on place value,
	1,973, the			properties of
	seven is in			operations,
	the tens			and/or the
	place			relationship

•Write a	between addition
number in	and subtraction.
expanded	2.NBT.1a-100
form up to	can be thought
1,000. ex.	of as a bundle of
1,973=	ten tens —
1,000 +	called a
900 +70	"hundred.â€□
+3	2.NBT.1b-The
•Defne	numbers 100,
100 as 10	200, 300, 400,
tens.	500, 600, 700,
•Write any	800, 900 refer to
multiple of	one, two, three,
100 in	four, five, six,
expanded	seven, eight, or
word form	nine hundreds
ex. 600 is	(and 0 tens and 0
six	ones).
hundreds,	
0 tens, 0	
ones	

# O PLACE VALUE 2

t o	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
b		Place	•Construct	ones				2.NBT.1-
e		Value:	and write	tens				Understand that
r		Numbers	numbers	digits				the three digits
		to 999	using	number				of a three-digit
			hundred,	word				number
			tens and	greater				represent
			ones	than (>)				amounts of
			•Compare	less than (				hundreds, tens,
			three digit	before				and ones; e.g.,
			numbers	after				706 equals 7
			•Compare	between				hundreds, 0 tens,
			two three-	least				and 6 ones.
			digit	greatest				Understand the
			numbers	pattern				following as
			•Order	skip				special cases:
			numbers in	counting				2.NBT.2-Count
			ascending	even				within 1000;
			and	odd				skip-count by 5s,
			descending	hundreds				10s, and 100s.

order	chart		2.NBT.3-Read
•Skip	three digit		and write
	number		numbers to 1000
	hundreds		using base-ten
100s	digit		numerals,
beginning			number names,
at a variety			and expanded
of			form.
numbers			2.NBT.4-
other than			Compare two
0 up to			three-digit
1,000			numbers based
•State the			on meanings of
value of a			the hundreds,
given digit			tens, and ones
up to			digits, using >,
1,000. ex.			=, and < symbols
173, the 7s			to record the
value is			results of
70.			comparisons.
•State the			2.NBT.5-
place			Fluently add and
value of an			subtract within
identified			100 using
digit up to			strategies based
1,000.			on place value,
1,973, the			properties of
seven is in			operations,
the tens			and/or the
place			relationship
•Write a			between addition
number in			and subtraction.
expanded			2.NBT.1a-100
form up to			can be thought
1,000. ex.			of as a bundle of
1,973=			ten tens â€"
1,000 +			called a
900 +70			"hundred.â€□
+3			2.NBT.1b-The
•Defne			numbers 100,
100 as 10			200, 300, 400,
tens.			500, 600, 700,
•Write any			800, 900 refer to
multiple of			one, two, three,
100 in			four, five, six,
expanded			seven, eight, or
слраниси	<u> </u>		seven, eight, or

word form ex. 600 is six hundreds,	nine hundreds (and 0 tens and 0 ones).
0 tens, 0	
ones	

#### ADDITION AND SUBTRACTION 3

H	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	

#### MULTIPLICATION

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	

#### ADDITION AND SUBTRACTION 2

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Adding up	•Add a one-	digits				2.NBT.5-
	to four two-	digit	ones				Fluently
	digit	number to a	tens				add and
	numbers	two-digit	regroup				subtract
	(*note:	number	sum				within 100
	must	with or	addition				using
	supplement	without					strategies
	additional	regrouping.					based on
	materials)	•Add a two-					place value
		digit					properties
		number to a					of
		two-digit					operations,
		number					and/or the
		with or					relationshi
		without					between
		regrouping.					addition
		•Add three					and
		numbers					subtraction
		with one					2.NBT.6-
		and two-					Add up to
		digit					four two-
		addends.					digit
		•Add four					numbers
		numbers					using

with one	strategies
and two	based on
digit	place value
addends.	and
•Add	properties
money	of
values with	operations.
up to two-	2.NBT.8-
digits.	Mentally
•Solve	add 10 or
addition	100 to a
word	given
problems	number
up to two	100–900,
steps.	and
•Write	mentally
numbers in	subtract 10
expanded	or 100 from
form	a given
	number
	100–900.
	2.NBT.9-
	Explain
	why
	addition
	and
	subtraction
	strategies
	work, using
	place value
	and the
	properties
	of
	operations.
	2.OA.1-
	Use
	addition
	and
	subtraction
	within 100
	to solve
	one- and
	two-step
	word
	problems
	involving

Subtract two-digit numbers from a two-digit number with or without regrouping. Subtract a two-digit number withor without regrouping. Subtract a two-digit number with or without regrouping. Subtract a two-digit number of subtract a two-digit number without regrouping. Subtract a two-digit number of subtract a two-digit number	I	<u> </u>	I	<u> </u>	l	<u> </u>	l	1 11
Subtract two-digit numbers two-digit number with or without regrouping.  Subtract swith a subtract difference number with or without regrouping.  Subtract a two-digit number with or without regrouping.								situations
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number shows a subtract a								
Subtract two-digit numbers trom a two-digit number with or without regrouping.  Subtract two-digit number swith or without regrouping.  Subtract a two-digit number with or without regrouping.  Subtract a two-digit number without regrouping.								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number with or without regrouping.  Subtract a two-digit number on a two-digit number without regrouping.  Subtract a two-digit number on a two-digit number on a two-digit number on place value, properties of								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number with or without regrouping.  Subtract two-digit number with or without regrouping.  Subtract a two-digit number with or without regrouping.  Subtract a two-digit number with or without regrouping.  Subtract a one-digit number with or without regrouping.  Subtract a one-digit number with or without regrouping.  Subtract a one-digit number with or without using strategies based on place value, properties of								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number subtract a two-digit number with or without regrouping.  Subtract two-digit number with or without regrouping.  Subtract a two-digit number without regrouping.								
Subtract two-digit numbers  Subtract two-digit numbers  Subtract with or without regrouping.  Subtract a two-digit number  Subtract two-digit number  Subtract two-digit number  Subtract a one-digit number  Subtract a two-digit								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number strategies based on place value, subtract a two-digit number without regrouping.  Subtract a two-digit number with or without regrouping.  Subtract a two-digit number or without regrouping.  Subtract a two-digit number or without regrouping.  Subtract a two-digit number or without regrouping.								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract at two-digit number withor without regrouping.  Subtract a two-digit number without regrouping.								
Subtract two-digit numbers with or without regrouping.  Subtract at two-digit number without regrouping.								
Subtract two-digit numbers  Subtract two-digit numbers  with or with or without regrouping.  *Subtract a two-digit number  *Subtract a one-digit number  *Subtract a one-digit number  *Subtract a two-digit number  with or without regrouping.  *Subtract a two-digit  *Subtract								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number shows the subtract a two-digit number with or without regrouping.  Subtract two-digit number shows the subtract a two-digit number with or subtract a two-digit number so the subtract a two-digit number with or subtract a two-digit subtract a two-digit of subtract a two-digit								
Subtract two-digit numbers number from a two-digit number with or without regrouping.  Subtract two-digit number with or subtract a two-digit number with or subtract a two-digit number of the unknown number the unknown number and the problem.  Subtract two-digit one-digit number one-digit number subtract difference one-digit number of the problem.  Subtract a two-digit one-digit number one-digi								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number without regrouping.  Subtract a two-digit number without regrouping.  Subtract a two-digit number without regrouping.  Subtract a two-digit number of the unknown number and subtract difference in the problem.  Subtract a two-digit in the problem is subtract a two-digit in the problem.  Subtract a two-digit in the problem is subtract in the problem.  Subtract a two-digit in the problem is subtract in the problem is subtract in the problem.  Subtract a two-digit in the problem is subtract in the problem is subtract in the problem in the problem is subtract in								
Subtract two-digit numbers with or with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit number from a two-digit number with or without regrouping.								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number of the unknown number to represent the problem.  2.NBT.5-Fluently add and subtract within 100 using strategies based on place value, properties of								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit one-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit one-d								
Subtract two-digit numbers number with or without regrouping.  Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit difference in the problem.  2.NBT.5-Fluently add and subtract within 100 using strategies based on place value properties of								symbol for
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number from a two-digit number with or without regrouping.  Subtract a two-digit number or represent the problem.  2.NBT.5-Fluently add and subtract within 100 using strategies based on place value properties of								
Subtract two-digit numbers number from a two-digit number with or without regrouping.  Subtract two-digit one-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit difference in the problem.  2.NBT.5-Fluently add and subtract within 100 using strategies based on place value properties of								
Subtract one-digit numbers number from a two-digit number with or without regrouping.  Subtract two-digit one-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit difference in the problem.  2.NBT.5-Fluently add and subtract within 100 using strategies based on place value properties of								
Subtract two-digit numbers from a two-digit number with or without regrouping.  Subtract two-digit one-digit number from a two-digit number without regrouping.  Subtract a two-digit one-digit difference in the subtract of the subtract within 100 using strategies based on place value properties of								
Subtract two-digit one-digit numbers number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit number from a two-digit number with or without regrouping.  Subtract a two-digit one-digit difference in the subtract within 100 using strategies based on place value properties of								
two-digit numbers number from a two-digit number with or without regrouping.  Subtract a two-digit number without regrouping.  Subtract a two-digit  Thuently add and subtract within 100 using strategies based on place value properties of		Subtract	Subtract a	guhtroot				
numbers number from a two- digit number with or without regrouping. •Subtract a two-digit  add and subtract within 100 using strategies based on place value properties of								
from a two-digit within 100 using strategies without regrouping.  •Subtract a two-digit subtract  subtract within 100 using strategies based on place value properties of				difference				
digit number with or without regrouping. •Subtract a two-digit  within 100 using strategies based on place value properties of								
number with or without regrouping. •Subtract a two-digit  using strategies based on place value properties of								
without regrouping.  •Subtract a two-digit  without place on place value properties of			number					using
regrouping. •Subtract a two-digit place value properties of								
•Subtract a two-digit properties of								
two-digit of								-
number operations,								
number operations, from a two-								
								relationship
number between								
with or addition								I
without								
								subtraction.
•Use   2.NBT.6-			•Use					2.NBT.6-

addition to check subtraction.  - Subtract money values with up to two-digit numbers using strategies based on digits.  - Solve multiple step word problems.  - Solve multiple step word subtraction and subtraction strategies work, using place value and the properties of operations 2. NBT-9- Explain why addition and subtraction strategies work, using place value and the properties of operations 2. OA. I 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,		 
subtraction.  -Subtract money values with up to two- digitsSolve multiple step word problems.  -Subtraction and subtraction strategies work, using place value and the properties of operations. 2.NBT-9- Explain why addition and subtraction strategies work, using place value and the properties of operations. 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		Add up to
-Subtract money values with up to two-digitsSolve multiple step word problems.  -Solve multiple step word why addition and subtraction strategies work, using place value and the properties of of operations.  -Solve more work using place value and the properties of operations.  -Solve more work using problems 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		
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values with up to two- digits.  *Solve multiple step word problems.  2.NBT 9- Explain why addition and subtraction strategies work, using place value and the properties of operations. 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		
up to two- digits. •Solve multiple step word problems.  PExplain why addition and subtraction strategies work, using place value and the properties of operations.  2.OA.1- Use addition and subtraction strategies work value and the properties of operations.  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		
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multiple step word problems.  properties of operations. 2.NBT.9- Explain why addition and subtraction strategies work, using place value and the properties of operations. 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	digits.	
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and subtraction strategies work, using place value and the properties of operations. 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		addition
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work, using place value and the properties of operations.  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		
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of operations. 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		and the
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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		
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one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and		
two-step word problems involving situations of adding to, taking from, putting together, taking apart, and		
word problems involving situations of adding to, taking from, putting together, taking apart, and		
problems involving situations of adding to, taking from, putting together, taking apart, and		
involving situations of adding to, taking from, putting together, taking apart, and		
situations of adding to, taking from, putting together, taking apart, and		
of adding to, taking from, putting together, taking apart, and		
to, taking from, putting together, taking apart, and		
from, putting together, taking apart, and		
putting together, taking apart, and		
together, taking apart, and		putting
apart, and		together,
comparing,		
		comparing,

		with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent