

# SAXON MATH™ 2

## Standards Success

Common Core State Standards Companion

for use with *Saxon Math 2* 3rd edition

Nancy Larson

SAXON®

 HOUGHTON MIFFLIN HARCOURT

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# Table of Contents

<b>Letter from the Author</b> .....	i
<b>Overview</b> .....	iii
<b>Saxon Math 2 Table of Contents</b> with Common Core State Standards References .....	1
<b>Correlation to the Common Core State Standards</b> .....	17
<b>Lesson Extension Activities</b>	
Lesson 22 – Extension Activity 1 .....	25
Lesson 43 – Extension Activity 2 .....	27
Lesson 55-2 – Extension Activity 3 .....	29
Lesson 56 – Extension Activity 4 .....	31
Lesson 71 – Extension Activity 5 .....	33
Lesson 74 – Extension Activity 6 .....	35
Lesson 91 – Extension Activity 7 .....	37
Lesson 102 – Extension Activity 8 .....	39
Lesson 121 – Extension Activity 9 .....	41
<b>Extension Oral Assessments</b>	
Oral Assessment A (for use with Lesson 75-2)	
Oral Assessment B (for use with Lesson 95-2)	
Oral Assessment C (for use with Lesson 115-2)	



## Letter from the Author

Teachers who use **Saxon Math 2** know that the program helps children become competent and confident learners. The lesson extensions found in this book will help reinforce that experience. Each lesson extension flows naturally from the end of the recommended lesson. As is true with all Saxon lessons, the materials have been developed with the input of classroom teachers who have taught the lessons.

The program Table of Contents included in this book contains references to the primary Common Core State Standards domain and cluster addressed by each lesson. Because of the incremental nature of the program, some lessons provide foundational instruction necessary for developing more advanced skills. Also, the Guided Class Practice sections of each lesson provide important review and practice needed for mastery. For those reasons, it is essential to teach all the lessons in the correct order and to include all parts of the lesson in the daily instruction.

Additional Oral Assessments are included to ensure that all Common Core objectives are assessed. The Lesson Extension Activity pages in this book are perforated so the pages may be placed with the appropriate lessons in the **Saxon Math 2** Teacher's Manual.

Nancy Larson



# Saxon Math 2 Standards Success Overview

## Common Core State Standards and the Saxon Math Pedagogy

The Saxon Math philosophy stresses that incremental and integrated instruction, with the opportunity to practice and internalize concepts, leads to successful mathematics understanding. This pedagogy aligns with the requirements of the Common Core State Standards, which emphasize that, in each grade, children will be instructed to mastery in specified math concepts that serve as a basis for future learning. For example, in Grade 2 children develop techniques in problem solving, as well as fluency in mathematical operations that can be carried forward to succeeding grades. Having established this solid foundation, the children will have the necessary tools (speed, accuracy, and confidence in their ability) to tackle increasingly complex problem solving. The requisites featured in the Mathematical Practices are incorporated throughout the Saxon lessons and activities. For example, children are asked to share ideas and to think critically, to look for patterns, and to make connections in mathematical reasoning.

## What Saxon Math 2 Standards Success Provides

**Saxon Math 2 Standards Success** is a companion to **Saxon Math 2**. The first section, the Table of Contents, lists the Common Core focus of each lesson. The second section, Correlation of **Saxon Math 2** to the Common Core State Standards for Mathematics Grade 2, demonstrates the depth of coverage provided by the **Saxon Math 2** program. The remaining sections, Lesson Extension Activities and Extension Oral Assessments, provide additional reinforcement for selected Common Core standards.

### Saxon Math 2 Table of Contents

The Math 2 Table of Contents lists the primary Common Core domain and cluster addressed in the New Concept section of each lesson. Some lessons focus on a Mathematical Practice, such as a problem-solving technique. The primary domain and cluster addressed in The Meeting and the Fact Practice sections of each group of ten lessons is listed on a chart at the bottom of each page of the Table of Contents.

### Correlation of Saxon Math 2 to the Common Core State Standards for Mathematics Grade 2

The correlation lists the specific **Saxon Math 2** components addressing each standard. This correlation is divided into three sections: Meetings, Lessons (including New Concepts, Problem-Solving, Guided Class Practice, and Assessments), and Other (including Math Center Activities, Journal Writing, and Extend and Challenge CD Activities).

### Lesson Extension Activities and Extension Oral Assessments

Lesson Extension Activities and supplementary Oral Assessments are listed in the Table of Contents following the lessons with which they are intended to be used. These additional activities further address and reinforce the Common Core standards. Lesson Extension Activities and Oral Assessments begin on page 25 of this book. All Lesson Extension Activities and Oral Assessment Recording Forms may be copied.

## **Domains, Clusters, and Mathematical Practices for Grade 2**

The Common Core State Standards are separated into domains, which are divided into clusters.

### **Grade 2 Domains and Clusters**

Large groups of connected standards are referred to as domains. In Grade 2 there are four domains. Groups of related standards within a domain are referred to as clusters.

#### **2.OA—Operations and Algebraic Thinking**

1st cluster: Represent and solve problems involving addition and subtraction.

2nd cluster: Add and subtract within 20.

3rd cluster: Work with equal groups of objects to gain foundations for multiplication.

#### **2.NBT—Number and Operations in Base Ten**

1st cluster: Understand place value.

2nd cluster: Use place value understanding and properties of operations to add and subtract.

#### **2.MD—Measurement and Data**

1st cluster: Measure and estimate lengths in standard units.

2nd cluster: Relate addition and subtraction to length.

3rd cluster: Work with time and money.

4th cluster: Represent and interpret data.

#### **2.G—Geometry**

1st cluster: Reason with shapes and their attributes.

### **Mathematical Practices**

The Standards for Mathematical Practice list the following essential competencies that students will develop throughout their mathematical education.

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 mathematics.

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.

For the full text of the Common Core State Standards and a comprehensive correlation, including Mathematical Practices, see the Correlation of **Saxon Math 2** to the Common Core State Standards for Mathematics Grade 2 on pages 17–22.





# **Table of Contents of *Saxon Math 2***

with

**Common Core  
State Standards References**

and

**Lesson Extension Activities  
and Extension Oral Assessments  
at Points of Use**



# SAXON MATH™ 2

## TABLE OF CONTENTS



### Section 1 • Lessons 1–10

Lesson		Common Core State Standards Focus of Lesson
1	<ul style="list-style-type: none"> <li>• Reading and Identifying Numbers to 100</li> <li>• Identifying Right and Left</li> </ul>	CC.2.NBT (1st cluster)*
2	<ul style="list-style-type: none"> <li>• Identifying One More and One Less Than a Number</li> <li>• Graphing Data on a Graph</li> </ul>	CC.2.MD (4th cluster)
3	<ul style="list-style-type: none"> <li>• Telling and Showing Time to the Hour</li> </ul>	CC.2.MD (3rd cluster)
4	<ul style="list-style-type: none"> <li>• Writing Numbers to 100</li> </ul>	CC.2.NBT (1st cluster)
5	<ul style="list-style-type: none"> <li>• Addition Facts: Doubles with Sums to 18</li> </ul>	CC.2.OA (2nd cluster)
6	<ul style="list-style-type: none"> <li>• Identifying the Attributes of Pattern Blocks</li> </ul>	CC.2.G (1st cluster)
7	<ul style="list-style-type: none"> <li>• Identifying Ordinal Position to Sixth</li> <li>• Creating and Reading a Repeating Pattern</li> </ul>	CC.K–12.MP.4
8	<ul style="list-style-type: none"> <li>• Identifying and Acting Out “Some, Some More” Stories</li> <li>• Comparing Numbers to 50</li> </ul>	CC.2.OA (1st cluster)
9	<ul style="list-style-type: none"> <li>• Comparing and Ordering Objects by Size (Area)</li> </ul>	CC.2.G (1st cluster)
10-1	<ul style="list-style-type: none"> <li>• Addition Facts: Adding 0 and Adding 1</li> <li>• Identifying Addends, Sums, and the Commutative Property of Addition</li> <li>• Using Logical Reasoning to Solve a Problem</li> <li>• Solving a Problem by Acting It Out</li> </ul>	CC.2.OA (2nd cluster)
10-2	<ul style="list-style-type: none"> <li>• Covering a Design Using Pattern Blocks</li> </ul> <p><b>Cumulative Written Assessment 1</b> <b>Oral Assessment 1</b></p>	CC.K–12.MP.1

The following tables show the CCSS (Common Core State Standards) focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

#### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Problem of the Day	CC.K–12.MP.1
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Pattern	CC.K–12.MP.7
Clock	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Temperature	CC.2.MD (4th cluster)		

#### Fact Practice

6–10	CC.2.OA (2nd cluster)
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\*The cluster indicates the particular group of related standards within the domain.

**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 2 • Lessons 11–20

Lesson		CCSS Focus of Lesson
11	<ul style="list-style-type: none"> <li>Identifying and Acting Out “Some, Some Went Away” Stories</li> </ul>	CC.2.OA (1st cluster)
12	<ul style="list-style-type: none"> <li>Identifying the Time One Hour Ago and One Hour From Now</li> <li>Numbering a Clockface</li> </ul>	CC.2.MD (3rd cluster)
13	<ul style="list-style-type: none"> <li>Identifying Even and Odd Numbers</li> </ul>	CC.2.OA (3rd cluster)
14	<ul style="list-style-type: none"> <li>Identifying Ordinal Position to Twelfth</li> </ul>	CC.K–12.MP.4
15-1	<ul style="list-style-type: none"> <li>Addition Facts: Adding 2</li> </ul>	CC.2.OA (2nd cluster)
15-2	<ul style="list-style-type: none"> <li>Creating and Reading a Repeating Pattern</li> </ul> <p><i>Cumulative Written Assessment 2</i></p>	CC.K–12.MP.7
16	<ul style="list-style-type: none"> <li>Identifying Weekdays and Days of the Weekend</li> </ul>	CC.K–12.MP.4
17	<ul style="list-style-type: none"> <li>Creating and Reading a Pictograph</li> <li>Drawing a Pictograph</li> </ul>	CC.2.MD (4th cluster)
18	<ul style="list-style-type: none"> <li>Identifying Polygons</li> </ul>	CC.2.G (1st cluster)
19	<ul style="list-style-type: none"> <li>Identifying Fractional Parts of a Whole</li> </ul>	CC.2.G (1st cluster)
20-1	<ul style="list-style-type: none"> <li>Adding 10 to a Single-Digit Number</li> <li>Addition Facts: Adding 9</li> <li>Using Logical Reasoning to Solve a Problem</li> <li>Solving a Problem by Acting It Out</li> </ul>	CC.2.NBT (2nd cluster)
20-2	<ul style="list-style-type: none"> <li>Creating a Color Pattern</li> </ul> <p><i>Cumulative Written Assessment 3</i> <i>Oral Assessment 2</i></p>	CC.K–12.MP.7

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Problem of the Day	CC.K–12.MP.1
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Pattern	CC.K–12.MP.7
Clock	CC.2.MD (3rd cluster)	Number of the Day	CC.2.OA (2nd cluster)
Temperature	CC.2.MD (4th cluster)	Counting	CC.2.OA (1st cluster)

### Fact Practice

11–20	CC.2.OA (2nd cluster)
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## Section 3 • Lessons 21–30

Lesson		CCSS Focus of Lesson
21	<ul style="list-style-type: none"> <li>Identifying and Sorting Common Geometric Shapes by Attribute</li> </ul>	CC.2.G (1st cluster)
22	<ul style="list-style-type: none"> <li>Drawing Pictures and Writing Number Sentences for “Some, Some More” and “Some, Some Went Away” Stories</li> <li><i>Lesson Extension Activity 1 (p 25):</i></li> <li>Solving Problems Involving Addition and Subtraction</li> </ul>	CC.2.OA (1st cluster)
23	<ul style="list-style-type: none"> <li>Dividing a Shape in Half</li> <li>Shading One Half of a Shape</li> <li>Identifying if a Fractional Part Of a Whole Is Closer to 0, <math>\frac{1}{2}</math>, or 1</li> </ul>	CC.2.G (1st cluster)
24	<ul style="list-style-type: none"> <li>Dividing a Square in Half Two Different Ways</li> </ul>	CC.2.G (1st cluster)
25-1	<ul style="list-style-type: none"> <li>Addition Facts: Doubles Plus 1</li> </ul>	CC.2.OA (2nd cluster)
25-2	<ul style="list-style-type: none"> <li>Identifying Geometric Shape Pieces That Differ in One Way</li> <li><i>Cumulative Written Assessment 4</i></li> </ul>	CC.2.G (1st cluster)
26	<ul style="list-style-type: none"> <li>Telling and Showing Time to the Half Hour</li> </ul>	CC.2.MD (3rd cluster)
27	<ul style="list-style-type: none"> <li>Estimating Temperature</li> <li>Reading a Thermometer to the Nearest 10 Degrees</li> </ul>	CC.2.MD (2nd cluster)
28	<ul style="list-style-type: none"> <li>Counting Dimes and Pennies</li> </ul>	CC.2.MD (3rd cluster)
29	<ul style="list-style-type: none"> <li>Writing Addition and Subtraction Fact Families</li> </ul>	CC.2.OA (2nd cluster)
30-1	<ul style="list-style-type: none"> <li>Addition Facts: Sums of 8 and 9</li> <li>Drawing a Picture to Solve a Problem</li> <li>Looking for a Pattern to Solve a Problem</li> </ul>	CC.2.OA (2nd cluster)
30-2	<ul style="list-style-type: none"> <li>Identifying Geometric Shape Pieces That Are Alike in Only One Way</li> <li><i>Cumulative Written Assessment 5</i></li> <li><i>Oral Assessment 3</i></li> </ul>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Problem of the Day	CC.K–12.MP.1
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Pattern	CC.K–12.MP.7
Clock	CC.2.MD (3rd cluster)	Number of the Day	CC.2.OA (2nd cluster)
Temperature	CC.2.MD (4th cluster)	Counting	CC.2.OA (1st cluster)

### Fact Practice

21–30	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 4 • Lessons 31–40

Lesson		CCSS Focus of Lesson
31	• Creating and Reading a Bar Graph	CC.2.MD (4th cluster)
32	• Tallying • Counting by 5's	CC.2.NBT (1st cluster)
33	• Identifying Horizontal, Vertical, and Oblique Lines	CC.K–12.MP.4
34	• Dividing a Whole into Halves, Fourths, and Eighths • Comparing Halves, Fourths, and Eighths • Writing a Unit Fraction Using Fraction Notation	CC.2.G (1st cluster)
35-1	• Addition Facts: Sums of 10	CC.2.OA (2nd cluster)
35-2	• Weighing Objects Using Nonstandard Units • Comparing and Ordering Objects by Weight <i>Cumulative Written Assessment 6</i>	CC.K–12.MP.5
36	• Adding 10 to a Multiple of 10 • Finding Missing Numbers on a Piece of the Hundred Number Chart	CC.2.NBT (2nd cluster)
37	• Identifying Pairs • Dividing a Set of Objects Into Groups of Two	CC.2.OA (3rd cluster)
38	• Identifying Tens and Ones	CC.2.NBT (1st cluster)
39	• Identifying Halves, Fourths, and Eighths of a Whole • Creating and Reading a Bar Graph	CC.2.MD (4th cluster)
40-1	• Addition Facts: Sums of 11 • Making an Organized List to Solve a Problem • Solving a Problem by Acting It Out	CC.2.OA (2nd cluster)
40-2	• Measuring With One-Inch Color Tiles <i>Cumulative Written Assessment 7</i> <i>Oral Assessment 4</i>	CC.2.MD (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference
Calendar	CC.K–12.MP.4
Lunch/Attendance Graph	CC.2.MD (4th cluster)
Clock	CC.2.MD (3rd cluster)
Temperature	CC.2.MD (4th cluster)
Money	CC.2.MD (3rd cluster)
Fact Family	CC.2.OA (2nd cluster)

Activity	CCSS Reference
Secret Number	CC.2.NBT (1st cluster)
Problem of the Day	CC.K–12.MP.1
Pattern	CC.K–12.MP.7
Number of the Day	CC.2.OA (2nd cluster)
Counting	CC.2.OA (1st cluster)

### Fact Practice

31–40	CC.2.OA (2nd cluster)
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## Section 5 • Lessons 41–50

Lesson		CCSS Focus of Lesson
41	<ul style="list-style-type: none"> <li>Naming Fractional Parts of a Whole</li> <li>Comparing Fractional Parts of a Whole</li> <li>Writing a Fraction Using Fraction Notation</li> </ul>	CC.2.G (1st cluster)
42	<ul style="list-style-type: none"> <li>Trading Pennies for Dimes</li> </ul>	CC.2.NBT (1st cluster)
43	<ul style="list-style-type: none"> <li>Measuring to the Nearest Inch</li> <li><b>Lesson Extension Activity 2 (p 27):</b></li> <li>Showing Measurement Data on a Line Plot</li> </ul>	CC.2.MD (1st cluster) CC.2.MD (4th cluster)
44	<ul style="list-style-type: none"> <li>Adding 10 to a Two-Digit Number</li> </ul>	CC.2.NBT (2nd cluster)
45-1	<ul style="list-style-type: none"> <li>Addition Facts: Sums of 12</li> </ul>	CC.2.OA (2nd cluster)
45-2	<ul style="list-style-type: none"> <li>Identifying 1-Cup and 1/2-Cup Measuring Cups, Tablespoons, Teaspoons, and 1/2 Teaspoons</li> <li>Reading a Recipe</li> <li><b>Cumulative Written Assessment 8</b></li> </ul>	CC.K–12.MP.4
46	<ul style="list-style-type: none"> <li>Identifying Similarities and Differences Among Coins</li> <li>Counting Nickels</li> </ul>	CC.2.MD (3rd cluster)
47	<ul style="list-style-type: none"> <li>Writing the Date Using Digits</li> </ul>	CC.K–12.MP.4
48	<ul style="list-style-type: none"> <li>Creating and Reading a Bar Graph</li> <li>Creating and Reading a Venn Diagram</li> </ul>	CC.2.MD (4th cluster)
49	<ul style="list-style-type: none"> <li>Ordering Two-Digit Numbers</li> </ul>	CC.2.NBT (1st cluster)
50-1	<ul style="list-style-type: none"> <li>Addition Facts: Sums of 13 and 14</li> <li>Making an Organized List to Solve a Problem</li> </ul>	CC.2.OA (2nd cluster)
50-2	<ul style="list-style-type: none"> <li>Selecting the Appropriate Tool to Measure Capacity</li> <li>Reading a Recipe</li> <li>Measuring Ingredients for a Recipe</li> <li><b>Cumulative Written Assessment 9</b></li> <li><b>Oral Assessment 5</b></li> </ul>	CC.K–12.MP.4

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

41–50	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 6 • Lessons 51–60

Lesson		CCSS Focus of Lesson
51	• Counting Dimes, Nickels, and Pennies	CC.2.MD (3rd cluster)
52	• Identifying a Line of Symmetry • Creating a Symmetrical Design	CC.2.G (1st cluster)
53	• Adding Two-Digit Numbers Using Dimes and Pennies (Part 1)	CC.2.NBT (2nd cluster)
54	• Adding Two-Digit Numbers Using Dimes and Pennies (Part 2)	CC.2.NBT (2nd cluster)
55-1	• Addition Facts: Sums of 15, 16, 17, and 18	CC.2.OA (2nd cluster)
55-2	• Measuring to the Nearest Foot <i>Lesson Extension Activity 3 (p 29):</i>	CC.2.MD (1st cluster)
	• Using Addition and Subtraction to Solve Measurement Problems <i>Cumulative Written Assessment 10</i>	CC.2.MD (2nd cluster)
56	• Drawing a Number Line • Drawing Line Segments to the Nearest Inch • Locating Points on a Number Line <i>Lesson Extension Activity 4 (p 31):</i> • Representing Sums and Differences on a Number Line Diagram	CC.2.MD (2nd cluster)
57	• Making Polygons on a Geoboard • Identifying the Angles of a Polygon	CC.2.G (1st cluster)
58	• Adding Three or More Single-Digit Numbers • Identifying the Associative Property of Addition	CC.2.NBT (2nd cluster)
59	• Naming a Fractional Part of a Set	CC.K–12.MP.4
60-1	• Subtracting 0 Facts • Drawing a Picture to Solve a Problem • Looking for a Pattern to Solve a Problem	CC.2.OA (2nd cluster)
	• Identifying and Creating Congruent Shapes <i>Cumulative Written Assessment 11</i> <i>Oral Assessment 6</i>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference
Calendar	CC.K–12.MP.4
Lunch/Attendance Graph	CC.2.MD (4th cluster)
Clock	CC.2.MD (3rd cluster)
Temperature	CC.2.MD (4th cluster)
Money	CC.2.MD (3rd cluster)
Fact Family	CC.2.OA (2nd cluster)

Activity	CCSS Reference
Secret Number	CC.2.NBT (1st cluster)
Problem of the Day	CC.K–12.MP.1
Pattern	CC.K–12.MP.7
Number of the Day	CC.2.OA (2nd cluster)
Counting	CC.2.OA (1st cluster)

### Fact Practice

51–60	CC.2.OA (2nd cluster)
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## Section 7 • Lessons 61–70

Lesson		CCSS Focus of Lesson
61	• Adding Two-Digit Numbers With Regrouping, Using Dimes and Pennies (Part 1)	CC.2.NBT (2nd cluster)
62	• Adding Two-Digit Numbers With Regrouping, Using Dimes and Pennies (Part 2)	CC.2.NBT (2nd cluster)
63	• Using the Addition Algorithm (Part 1)	CC.2.NBT (2nd cluster)
64	• Using the Addition Algorithm (Part 2)	CC.2.NBT (2nd cluster)
65-1	• Subtracting 1 Facts	CC.2.OA (2nd cluster)
65-2	• Identifying and Creating Similar Shapes and Designs <i>Cumulative Written Assessment 12</i>	CC.2.G (1st cluster)
66	• Creating and Reading a Venn Diagram	CC.2.MD (4th cluster)
67	• Identifying a.m. and p.m. • Identifying Noon and Midnight • Identifying Dozen and Half Dozen	CC.2.MD (3rd cluster)
68	• Adding Three Two-Digit Numbers	CC.2.NBT (2nd cluster)
69	• Reading a Thermometer to the Nearest 2 Degrees Fahrenheit	CC.K–12.MP.5
70-1	• Subtracting 2 Facts • Solving a Problem by Guessing and Checking	CC.2.OA (2nd cluster)
70-2	• Identifying and Creating Overlapping Geometric Shapes <i>Cumulative Written Assessment 13</i> <i>Oral Assessment 7</i>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

61–70	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 8 • Lessons 71–80

Lesson		CCSS Focus of Lesson
71	• Using Mental Computation to Subtract 10 From a Two-Digit Number	CC.2.NBT (2nd cluster)
	<b>Lesson Extension Activity 5 (p 33):</b> • Representing Sums and Differences on a Number Line Diagram	CC.2.MD (2nd cluster)
72	• Measuring and Drawing Line Segments to the Nearest Half Inch	CC.2.MD (1st cluster)
73	• Adding Two-Digit Numbers With a Sum Greater Than 100	CC.2.NBT (2nd cluster)
74	• Representing Numbers Using Base Ten Blocks	CC.2.NBT (1st cluster)
	• Ordering Numbers Using Base Ten Blocks	CC.2.NBT (2nd cluster)
	<b>Lesson Extension Activity 6 (p 35):</b> • Using Mental Computation to Add and Subtract 100	CC.2.NBT (2nd cluster)
75-1	• Subtracting 3 Facts	CC.2.OA (2nd cluster)
75-2	• Identifying Gallon, Half-Gallon, Quart, and Liter Containers	CC.K–12.MP.4
	• Estimating and Finding the Capacity of Containers <b>Cumulative Written Assessment 14</b> <b>Extension Oral Assessment A</b>	
76	• Identifying the Place Value of a Digit in a Three-Digit Number	CC.2.NBT (1st cluster)
	• Writing a Three-Digit Number for a Model	
	• Representing Three-Digit Numbers Pictorially	
77	• Writing a Three-Digit Number for a Model or Picture	CC.2.NBT (1st cluster)
	• Ordering Three-Digit Numbers	
	• Identifying the Median of a Set of Numbers	
78	• Telling and Showing Time to Five-Minute Intervals	CC.2.MD (3rd cluster)
79	• Adding Three Two-Digit Numbers With a Sum Greater Than 100	CC.2.NBT (2nd cluster)
80-1	• Subtracting 4 Facts	CC.2.OA (2nd cluster)
	• Drawing a Picture to Solve a Problem	
80-2	• Cutting a Geometric Shape Apart and Making a New Shape <b>Cumulative Written Assessment 15</b> <b>Oral Assessment 8</b>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

71–80	CC.2.OA (2nd cluster)
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## Section 9 • Lessons 81–90

Lesson		CCSS Focus of Lesson
81	• Using Comparison Symbols ( $>$ , $<$ , and $=$ )	CC.2.NBT (1st cluster)
82	• Reading and Drawing a Pictograph With a Scale of 2	CC.2.MD (4th cluster)
83	• Writing a Fraction to Show a Part of a Set • Picturing a Fractional Part of a Set	CC.K–12.MP.4
84	• Writing a Number in Expanded Form	CC.2.NBT (1st cluster)
85-1	• Subtracting 5 Facts	CC.2.OA (2nd cluster)
85-2	• Covering Designs With Tangram Pieces <i>Cumulative Written Assessment 16</i>	CC.2.G (1st cluster)
86	• Writing Money Amounts Using Dollar Signs and Cent Symbols	CC.K–12.MP.4
87	• Subtracting Two-Digit Numbers Using Dimes and Pennies (Part 1)	CC.2.NBT (2nd cluster)
88	• Subtracting Two-Digit Numbers Using Dimes and Pennies (Part 2)	CC.2.NBT (2nd cluster)
89	• Subtracting Two-Digit Numbers (Part 1)	CC.2.NBT (2nd cluster)
90-1	• Subtracting 6 Facts • Solving a Problem by Guessing and Checking	CC.2.OA (2nd cluster)
90-2	• Covering the Same Design in Different Ways Using Tangram Pieces <i>Cumulative Written Assessment 17</i> <i>Oral Assessment 9</i>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

81–90	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 10 • Lessons 91–100

Lesson		CCSS Focus of Lesson
91	• Subtracting Two-Digit Numbers (Part 2)	CC.2.NBT (2nd cluster)
	<b>Lesson Extension Activity 7 (p 37):</b> • Solving Problems Involving Addition and Subtraction	CC.2.OA (1st cluster)
92	• Writing Number Sentences to Show Equal Groups • Multiplying by 10	CC.2.OA (3rd cluster)
93	• Counting Quarters	CC.2.MD (3rd cluster)
94	• Rounding to the Nearest Ten	CC.2.MD (2nd cluster)
95-1	• Subtracting 7 Facts	CC.2.OA (2nd cluster)
95-2	• Estimating and Counting Large Collections <b>Cumulative Written Assessment 18</b> <b>Extension Oral Assessment B</b>	CC.2.NBT (1st cluster)
96	• Finding One Half of a Set With an Even Number of Objects	CC.2.OA (3rd cluster)
97	• Finding One Half of a Set With an Odd Number of Objects	CC.2.OA (3rd cluster)
98	• Estimating a Sum	CC.2.OA (1st cluster)
99	• Measuring Using Feet and Inches	CC.2.MD (1st cluster)
100-1	• Subtracting 8 Facts	CC.2.OA (2nd cluster)
	• Making a Table to Solve a Problem	
	• Looking for a Pattern to Solve a Problem	
100-2	• Finding the Area of Shapes Using Pattern Blocks <b>Cumulative Written Assessment 19</b> <b>Oral Assessment 10</b>	CC.K–12.MP.1

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

91–100	CC.2.OA (2nd cluster)
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## Section 11 • Lessons 101–110

Lesson	CCSS Focus of Lesson
<b>101</b> • Identifying, Describing, and Comparing Geometric Solids (Cone, Cube, Sphere, Cylinder, Rectangular Prism, and Pyramid)	CC.2.G (1st cluster)
<b>102</b> • Selecting an Appropriate Tool for Measuring Length • Identifying Metric Units of Length • Measuring and Drawing Line Segments Using Centimeters <i>Lesson Extension Activity 8 (p 39):</i> • Estimating Lengths • Determining How Much Longer One Object is Than Another	CC.2.MD (1st cluster)
<b>103</b> • Multiplying by 1 • Multiplying by 100	CC.K–12.MP.7
<b>104</b> • Finding Perimeter	CC.2.MD (1st cluster)
<b>105-1</b> • Subtracting 9 Facts	CC.2.OA (2nd cluster)
<b>105-2</b> • Writing Observations From a Graph <i>Cumulative Written Assessment 20</i>	CC.2.MD (4th cluster)
<b>106</b> • Identifying Activities That Take One Hour, One Minute, and One Second • Telling and Showing Time to the Minute	CC.2.MD (3rd cluster)
<b>107</b> • Counting Quarters, Dimes, Nickels, and Pennies • Showing Money Amounts Using Quarters, Dimes, Nickels, and Pennies	CC.2.MD (3rd cluster)
<b>108</b> • Identifying Parallel Lines and Line Segments	CC.2.G (1st cluster)
<b>109</b> • Adding Three-Digit Numbers and Money Amounts • Estimating Sums	CC.2.NBT (2nd cluster)
<b>110-1</b> • Multiplying by 5 Facts • Drawing Pictures and Writing Multiplication Number Sentences to Show Equal Groups • Making an Organized List to Solve a Problem	CC.2.OA (3rd cluster)
<b>110-2</b> • Measuring Weight Using Customary Units <i>Cumulative Written Assessment 21</i> <i>Oral Assessment 11</i>	CC.K–12.MP.5

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

101–110	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 12 • Lessons 111–120

Lesson		CCSS Focus of Lesson
111	• Representing and Writing Mixed Numbers (Part 1)	CC.2.G (1st cluster)
112	• Representing and Writing Mixed Numbers (Part 2)	CC.2.G (1st cluster)
113	• Creating and Reading a Bar Graph With a Scale of 2	CC.2.MD (4th cluster)
114	• Identifying Right Angles	CC.2.G (1st cluster)
115-1	• Multiplying by 2 Facts	CC.2.OA (3rd cluster)
115-2	• Estimating Area • Finding Area Using One-Inch Color Tiles <i>Cumulative Written Assessment 22</i> <i>Extension Oral Assessment C</i>	CC.2.G (1st cluster)
116	• Acting Out and Drawing Pictures for “Equal-Groups” Stories	CC.2.OA (3rd cluster)
117	• Writing Number Sentences for “Equal-Groups” Story Problems	CC.2.OA (3rd cluster)
118	• Identifying Intersecting Lines • Identifying Perpendicular Lines	CC.K–12.MP.7
119	• Subtracting Three-Digit Numbers and Money Amounts • Estimating Differences	CC.2.NBT (2nd cluster)
120-1	• Dividing a Set of Objects Into Equal Groups • Multiplying by 3 Facts • Making a Table to Solve a Problem	CC.2.OA (3rd cluster)
120-2	• Describing the Likelihood of an Event • Predicting the Outcome of a Probability Experiment <i>Cumulative Written Assessment 23</i> <i>Oral Assessment 12</i>	CC.K–12.MP.4

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

110–120	CC.2.OA (2nd cluster)
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## Section 13 • Lessons 121–130

Lesson		CCSS Focus of Lesson
121	<ul style="list-style-type: none"> <li>Making and Labeling an Array</li> <li>Lesson Extension Activity 9 (p 41):</li> <li>Using Addition to Find the Number of Objects in an Array</li> </ul>	CC.2.OA (3rd cluster)
122	<ul style="list-style-type: none"> <li>Writing Number Sentences for Arrays</li> </ul>	CC.2.OA (3rd cluster)
123	<ul style="list-style-type: none"> <li>Telling and Showing Time to the Quarter Hour</li> </ul>	CC.2.MD (3rd cluster)
124	<ul style="list-style-type: none"> <li>Identifying and Showing Transformations: Translations, Rotations, and Reflections</li> </ul>	CC.K–12.MP.4
125-1	<ul style="list-style-type: none"> <li>Dividing a Set of Objects Into Equal Groups</li> <li>Multiplying by 4 Facts</li> </ul>	CC.2.OA (3rd cluster)
125-2	<ul style="list-style-type: none"> <li>Choosing a Survey Question and Choices</li> <li>Representing Data Using a Graph</li> <li>Cumulative Written Assessment 24</li> </ul>	CC.2.MD (4th cluster)
126	<ul style="list-style-type: none"> <li>Locating and Graphing Points on a Coordinate Graph</li> </ul>	CC.K–12.MP.4
127	<ul style="list-style-type: none"> <li>Showing and Counting Back Change for \$1.00</li> </ul>	CC.2.MD (3rd cluster)
128	<ul style="list-style-type: none"> <li>Dividing by 2</li> </ul>	CC.2.OA (3rd cluster)
129	<ul style="list-style-type: none"> <li>Finding the Area of a Rectangle</li> </ul>	CC.2.G (1st cluster)
130-1	<ul style="list-style-type: none"> <li>Multiplying by 0 Facts</li> <li>Identifying the Multiples of 2, 3, 4, and 5</li> <li>Solving a Problem by Guessing and Checking</li> </ul>	CC.2.OA (3rd cluster)
130-2	<ul style="list-style-type: none"> <li>Making and Using a Multiplication Table</li> <li>Cumulative Written Assessment 25</li> <li>Oral Assessment 13</li> </ul>	CC.K–12.MP.7

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

121–130	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**MD** Measurement and Data

**OA** Operations and Algebraic Thinking  
**G** Geometry

**NBT** Number and Operations in Base Ten

## Section 14 • Lessons 131–135; A–C

Lesson		CCSS Focus of Lesson
131	<ul style="list-style-type: none"> <li>• Selecting the Appropriate Tool to Measure Mass</li> <li>• Measuring Weight (Mass) Using Metric Units</li> </ul>	CC.K–12.MP.5
132	<ul style="list-style-type: none"> <li>• Doubling a Number</li> </ul>	CC.2.OA (3rd cluster)
133	<ul style="list-style-type: none"> <li>• Dividing a Set of Objects Into Equal Groups</li> </ul>	CC.2.OA (3rd cluster)
134	<ul style="list-style-type: none"> <li>• Recording Information on a Graph</li> </ul>	CC.2.MD (4th cluster)
135	<ul style="list-style-type: none"> <li>• Conducting a Probability Experiment</li> <li>• Identifying the Mode and Range of a Set of Data</li> </ul> <p><i>Cumulative Written Assessment 26</i></p>	CC.K–12.MP.1
A	<ul style="list-style-type: none"> <li>• Using a Calculator to Add, Subtract, Multiply, and Skip Count</li> </ul>	CC.K–12.MP.5
B	<ul style="list-style-type: none"> <li>• Choosing an Appropriate Method for Finding the Answer to a Problem</li> <li>• Using a Calculator to Compare Data</li> </ul>	CC.K–12.MP.5
C	<ul style="list-style-type: none"> <li>• Identifying Acute and Obtuse Angles</li> <li>• Describing and Classifying Plane Figures</li> <li>• Identifying Pentagons</li> </ul>	CC.2.G (1st cluster)

The following tables show the CCSS focus of The Meeting activities, which appear at the beginning of each numbered lesson, and the CCSS focus of the Fact Practices.

### The Meeting

Activity	CCSS Reference	Activity	CCSS Reference
Calendar	CC.K–12.MP.4	Secret Number	CC.2.NBT (1st cluster)
Lunch/Attendance Graph	CC.2.MD (4th cluster)	Problem of the Day	CC.K–12.MP.1
Clock	CC.2.MD (3rd cluster)	Pattern	CC.K–12.MP.7
Temperature	CC.2.MD (4th cluster)	Number of the Day	CC.2.OA (2nd cluster)
Money	CC.2.MD (3rd cluster)	Counting	CC.2.OA (1st cluster)
Fact Family	CC.2.OA (2nd cluster)		

### Fact Practice

131–135	CC.2.OA (2nd cluster)
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**MP** Mathematical Practices  
**OA** Operations and Algebraic Thinking

**NBT** Number and Operations in Base Ten  
**G** Geometry

**MD** Measurement and Data



# **Correlation**

## **of *Saxon Math 2* to the Common Core State Standards**



## Correlation of Saxon Math 2 to the Common Core State Standards for Mathematics Grade 2

**Mathematical Practices** – These standards are covered throughout the program; the following are examples.

1. Make sense of problems and persevere in solving them.	<p><b>Meetings:</b> L23, L24, L26, L27, L34, L36, L46, L72, L96, L108, L116, L130-1</p> <p><b>Lessons:</b> WP2, WP3, WP4, L10-1, L20-1, L22, L30-1, L40-1, L50-1, L60-1, L70-1, L80-1, L90-1, L92, L100-1, L104, L110-1, L117, L120-1, L122, L130-1</p>
2. Reason abstractly and quantitatively.	<p><b>Meetings:</b> L5, L25-1, L26, L27, L29, L30-1, L40-1, L46, L65-1, L75-2, L82, L86, L91, L103, L112, L128</p> <p><b>Lessons:</b> L8, L11, L22, GCP23, GCP26, L29, L35-1, L36, GCP36, L41, L42, GCP43, L48, GCP48, L63, L64, GCP65, L71, GCP71, L73, L81, GCP81, GCP83, L91, L92, GCP92, GCP98, L104, GCP104, GCP106, L109, L110-1, GCP113, L116, L117, GCP118, L119, L122, GCP122, GCP128, L129, GCP135</p>
3. Construct viable arguments and critique the reasoning of others.	<p><b>Meetings:</b> L2, L3, L4, L5, L6, L7, L8, L9, L11, L12, L13, L14</p> <p><b>Lessons:</b> L2, PTW10, L13, L18, PTW20, L23, L30-1, PTW30, L35-1, PTW40, L44, L45-1, PTW50, HW59, PTW60, GCP61, FH70, PTW70, L73, FH75, L79, PTW80, FH90, PTW90, L93, L95-2, L98, L99, PTW100, FH105, L109, FH110, PTW110, PTW120, GCP128, PTW130</p> <p><b>Other:</b> JW104, JW108, JW114, JW127</p>
4. Model with mathematics.	<p><b>Meetings:</b> L27, L34, L46, L62, L76, L95-1, L105-1, L118, L125-2, L135</p> <p><b>Lessons:</b> L2, L10-1, L11, L17, LW17, L22, GCP22, GCP25, L31, LW31, GCP31, GCP36, GCP39, L41, LW41, L42, L48, GCP52, GCP54, L58, L59, L62, LW62, GCP68, GCP71, L77, L81, L82, LW82, GCP82, L83, LW83, GCP89, L91, L104, LW104, GCP104, GCP106, L109, L112, LW112, GCP114, L117, L119, L122, GCP122, L129, LW129</p> <p><b>Other:</b> MCA50, MCA55, MCA68, MCA76</p>
5. Use appropriate tools strategically.	<p><b>Meetings:</b> L111, L112, L113, L114, L115-1</p> <p><b>Lessons:</b> L27, L32, L43, L48, L50-2, L55-2, L75-2, GCP94, L99, L102, L106, GCP107, GCP111, L125-2, L131, GCP132, Lesson B</p> <p><b>Other:</b> MCA24, MCA109</p>
6. Attend to precision.	<p><b>Meetings:</b> L41, L42, L43, L44, L45-1, L70-1, L70-2, L71, L72, L73, L107, L108, L109, L110-1, L110-2</p> <p><b>Lessons:</b> L27, GCP27, L35-2, GCP39, L40-2, L43, L45-2, GCP49, L50-2, L55-2, L56, GCP56, GCP57, GCP66, L69, GCP69, GCP71, L75-2, GCP76, L77, GCP81, L82, GCP83, GCP91, GCP95, L95-2, L99, L102, L104, GCP105, L105-2, L106, GCP109, GCP115, GCP121, L125-2, L127, L131, Lesson B</p> <p><b>Other:</b> MCA29, MCA33, MCA50, MCA62, MCA82, MCA94, JW127</p>
7. Look for and make use of structure.	<p><b>Lessons:</b> L10-1, LW10-1, GCP16, L18, L21, GCP22, L24, GCP25, L25-2, FP28, FP33, GCP39, L42, L44, L50-1, GCP53, GCP54, L57, L58, L60-2, L61, L63, GCP63, GCP64, L65-2, GCP69, L71, GCP79, L80-2, LW80-2, L88, L92, L100-1, L103, GCP106, GCP108, FP112, L115-1, L120-1, L122, GCP122, L129, GCP132, L133, LW133</p> <p><b>Other:</b> MCA45, MCA53, MCA92</p>
8. Look for and express regularity in repeated reasoning.	<p><b>Lessons:</b> L13, LW13, L19, GCP23, L25-1, LW25-1, L29, GCP29, L34, GCP36, L38, L41, LW41, L42, GCP47, L48, LW56, GCP59, GCP63, GCP71, L83, LW83, L92, GCP92, L98, GCP98, L102, L103, L104, GCP105, GCP109, L111, LW111, L116, L130-1, LW130-1, L130-2, LW130-2</p>

**Key:** EC\*: Extend and Challenge CD  
 FA\*\*: Fact Assessment  
 FP: Fact Practice  
 GCP: Guided Class Practice  
 HW: Homework  
 JW: Journal Writing

L: Lesson  
 LPE\*: Learning Palette Enrichment  
 LW: Lesson Worksheet  
 LXA\*: Lesson Extension Activity  
 MCA\*: Math Center Activity  
 OA\*\*: Oral Assessment

OLA: Online Activity  
 PSW: Problem-Solving Worksheet  
 PTW: Performance Task Worksheet  
 TTSP\*: Test-Taking Strategies Practice  
 WA\*\*: Written Assessment  
 WP: Written Practice

\*Activities referenced by activity number. \*\*Assessments referenced by assessment number.

## Operations and Algebraic Thinking 2.OA

## Represent and solve problems involving addition and subtraction.

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.

**Meetings:** L4, L5, L10-1, L12, L13, L14, L17, L18, L19, L21, L23, L24, L25-2, L26, L27, L29, L31, L32, L34, L36, L41, L46, L49, L50-1, L62, L65-1, L66, L68, L72, L73, L75-2, L76, L82, L83, L86, L90-2, L94, L95-1, L97, L105-1, L106, L108, L110-2, L112, L116, L120-1, L122, L135

**Lessons:** L8, L11, GCP12, GCP14, GCP16, GCP18, WA3, GCP21, L22, GCP22–GCP25, WA4, GCP26–GCP29, L30-1, LW30-1, WA5, GCP31–GCP33, L35-1, LW35-1, WA6, GCP36–GCP39, L40-1, LW40-1, WA7, GCP41–GCP44, L45-1, LW45-1, GCP45, WA8, GCP46–GCP49, L50-1, LW50-1, PSW50, WA9, GCP51–GCP54, L55-1, LW55-1, WA10, GCP56, GCP58, OA6, WA11, GCP61, GCP62, GCP65, WA12, GCP66–GCP69, WA13, GCP71–GCP75, WA14, GCP76, GCP78, GCP79, WA15, GCP81–GCP85, WA16, GCP87, L89, GCP89, L90-1, PSW90, WA17, L91, GCP91, GCP94, WA18, GCP96–GCP99, WA19, GCP101, GCP102, L104, GCP104, WA20, GCP109, WA21, GCP112, GCP114, WA22, GCP121, GCP129, L134, LW134, GCP135

**Other:** MCA15, LXA1, JW22, EC4, TTSP2, TTSP3, TTSP6, JW54, EC6, TTSP-CRA, JW71, TTSP13, LXA7, JW91, TTSP19, TTSP20, JW132

## Add and subtract within 20.

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.

**Meetings:** L11–L135

**Lessons:** L5, LW5, FP6, FP7, GCP7, FP8, FP9, GCP9, FA1, L10-1, LW10-1, WA1, FP11, FP12, GCP12, FP13, FP14, GCP14, FA2, L15-1, LW15-1, WA2, FP16, GCP16, FP17–FP19, FA3, L20-1, LW20-1, WA3, FP21, FP22, GCP22, FP23, FP24, FA4, L25-1, LW25-1, GCP25, FP26, GCP26, FP27–FP29, L29, GCP29, FA5, L30-1, LW30-1, WA5, FP31, GCP31, FP32, GCP32, FP33, FP34, GCP34, FA6, L35-1, LW35-1, GCP35, WA6, FP36, GCP36, FP37, GCP37, FP38, GCP38, FP39, FA7, L40-1, LW40-1, WA7, FP41, FP42, GCP42, FP43, GCP43, FP44, FA8, L45-1, LW45-1, WA8, FP46, FP47, GCP47, FP48, FP49, FA9, L50-1, LW50-1, WA9, FP51–FP54, GCP54, FA10, L55-1, LW55-1, FP56–FP59, FA11, L60-1, FP61–FP64, FA12, L65-1, FP66–FP69, FA13-1, L70-1, LW70-1, FA13-2, FP71–FP74, FA14-1, L75-1, LW75-1, FA14-2, FP76–FP79, FA15-1, L80-1, LW80-1, FA15-2, FP81–FP84, FA16-1, L85-1, LW85-1, FA16-2, FP86, GCP86, FP87–FP89, GCP89, FA17-1, L90-1, LW90-1, FA17-2, FP91, FP92, GCP92, FP93, FP94, FA18-1, L95-1, LW95-1, FA18-2, WA18, FP96–FP99, FA19-1, L100-1, LW100-1, FA19-2, FP101–FP104, GCP104, FA20-1, L105-1, LW105-1, FA20-2, WA20, FP106–FP109, FA21-1, FA21-2, GCP113, FA22-2, FA23-2, FA24-2, FA25-2

**Other:** OLA5, EC4, MCA21, MCA28, TTSP4, LPE3, MCA32, MCA37, MCA47, MCA52, MCA57, MCA61, TTSP12, MCA67, MCA74, MCA77, MCA81, MCA86, MCA90, TTSP20, TTSP-CRB, OLA (Basic Facts)

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

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.

**Meetings:** L14–L19, L20-1, L20-2, L21–L40-2, L42–L44, L64, L98

**Lessons:** L13, LW13, GCP13, L15-1, GCP16, GCP18, GCP19, GCP24, GCP25, WA4, GCP28, WA6, GCP36, L37, GCP37, GCP38, GCP41, GCP45, GCP46, WA9, GCP59, GCP62, GCP64, WA12, GCP75, GCP85, L96, LW96, L97, GCP97, GCP98, GCP101, GCP104, GCP105, GCP109, WA21, WA22, L128

**Other:** MCA8, JW13, TTSP1, LPE2, MCA83, MCA84

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

**Meetings:** L125-2

**Lessons:** L92, L110-1, LW110-1, L115-2, LW115-2, L116, LW116, L117, L121, LW121, GCP121, L122, GCP122, GCP123, GCP124, GCP125, GCP128, WA25

**Other:** LXA9, MCA104, JW122

**Number and Operations in Base Ten 2.NBT**

**Understand place value.**

<p>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:</p>	
<p>a. 100 can be thought of as a bundle of ten tens – called a “hundred.”</p>	<p><b>Meetings:</b> <i>L4–L35-2, L41, L77–L135</i>  <b>Lesson:</b> L28, L74, L76, GCP76, L77, LW77, GCP77, GCP78, GCP79, GCP81, GCP82, L84, GCP86, GCP88, GCP89, WA17, L92, L95-2, WA18, WA20  <b>Other:</b> MCA63, MCA64, MCA65, EC7, TTSP13, TTSP14, MCA82, TTSP-CRB</p>
<p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p><b>Meetings:</b> <i>L81–L109, L110-2</i>  <b>Lessons:</b> L74, L84, L103, GCP103, GCP104, GCP106, GCP109, WA21, GCP118</p>
<p>2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p><b>Meetings:</b> L1–L135  <b>Lessons:</b> L2, GCP3–GCP6, GCP8, GCP9, WA1, GCP11, WA2, GCP24, L28, GCP28, GCP29, GCP31, L32, GCP32, GCP33, GCP35, WA6, L36, GCP36–GCP39, OA4, WA7, GCP41, GCP43–GCP45, WA8, L46, GCP46, GCP47, WA9, L51, LW51, GCP51–GCP55, WA10, GCP56, WA11, GCP61, GCP62, WA12, L69, GCP69, L74, GCP74, GCP75, L78, GCP78, L82, LW82, GCP85, GCP87, GCP88, L93, GCP93, L95-2, GCP98, GCP99, GCP102, GCP104, GCP106, L107, GCP107, GCP112, GCP114–GCP116, GCP119, GCP123, WA24, L130-1, LW130-1, OA13, GCP132, GCP134, Lesson A  <b>Other:</b> MCA1, MCA3, EC1, MCA8, LPE2, MCA23, MCA24, MCA25, MCA26, OLA32, TTSP5, MCA38, TTSP7, MCA42, TTSP9, TTSP-CRA, TTSP12, MCA70, LPE13, LPE15, MCA82, MCA92, MCA93, TTSP19, EC10, TTSP-CRB, EC11, LPE24, MCA107, OLA130-2</p>
<p>3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p><b>Meetings:</b> L77–L135  <b>Lessons:</b> L1, L4, OA1, GCP12, GCP16, GCP18, WA3, GCP22, GCP26, L33, L38, GCP38, GCP39, GCP41–GCP45, GCP47, L50-1, PSW50, GCP53, L74, L76, GCP76, L77, LW77, GCP77–GCP79, GCP81, GCP82, L84, GCP84–GCP86, GCP88, GCP89, WA17, GCP91, GCP93, GCP95, WA18, GCP97, GCP103, WA20, GCP119  <b>Other:</b> MCA30, LPE4, TTSP7, MCA60, MCA63, MCA65, EC7, TTSP-CRA, TTSP13, LPE11, MCA72, MCA73, JW84, OLA84, TTSP14–TTSP18, TTSP-CRB</p>
<p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p><b>Meetings:</b> <i>L70-1, L81</i>  <b>Lessons:</b> L8, L49, L74, GCP76, L77, LW77, GCP79, L81, GCP81, GCP83, GCP85, WA16, GCP86, GCP88, WA17, GCP92, L94, GCP94, WA18, GCP96, GCP104, WA20, GCP113, GCP129, GCP131, GCP133, WA26  <b>Other:</b> MCA39, MCA40, LPE6, MCA60, LPE10, MCA64, OLA77, TTSP13, MCA68, MCA69, LPE12, TTSP16, OA-B, TTSP-CRB</p>

**Key:** **EC\*:** Extend and Challenge CD      **L:** Lesson      **OLA:** Online Activity  
**FA\*\*:** Fact Assessment      **LPE\*:** Learning Palette Enrichment      **PSW:** Problem-Solving Worksheet  
**FP:** Fact Practice      **LW:** Lesson Worksheet      **PTW:** Performance Task Worksheet  
**GCP:** Guided Class Practice      **LXA\*:** Lesson Extension Activity      **TTSP\*:** Test-Taking Strategies Practice  
**HW:** Homework      **MCA\*:** Math Center Activity      **WA\*\*:** Written Assessment  
**JW:** Journal Writing      **OA\*\*:** Oral Assessment      **WP:** Written Practice

\*Activities referenced by activity number. \*\*Assessments referenced by assessment number.

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

<p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><b>Meetings:</b> L30-1–L135  <b>Lessons:</b> L10-1, L29, L36, GCP36, GCP37, GCP41, GCP43, L44, GCP44, GCP45, WA8, GCP46, GCP48, GCP49, L53, LW53, GCP53, L54, GCP54, WA10, L58, GCP55, GCP56, GCP59, L61, GCP61, L62, LW62, GCP62, L63, L64, LW64, GCP64, GCP65, WA12, GCP66, GCP67, L68, LW68, GCP68, GCP69, WA13, L71, GCP71–GCP75, WA14, GCP76–GCP79, WA15, GCP81–GCP85, WA16, GCP86, L87, GCP87, L88, GCP88, L89, GCP89, L90-1, PSW90, WA17, L91, GCP91–GCP95, WA18, GCP96, GCP97, L98, GCP98, GCP99, OA10, WA19, GCP101–GCP105, WA20, GCP106–GCP109, WA21, GCP111–GCP115, WA22, GCP116, GCP118, OA12, WA23, GCP122, GCP123, GCP125, WA24, GCP126, GCP129, GCP131, GCP133, GCP135  <b>Other:</b> MCA36, EC6, MCA50, MCA51, MCA55, MCA58, MCA59, MCA76, TTSP15, MCA78</p>
<p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p><b>Meetings:</b> L46, L62, L65-1, L66, L73, L83, L86, L90-2, L99, L108, L112, L116, L119, L129  <b>Lessons:</b> L36, GCP36, GCP37, GCP41, GCP43, L44, GCP44, GCP45, WA8, GCP46, GCP48, GCP49, L53, LW53, GCP53, L54, GCP54, GCP55, WA10, GCP56, GCP59, L61, GCP61, L62, LW62, GCP62, L63, L64, LW64, GCP64, GCP65, WA12, GCP66, GCP67, L68, LW68, GCP68, GCP69, WA13, GCP71, GCP72, L73, GCP73–GCP75, WA14, GCP76–GCP78, L79, LW79, GCP79, WA15, GCP81–GCP85, WA16, GCP86–GCP89, L90-1, PSW90, WA17, GCP92–GCP94, WA18, GCP96, L98, GCP99, OA10, WA19, GCP102–GCP104, GCP106, GCP108, WA21, GCP113, GCP114, WA22, GCP118, WA23, GCP123, GCP125, GCP126, GCP129, GCP132  <b>Other:</b> MCA36, EC6, MCA50, MCA51, MCA55, MCA59, TTSP15</p>
<p>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.</p>	<p><b>Meetings:</b> L30-1–L135  <b>Lessons:</b> L10-1, LW10-1, L22, GCP22–GCP28, L29, GCP29, GCP31–GCP33, L36, GCP36–GCP39, GCP41, L42, GCP42, L44, GCP44, GCP45, WA8, GCP46–GCP49, GCP51, L53, LW53, GCP53, L54, GCP54, GCP55, WA10, GCP56, L58, GCP59, L61, GCP61, L62, LW62, GCP62, L63, L64, LW64, GCP64, GCP65, WA12, GCP66, GCP67, L68, LW68, GCP68, GCP69, WA13, L71, GCP71–GCP75, WA14, GCP76–GCP78, L79, LW79, GCP79, WA15, GCP81–GCP85, WA16, GCP86, L87, GCP87, L88, GCP88, L89, GCP89, L90-1, PSW90, WA17, L91, GCP91–GCP95, WA18, GCP96, GCP97, L98, GCP98, GCP99, OA10, WA19, GCP101–GCP105, WA20, GCP106–GCP108, L109, GCP109, WA21, GCP111–GCP115, WA22, GCP116, GCP118, L119, GCP119, OA12, WA23, GCP121–GCP125, WA24, GCP126–GCP129, WA25, GCP131–GCP133, GCP135  <b>Other:</b> MCA36, EC6, MCA50, MCA51, MCA55, MCA58, MCA59, MCA76, TTSP15, MCA78, JW91, LPE18, LPE21, LPE25</p>
<p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p><b>Meetings:</b> L40-2, L45-1, L51–L55-2, L63–L65-1, L67, L71, L72, L73, L75-1, L78, L80-1, L82, L83, L84, L87, L91, L93, L94, L95-2, L100-1, L104, L107, L110-1, L110-2, L114, L117, L120-2, L123, L124, L125-1, L127, L130-2, L133, L135  <b>Lessons:</b> L36, GCP36, GCP37, GCP41, L44, GCP44, GCP45, WA8, GCP46, GCP48, GCP49, GCP53, GCP54, WA10, GCP61, GCP62, WA12, L71, GCP71, GCP72, GCP73, GCP77, GCP79, GCP82, GCP84, GCP85, WA16, GCP88, GCP89, WA17, GCP102, GCP115, GCP123  <b>Other:</b> MCA36, MCA58, LXA6, OA-B</p>
<p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p>	<p><b>Lessons:</b> L10-1, LW10-1, L15-1, LW15-1, L20-1, LW20-1, L22, GCP22–GCP24, L25-1, LW25-1, GCP25–GCP28, L29, GCP29, LW30-1, L36, L42, L44, L53, LW53, GCP53, L54, GCP55, GCP56, L58, GCP58, GCP59, L61, GCP61, L62, LW62, GCP62, L63, L64, LW64, L65-1, GCP65, LW68, L71, L79, LW79, L87, L88, L89, L91, L98, OA10, L109, L119, OA12  <b>Other:</b> JW20-1, MCA15, MCA50, MCA76</p>

<sup>1</sup>Explanations may be supported by drawings or objects.

**Measurement and Data 2.MD**

**Measure and estimate lengths in standard units.**

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>Lessons:</b> L40-2, LW40-2, L43, LW43, GCP43, GCP44, GCP46, GCP49, GCP51, GCP52, GCP54, L55-2, LW55-2, GCP56, GCP57, GCP66, L72, LW72, GCP72, GCP74, GCP76, L99, L102, L104, LW104, GCP104, GCP105–GCP107, GCP111–GCP113, GCP119, GCP128, GCP132; Date and Name Lines: GCP 76–131 <b>Other:</b> MCA33, JW43, JW104, TTSP9, TTSP10, TTSP-CRA, TTSP12, TTSP17, TTSP19, TTSP-CRB
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.	<b>Lessons:</b> L55-2, LW55-2, HW59, L102 <b>Other:</b> OA-C
3. Estimate lengths using units of inches, feet, centimeters, and meters.	<b>Meetings:</b> L100-2 <b>Lessons:</b> L55-2, L99, GCP99, HW99, L102, L104 <b>Other:</b> JW43, TTSP9, TTSP10, TTSP-CRA, TTSP12, LXA8, OA-C, TTSP-CRB
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	<b>Lessons:</b> L40-2, LW40-2, L99 <b>Other:</b> MCA33, LXA8, OA-C

**Relate addition and subtraction to length.**

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.	<b>Meetings:</b> L75-1, L105-1, L112 <b>Lessons:</b> L104, LW104, GCP104, GCP105, GCP108, GCP113, GCP119; Date and Name Lines: GCP93, GCP94, GCP98, GCP99, GCP101 <b>Other:</b> LXA3, OA-A, TTSP12, TTSP17, JW104, TTSP19, TTSP-CRB
6. 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.	<b>Meetings:</b> L28–L135 <b>Lessons:</b> WA5, WA10, L56, LW56, GCP56, GCP57, WA12, WA13, WA15, WA16, OA9, WA17, L94, WA23 <b>Other:</b> TTSP3, LXA4, TTSP9, OA-A, TTSP-CRA, LXA5, TTSP12, MCA80, TTSP17, TTSP-CRB

**Work with time and money.**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<b>Meetings:</b> L79–L106 <b>Lessons:</b> L78, LW78, GCP78, GCP79, GCP83, GCP84, WA16, GCP87, WA17, GCP95, GCP97, GCP105, OA11 <b>Other:</b> TTSP4, MCA66, JW78, LPE17
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	<b>Meetings:</b> L31, L43, L46, L47, L49, L54, L57, L62, L65-1, L65-2, L70-1, L72–L74, L76, L85-2, L88, L90-2, L91, L95-1, L97, L109, L111, L120-2, L121, L122, L134 <b>Lessons:</b> GCP31, GCP32, WA6, WA7, GCP42, WA8, GCP49, L50-1, PSW50, WA9, GCP54, GCP57, GCP59, WA11, WA12, L70-1, PSW70, GCP72, GCP75, WA14, GCP77, GCP81, GCP86, L87, L88, L90-1, PSW90, GCP93, GCP94, WA18, GCP96, GCP98, WA19, GCP104, WA20, GCP108, GCP109, GCP111, WA22, GCP116, L120-1, PSW120, WA23, GCP122, GCP124, L127, GCP127, GCP129, OA13, GCP131, GCP134, GCP135 <b>Other:</b> JW28, JW54, EC6, JW86, JW91, LPE15, EC8, TTSP19, TTSP-CRB, MCA109, JW127

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- \*Activities referenced by activity number. \*\*Assessments referenced by assessment number.

## Represent and interpret data.

<p>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.</p>	<p><b>Lessons:</b> L40-2, LW40-2, L43, LW43, GCP43, GCP44, GCP46, GCP49, GCP51, GCP52, GCP54, L55-2, LW55-2, GCP57, GCP61, GCP66, L99, L102, L104, LW104; Date and Name Lines: GCP103–GCP109, GCP111–GCP119, GCP121, GCP122, GCP124, GCP126, GCP128 <b>Other:</b> MCA33, LXA2, TTSP19</p>
<p>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.</p>	<p><b>Meetings:</b> L3–L8, L10-1, L11, L12, L18, L19, L21, L25-2, L32, L33, L41, L50-1, L106 <b>Lessons:</b> L2, GCP3, GCP4, GCP6, GCP8, GCP9, WA1, GCP13, L17, LW17, GCP17–GCP19, GCP21, GCP25, WA4, GCP26, L31, LW31, GCP31, GCP36, GCP38, L39, GCP39, WA7, GCP42, L48, OA8, L82, LW82, GCP82, GCP83, GCP91, GCP94, GCP95, WA18, WA19, GCP101, L105-2, LW105-2, L113, LW113, GCP113–GCP115, GCP117, WA23, GCP121, GCP124, L125-2, LW125-2, WA24, L134, LW134, L135, LW135, GCP135, WA26 <b>Other:</b> OLA17, TTSP2, JW31, TTSP4, MCA31, TTSP5, JW39, JW66, TTSP-CRA, MCA70, LPE13, TTSP14, JW113, TTSP20, TTSP-CRB, MCA107</p>

## Geometry 2.G

## Reason with shapes and their attributes.

<p>1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p><b>Meetings:</b> L8–L19, L20-2, L22–L25-1, L26, L27, L29, L30-1, L102, L103 <b>Lessons:</b> L6, GCP6, L7, GCP8, L9, L10-1, LW10-2, WA1, GCP11, GCP14, L15-2, WA2, GCP17, L18, LW18, GCP18, L19, GCP19, WA3, L21, GCP22, L25-2, GCP29, WA4, L30-2, OA3, L57, LW57, GCP57, L60-2, LW60-2, GCP62–GCP65, L65-2, LW65-2, GCP69, L70-2, LW70-2, WA13, GCP75, WA14, L80-2, LW80-2, L85-2, LW85-2, L101, LW101, HW103, L104, LW104, L108, HW108, WA21, L114, LW114, WA24, Lesson C <b>Other:</b> LPE1, OLA18, TTSP1, MCA14, MCA17, TTSP2, MCA22, TTSP3, TTSP5, MCA45, MCA48, MCA49, TTSP9, JW65-2, TTSP10, TTSP-CRA, TTSP16, MCA88, LPE20, MCA101</p>
<p>2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p><b>Lessons:</b> L100-2, LW100-2, L115-2, LW115-2, GCP118, L121, LW121, GCP121, L129, LW129, GCP129, GCP132 <b>Other:</b> MCA97, MCA98, TTSP20, TTSP21, TTSP-CRB</p>
<p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, 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.</p>	<p><b>Lessons:</b> GCP9, GCP12, GCP16, LW18, L19, GCP19, WA3, GCP21, GCP22, L23, LW23, GCP23, L24, GCP24, GCP25, GCP27, GCP29, WA5, GCP33, L34, LW34, GCP34, WA6, GCP37, L39, L41, LW41, GCP41–GCP44, WA8, GCP48, OA5, GCP52, GCP55, GCP58, GCP59, WA11, GCP61, GCP62, GCP65, OA7, WA13, GCP73, GCP74, GCP78, L80-2, LW80-2, WA15, LW83, GCP88, GCP99, GCP106, L111, LW111, L112, LW112, GCP112, GCP117, GCP122, GCP124, GCP125, WA24, GCP128, GCP129, WA25 <b>Other:</b> JW19, MCA16, TTSP6, MCA46, LPE8, TTSP10, TTSP11, TTSP-CRA, MCA95, TTSP-CRB</p>

<sup>1</sup>Sizes are compared directly or visually, not compared by measuring.

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PTW: Performance Task Worksheet

TTSP\*: Test-Taking Strategies Practice

WA\*\*: Written Assessment

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\*Activities referenced by activity number. \*\*Assessments referenced by assessment number.



## **Lesson Extension Activities**

- **Lesson 22 – Extension Activity 1**
- **Lesson 43 – Extension Activity 2**
- **Lesson 55-2 – Extension Activity 3**
- **Lesson 56 – Extension Activity 4**
- **Lesson 71 – Extension Activity 5**
- **Lesson 74 – Extension Activity 6**
- **Lesson 91 – Extension Activity 7**
- **Lesson 102 – Extension Activity 8**
- **Lesson 121 – Extension Activity 9**





At the end of Lesson 22 complete the following activity, which is a continuation of the lesson.

## • Solving Problems Involving Addition and Subtraction (CC.2.OA.1)

### Instruction and Practice

*“Let’s write number sentences for stories that combine both some, some more and some, some went away stories.”*

*“Christina had 5 pennies. Her mother gave her 2 pennies. Christina lost one of her pennies.”*

*“What happened in this story?”*

*“Let’s draw a picture to show what happened in this story.”*

*“What will I draw first?”* **5 pennies**

- Draw 5 circles on the board.

*“What happened next in the story?”* **Her mother gave her 2 pennies.**

*“What will I draw?”* **2 more pennies**

- Draw 2 circles next to the first 5 circles.

*“What happened next in the story?”* **Christina lost 1 of her pennies.**

*“How will I show that?”* **cross out 1 penny**

- Cross out the penny on the right.

*“How many pennies does Christina have now?”* **6 pennies**

*“What number sentence could I write for this story?”*

**5 pennies + 2 pennies – 1 penny =  pennies**

*“What number will I write in the box?”* **6**

- Repeat with the following story problems:

*Mallory has 4 dimes. Her brother gave her 4 more dimes. Mallory gave her sister 2 dimes. How many dimes does Mallory have now?*

**4 dimes + 4 dimes – 2 dimes =  dimes; 6 dimes**

*Liam has 3 pencils. He gave 2 pencils to Sara. Liam’s sister gave him 4 more pencils. How many pencils does Liam have now?*

**3 pencils – 2 pencils + 4 pencils =  pencils; 5 pencils**

- Repeat with additional problems.





At the end of Lesson 43 complete the following activity, which is a continuation of the lesson.

## • Showing Measurement Data on a Line Plot

(CC.2.MD.9)

### Instruction and Practice

*“Now let’s use our rulers to find the lengths of our pencils.”*

*“Hold up your pencil.”*

*“Are all of our pencils the same length?”*

*“Let’s measure the lengths of our pencils to the nearest inch.”*

*“What should we do to measure our pencils using inches?”*

- Ask a child to describe how to measure a pencil.

*“Put your pencil next to the inch side of your ruler.”*

*“Move the end of the eraser so that it is next to the zero on your ruler.”*

- Circulate and check the children’s pencils.

*“Now look at the point on your pencil.”*

*“Decide which number on the ruler the point of your pencil is closer to.”*

- Allow time for the children to do this.

*“How long is your pencil?”*

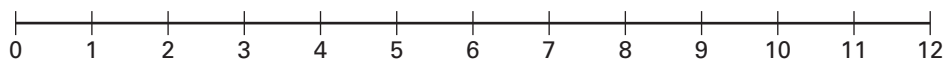
- Ask 6–8 children to name the length of their pencils.

*“We can record the lengths of our pencils on a graph called a line plot.”*

*“The line plot will let us see how many children have pencils with the same length and the lengths of the shortest and longest pencils.”*

*“A line plot is made using a number line.”*

- Draw the following on the board:



*“I will write an X above the number on the number line that shows how many inches long each child’s pencil is.”*

*“For example, if your pencil is 6 inches long, I will write an X above the 6.”*

*“If your pencil is 4 inches long, where will I write the X?”* **above the 4**

- Ask a child the following question:

*“What is the length of your pencil to the nearest inch?”*

*“Where will I write an X on the graph to show the length of your pencil?”*

- Draw an X on the line plot above the number the child names.

- Repeat until all children’s pencil lengths are plotted.  
*“What do you notice about the graph?”*
- Allow time for the children to share observations.  
*“What is this type of graph called?” a line plot*  
*“We can use the line plot to compare the lengths of our pencils.”*  
*“Let’s count the number of children with pencils that are 6 inches long.”*  
*“How long is the longest pencil?”*  
*“How long is the shortest pencil?”*  
*“What is the most common pencil length?”*



At the end of Lesson 55-2 complete the following activity, which is a continuation of the lesson.

## • Using Addition and Subtraction to Solve Measurement Problems (CC.2.MD.5)

### Instruction and Practice

“Let’s solve story problems using feet.”

“Arianna walked 6 feet from her desk. Then she walked 2 feet more. How far did Arianna walk?”

“What type of story problem is this?” *some, some more*

“What happened in this story?” *Arianna walked 6 feet and then she walked 2 feet more.*

“What number sentence will we write for this story?”  $6 \text{ feet} + 2 \text{ feet} = \square \text{ feet}$

- Write the following on the board:  $6 \text{ feet} + 2 \text{ feet} = \square \text{ feet}$

“How many feet did Arianna walk altogether?” *8 feet*

- Write **8** in the box.

“Let’s solve another story problem using feet.”

“Dara walked 8 feet from her desk. Then she turned around and walked 1 foot back toward her desk. How many feet does Dara need to walk to reach her desk?”

“What type of story problem is this?” *some, some went away*

“What happened in this story?” *Dara walked 8 feet and then she walked back 1 foot.*

“What number sentence will we write for this story?”  $8 \text{ feet} - 1 \text{ foot} = \square \text{ feet}$

- Write the following on the board:  $8 \text{ feet} - 1 \text{ foot} = \square \text{ feet}$

“How many feet does Dara need to walk to reach her desk?” *7 feet*

- Write **7** in the box.

“Let’s solve another story problem using feet.”

“Jamel walked 25 feet down the hallway. Then he walked 10 feet more. How far did Jamel walk?”

“What type of story problem is this?” *some, some more*

“What happened in this story?” *Jamel walked 25 feet and then he walked 10 feet more.*

“What number sentence will we write for this story?”  $25 \text{ feet} + 10 \text{ feet} = \square \text{ feet}$

- Write the following on the board:  $25 \text{ feet} + 10 \text{ feet} = \square \text{ feet}$

“How many feet did Jamel walk altogether?” *35 feet*

- Write **35** in the box.

- Repeat with the following story problems:

*Corine ran 50 feet across the gym. She turned around and ran back to where she started. How far did Corine run altogether?*

*50 feet + 50 feet =  feet; 100 feet*

*Jacob ran 100 feet across the playground. He turned around and ran back 10 feet. How many feet does Jacob need to run to return to where he started? 100 feet – 10 feet =  feet; 90 feet*

*“Let’s solve another story problem using feet.”*

*“Cory’s class measured the distance from the classroom door to the hallway water fountain. They found that the distance is 10 feet. Cory walked 3 feet from the classroom door toward the water fountain. How many more feet does Cory have to walk to reach the water fountain?”*

*“This is a some, some more story with a missing addend.”*

*“What do we know in this story problem?” The distance from the classroom door to the water fountain is 10 feet. Cory walked 3 feet from the classroom door to the water fountain.*

*“Let’s act this problem out.”*

*“Let’s measure 10 feet from the classroom door and put a piece of paper on the floor (wall) to show a pretend water fountain.”*

- Ask 10 children to lay their rulers end-to-end on the floor to show 10 feet. Place a piece of scrap paper on the floor or wall to show the water fountain.

*“How far did Cory walk toward the water fountain?” 3 feet*

- Ask a child to stand next to the rulers to show how far Cory walked.

*“What are we trying to find in this story problem?” How many more feet Cory has to walk to reach the water fountain.*

- Write the following on the board: **3 feet +  feet = 10 feet**

*“One of the addends in the story problem is missing.”*

*“How many more feet does Cory have to walk to reach the water fountain?” 7 feet*

*“What is the missing addend in this story problem?” 7*

- Write **7** in the box.
- **Optional:** Repeat with additional story problems.





At the end of Lesson 56 complete the following activity, which is a continuation of the lesson.

## • Representing Sums and Differences on a Number Line Diagram (CC.2.MD.6)

### Instruction and Practice

*“We can use the number lines on our papers to add and subtract.”*

- Write the following on the board:  $2 + 3 = \square$

*“This is a number sentence for a some, some more story.”*

*“What is the sum of 2 and 3?” 5*

*“Let’s use the first number line to show what is happening in this number sentence.”*

*“Put your finger at zero on the first number line on your paper.”*

*“This number sentence tells us to move forward 2 and then move forward 3 more.”*

*“Move your finger forward 2 spaces and then move it forward 3 more spaces.”*

*“Where is your finger pointing now?” 5*

*“Two and three more is equal to 5.”*

- Write **5** in the box.
- Write the following on the board:  $5 + 3 = \square$

*“How can we use the number line to show what is happening in this number sentence?” **Begin at 0, move forward 5, and then move forward 3 more.***

*“Put your finger at zero.”*

*“Move forward 5 and then move forward 3 more.”*

*“Where is your finger pointing now?” 8*

*“Five and 3 more is equal to 8.”*

- Write **8** in the box.
- Repeat with  $6 + 2 = \square$  and  $7 + 3 = \square$ .
- Write the following on the board:  $5 - 1 = \square$

*“This is a number sentence for a some, some went away story.”*

*“What is 5 minus 1?” 4*

*“Let’s use the number line to show what is happening in this number sentence.”*

*“Put your finger at zero.”*

*“This number sentence tells us to move forward 5 and then move backward 1 to show we are taking away 1.”*

*“When we add on a number line, we move to the right or forward. When we take away, we move to the left or backward.”*

*"Move your finger forward 5 spaces and then move it backward 1 space."*

*"Where is your finger pointing now?" 4*

*"Five minus 1 is equal to 4."*

- Write **4** in the box.

- Write the following on the board:  $4 - 3 = \square$

*"How can we show this problem using the number line?" Begin at 0, move forward 4, and then move backward 3.*

*"Put your finger at zero."*

*"Move forward 4 and then move backward 3."*

*"Where is your finger pointing now?" 1*

*"Four minus 3 is equal to 1."*

- Write **1** in the box.
- Repeat with  $7 - 2 = \square$  and  $10 - 6 = \square$ .
- Repeat with additional addition and subtraction number sentences.



At the end of Lesson 71 complete the following activity, which is a continuation of the lesson.

## • Representing Sums and Differences on a Number Line Diagram (CC.2.MD.6)

### Instruction and Practice

*“We can also use our classroom number line to add and subtract two-digit numbers.”*

- Write the following on the board:  $70 - 10 = \square$

*“Let’s use the number line to show what is happening in this number sentence.”*

*“What does this number sentence tell us to do? **Begin at 0, move forward 70, and then move backward 10.***

- Point to 70 on the classroom number line and count backward 10.

*“Seventy minus 10 is equal to 60.”*

- Write **60** in the box.

- Write the following on the board:  $40 - 10 = \square$

*“How can we use the number line to show what is happening in this number sentence?” **Begin at 0, move forward 40, and then move backward 10.***

- Point to 40 on the classroom number line and count backward 10.

*“Forty minus 10 is equal to 30.”*

- Write **30** in the box.

- Repeat with:  $90 - 10 = \square$

- Write the following on the board:  $30 + 10 = \square$

*“What does this number sentence tell us to do? **Begin at 0, move forward 30, and then move forward 10 more.***

- Point to 30 on the classroom number line and count forward 10 more.

*“Thirty and 10 more is equal to 40.”*

- Write **40** in the box.

- Write the following on the board:  $30 + 20 = \square$

*“How is this number sentence different from the last number sentence?” **We are adding 20 instead of 10.***

*“How can we use the number line to show what is happening in this number sentence?” **Begin at 0, move forward 30, and then move forward 20 more.***

- Point to 30 on the classroom number line and count forward 20 more.

*“Thirty and 20 more is equal to 50.”*

- Write **50** in the box.

*“When we add on a number line, we move to the right or forward. When we take away, we move to the left or backward.”*

- Write the following on the board:  $50 - 20 = \square$

*“How can we use the number line to show what is happening in this number sentence?” **Begin at 0, move forward 50, and then move backward 20.***

- Point to 50 on the classroom number line and count backward 20.

*“Fifty minus 20 is equal to 30.”*

- Write **30** in the box.
- Repeat with:  $90 - 20 = \square$
- Repeat with additional addition and subtraction number sentences.



At the end of Lesson 74 complete the following activity, which is a continuation of the lesson.

- **Using Mental Computation to Add and Subtract 100** (CC.2.NBT.8)

### Instruction and Practice

- Write the following on the board: **210**  
*“How will we show this using base ten blocks?” two 100-flats and one 10-stick*
- Hold up two 100-flats and one 10-stick.  
*“How many cubes will we have if we add another 100?” 310*  
*“Let’s check.”*
- Add one more 100-flat and count the blocks with the children.
- Write **310** on the board.  
*“How many cubes will we have if we add 10?” 320*
- Add one more 10-stick and count the blocks with the children.
- Write **320** on the board.  
*“How many cubes will we have if we add another 100?” 420*
- Add one more 100-flat and count the blocks with the children.
- Write **420** on the board.  
*“How many cubes will we have if we add another 10?” 430*
- Add one more 10-stick and count the blocks with the children.
- Write **430** on the board.  
*“How many cubes will we have if we add another 100?” 530*
- Add one more 100-flat and count the blocks with the children.
- Write **530** on the board.
- Repeat, adding 100’s to 930.  
*“How many cubes will we have if we subtract, or take away, 100?” 830*
- Take away one 100-flat and count the blocks with the children.
- Write **830** on the board.  
*“How many cubes will we have if we subtract another 100?” 730*
- Subtract one 100-flat and count the blocks with the children.
- Write **730** on the board.  
*“How many cubes will we have if we subtract another 100?” 630*
- Take away one 100-flat and count the blocks with the children.

- Write **630** on the board.  
*“How many cubes will we have if we subtract 10?” 620*
- Take away one 10-stick and count the blocks with the children.
- Write **620** on the board.  
*“How many cubes will we have if we subtract another 10?” 610*
- Take away one 10-stick and count the blocks with the children.
- Write **610** on the board.  
*“How many cubes will we have if we subtract another 100?” 510*
- Take away one more 100-flat and count the blocks with the children.
- Write **510** on the board.
- Repeat, subtracting 100’s to 210.



At the end of Lesson 91 complete the following activity, which is a continuation of the lesson.

## • Solving Problems Involving Addition and Subtraction (CC.2.OA.1)

### Instruction and Practice

*“Let’s write number sentences for stories that combine both some, some more and some, some went away stories.”*

*“Shawna had 58 cents. Her mother gave her 20 cents. Shawna gave her sister 35 cents.”*

*“What happened in this story?”*

*“Let’s write a number sentence to show what happened in this story.”*

*“What will I write first?” 58¢*

- Write **58¢** on the board.

*“What happened next in the story?” Her mother gave her 20 cents.*

*“What will I write next?” + 20¢*

- Write **+ 20¢** to the right of **58¢**.

*“What happened next in the story?” Shawna gave her sister 35 cents.*

*“What will I write next?” – 35¢*

- Write **– 35¢ = □** to the right of **58¢ + 20¢**.

*“How can we find out how much money Shawna has now?” Add 58¢ and 20¢, and then subtract 35¢ from the sum.*

*“What is 58 cents plus 20 cents?” 78 cents*

*“What is 78 cents minus 35 cents?” 43 cents*

- Repeat with the following story problems:

*Mrs. Moore has 15 books about animals. The librarian gave her 45 more books about animals. If Mrs. Moore gives each of the 22 children in her class one book about animals, how many animal books will she have left?  $15 + 45 - 22 = \square$ ; 38 books*

*Mathew has 36 markers. Justin gave him 24 more markers. Mathew gave 20 markers to his sister. How many markers does Mathew have now?  $36 + 24 - 20 = \square$ ; 40 markers*







At the end of Lesson 102 complete the following activity, which is a continuation of the lesson.

- **Estimating Lengths** (CC.2.MD.3)
- **Determining How Much Longer One Object is Than Another** (CC.2.MD.4)

### Instruction and Practice

- On the board draw line segments with the following lengths: 75 centimeters, 50 centimeters, and 90 centimeters. Label the endpoints of the 75-centimeter line segment *A* and *B*. Label the endpoints of the 50-centimeter line segment *C* and *D*. Label the endpoints of the 90-centimeter line segment *E* and *F*.
- Point to line segment *AB*.  
“Do you think this line segment is more than one meter long or less than one meter long?”  
“How could we check our prediction?” **compare the length of the line segment to a meterstick**
- Place the meterstick below the line segment.  
“Is the line segment more or less than 1 meter in length?” **less**  
“How many centimeters are in one meter?” **100 cm**  
“How many centimeters long do you think this line segment is?”
- Ask several children to estimate the length of the line segment.  
“How could we check our predictions?”
- Place the meterstick below the line segment.  
“What will we need to do to measure this line segment to the nearest centimeter?” **Place the 0 on the meterstick below the one end of the line segment and find the centimeter mark closest to the other end.**  
“How many centimeters long is the line segment?” **75 cm**
- Write **75 cm** above the line segment.  
“Were our estimates reasonable?”
- Repeat with line segment *CD*.  
“Which line segment is longer, line segment *AB* or line segment *CD*?” **line segment *AB***  
“About how much longer is it?” **25 cm**
- Point to line segment *EF*.  
“Do you think this line segment is more than one meter long or less than one meter long?”

*"How could we check our prediction?" compare the length of the line segment to a meterstick*

- Place the meterstick below the line segment.

*"Is the line segment more or less than 1 meter in length?" less*

*"How many centimeters long do you think this line segment is?"*

- Ask several children to estimate the length of the line segment.
- Place the meterstick below the line segment.

*"How many centimeters long is the line segment?" 90 cm*

- Write **90 cm** above the line segment.

*"Were our estimates reasonable?"*

*"Which line segment is longer, line segment CD or line segment EF?" line segment EF*

*"About how much longer is it?" 40 cm*

*"How did you find the answer?" subtracted 50 cm from 90 cm*

*"Look at the line segments you drew on your paper."*

*"How many centimeters long is the longest line segment?" 20 cm*

*"How many centimeters long is the shortest line segment?" 5 cm*

*"How many centimeters longer is the longest line segment than the shortest line segment?" 15 cm*

*"How did you find the answer?" subtracted 5 cm from 20 cm*



At the end of Lesson 121 complete the following activity, which is a continuation of the lesson.

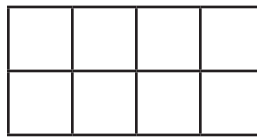
## • Using Addition to Find the Number of Objects in an Array (CC.2.OA.4)

### Instruction and Practice

*“We can write an addition number sentence to show how many squares are in an array.”*

*“We can do this by adding the number of squares in each row of the array.”*

- Draw the following on the board:



*“How many squares are in each row of this array?” 4*

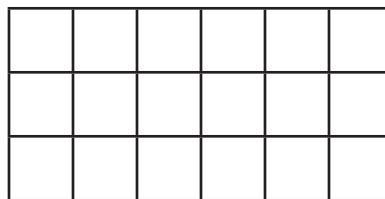
- Write **4** to the right of each row of the array.

*“What addition number sentence could we write to show how many squares are in this array?”  $4 + 4 = \square$*

- Write the following on the board:  $4 + 4 = \square$

*“How many squares are in the array altogether?” 8*

- Write **8** in the box.
- Draw the following on the board:



*“How many squares are in each row of this array?” 6*

- Write **6** to the right of each row of the array.

*“What addition number sentence could we write to show how many squares are in this array?”  $6 + 6 + 6 = \square$*

- Write the following on the board:  $6 + 6 + 6 = \square$

*“How many squares are in the array altogether?” 18*

- Write **18** in the box.

- Draw the array at the right on the board:

*"How many squares are in each row of this array?" 2*

- Write **2** to the right of each row of the array.

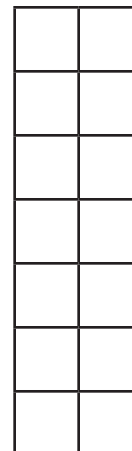
*"What addition number sentence could we write to show how many squares are in this array?"  $2 + 2 + 2 + 2 + 2 + 2 + 2 = \square$*

- Write the following on the board:  $2 + 2 + 2 + 2 + 2 + 2 + 2 = \square$

*"How many squares are in the array altogether?" 14*

- Write **14** in the box.

- Draw the following on the board:



*"How many squares are in each row of this array?" 5*

- Write **5** to the right of each row of the array.

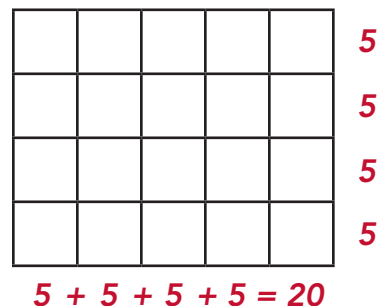
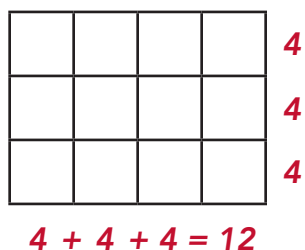
*"On the back of your paper, write an addition number sentence to show how many squares are in this array."*

- Circulate and check the children's papers.

*"What number sentence did you write?"  $5 + 5 = 10$*

- Write the following on the board:  $5 + 5 = 10$

- Repeat with the following arrays:



# **Extension Oral Assessments**

- **Oral Assessment A**
- **Oral Assessment B**
- **Oral Assessment C**



Teacher \_\_\_\_\_  
Date \_\_\_\_\_

# Oral Assessment A Classroom Recording Form

Saxon Math 2 (for use with Lesson 75-2)

**Materials:**  
paper and pencil

- Solving Word Problems Involving Lengths
- Showing Addition and Subtraction on a Number Line Diagram

**“Morgan walked 5 feet from her desk. Then she walked 2 feet more. How far did Morgan walk?”**  
**“Write a number sentence for this story.”**

**“James walked 10 feet from his desk. Then he turned around and walked 2 feet back toward his desk. How far is James from his desk?”**  
**“Write a number sentence for this story.”**

- Draw a number line from 1–20 on the paper.
- Write  $5 + 2 = \square$  on the paper.  
**“Use the number line to show how to find this answer.”**
- Repeat with  $5 - 2 = \square$ ,  $12 + 6 = \square$ , and  $15 - 10 = \square$ .

Student's Name

Student's Name		





Teacher \_\_\_\_\_  
 Date \_\_\_\_\_

## Oral Assessment B Classroom Recording Form

*Saxon Math 2 (for use with Lesson 95-2)*

**Materials:**  
 paper and pencil

- **Using Mental Computation to Add and Subtract 10 or 100**
- **Comparing Two Three-Digit Numbers**

- Write 250 on the paper.
- Ask the child to orally do the following:  
*“Add 10 to this number.”*  
*“Add 100 to this number.”*  
*“Subtract 10 from this number.”*  
*“Subtract 100 from this number.”*

- Write 425 and 289 on the paper leaving a space between the numbers.  
*“Which number is greater?”*  
*“Write the correct symbol between the numbers.”*
- Repeat with 525 and 560.

Student’s Name




Teacher \_\_\_\_\_  
Date \_\_\_\_\_

### Oral Assessment C Classroom Recording Form *Saxon Math 2 (for use with Lesson 115-2)*

**Materials:**  
ruler with inches  
and centimeters  
paper and pencil

- **Measuring Lengths Using Inches and Centimeters**
- **Estimating Lengths**

- Draw a 5-cm and a 15-cm line segment on the paper.  
Label the line segments *AB* and *CD*.
- Hand the child the ruler.  
*"How many centimeters long is each line segment?"*  
*"How much longer is line segment CD than AB?"*  
*"About how many inches long is line segment CD?"*  
*"What do you notice about the length of line segment CD when it was measured in inches instead of centimeters?"*

*"What is something in our classroom that is about 1 foot long?"*

- Repeat with 1 meter long.

Student's Name







