

**Tunkhannock Area School District
Grade Two Mathematics
Curriculum Map 2014**

Quarter 1

Targeted Standard(s):

Domain

2.NBT Number and Operations in Base Ten

2.OA Operations and Algebraic Thinking

PA Core Standards

CC.2.1.2.B.2 Use place value concepts to read, write and skip count to 1000.

CC.2.4.2.A.3 Solve problems using coins and paper currency.

CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.

CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.

CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 100.

CC.2.2.2.A.2 Use mental strategies to add and subtract within 1,000

CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.

CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

Enduring Understandings:

- Understanding place value.
- Represent and solve problems involving addition and subtraction.
- Add and subtract within 1,000.

Essential Questions:

1. How can we represent and compare numbers?
2. How can using number patterns help us to add or subtract?
3. What strategies and models can we use to understand how to solve an addition or subtraction problem?
4. How can we represent and compare numbers?
5. What strategies and models can we use to understand how to solve an addition or subtraction problem?
6. How do we know when it is appropriate to estimate or when it is appropriate to use mental math for an exact answer?
7. How can using number patterns help us to add or subtract?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Number Concepts (CC.2.1.2.B.2)</p> <p>A. Count and Write Numbers 1 to 1000</p> <p>B. Skip Count Numbers 2's, 5's, 10's</p> <p>C. Review the Application of Odd/Even Numbers</p> <p>D. Compare Amounts Using Greater Than/Less Than</p> <p>E. Round Numbers to the Nearest Ten</p>	<p>I. Number Concepts</p> <p>A. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form</p> <p>B. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>C. 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.</p> <p>D. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>E. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7</p>	<p>Skip Counting Skill builders</p> <p>Count and Write Numbers 1 to 200 http://www.ixl.com/math/grade-2/number-lines-up-to-100</p> <p>Skip Count Numbers 2's, 5's, 10's http://www.ixl.com/math/grade-2/skip-counting-sequences</p> <p>Apply Odd and Even Numbers http://www.ixl.com/math/grade-2/even-or-odd</p> <p>Big Number Count Book (1-1,000) Odd/Even Song</p> <p>Comparing Numbers Game</p>	<p>Rocket Math Vocabulary</p> <p>Formative Summative</p> <p>Performance tasks</p> <p>Teacher-created tests</p> <p>Self- and peer-evaluations</p> <p>Multiple-choice exam</p> <p>Short-answer or problem-solving exam</p>

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<p>G. Describe the Inverse Relationship Between Addition and Subtraction</p>	<p>mental strategies.</p> <p>By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>G. 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.</p> <p>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>Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>		
<p>IV. Problem Solving (CC.2.2.2.A.1) (CC2.2.2.A.2) (CC2.4.2.A.6)</p> <p>A. Describe Steps Necessary to Solve a Problem</p>	<p>IV. Problem Solving</p> <p>A. 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.</p>		

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<p>B. Analyze Problems and Decide Whether to Use Addition or Subtraction</p> <p>C. Use a Variety of Strategies to Solve and Defend Problems</p>	<p>B. 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.</p> <p>C. 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.</p>	<p>http://letsplaymath.net http://www.softschools.com http://mathwire.com/problemsolving</p>	
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Materials/Resources/Technology

**Tunkhannock Area School District
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Quarter 2

Targeted Standard(s):

Domain

- 2.NBT Number and Operations in Base Ten
2.OA Operations and Algebraic Thinking

PA Core Standards

- CC.2.1.2.B.2** Use place value concepts to read, write and skip count to 1000.
CC.2.4.2.A.3 Solve problems using coins and paper currency.
CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.
CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1000.
CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 1000.
CC.2.2.2.A.2 Use mental strategies to add and subtract within 1,000.
CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

Enduring Understandings:

- Understanding place value.
- Relate addition and subtraction to length.
- Understand place value.
- Add and subtract within 1,000.
- Represent and solve problems involving addition and subtraction.
- Use place value understanding and properties of operations to add and subtract.

Essential Questions:

1. How can we represent and compare numbers?
2. How can using number patterns help us to add or subtract?
3. What strategies and models can we use to understand how to solve an addition or subtraction problem?
4. How can we represent and compare numbers?
5. What strategies and models can we use to understand how to solve an addition or subtraction problem?
6. How do we know when it is appropriate to estimate or when it is appropriate to use mental math for an exact answer?
7. How can using number patterns help us to add or subtract?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Number Concepts (CC.2.1.2.B.2)</p> <p>A. Count and Write Numbers 1 to 10,000</p> <p>B. Skip Count Numbers 2's, 5's, 10's and 100's</p> <p>C. Compare Amounts Using Greater Than/Less Than</p> <p>D. Round Numbers to the Nearest Ten and Hundredths Place</p>	<p>I. Number Concepts</p> <p>A. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>B. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>C. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. Use place value</p> <p>D. Understand that the three digits of a three-digit number represents 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 style="margin-left: 20px;">a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p style="margin-left: 20px;">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>http://www.ixl.com/math/grade-2 http://www.sheppardsoftware.com</p> <p>http://www.adaptedmind.com</p>	<p>Rocket Math Vocabulary Formative Summative Performance tasks Teacher-created tests Self- and peer-evaluations Multiple-choice exam Short-answer or problem-solving exam</p>

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<p>II. Addition and Subtraction Concepts</p> <p>A. Solving Problems with Differences to 20 (CC.2.2.2.A.1) (CC.2.2.2.A.2) (CC.2.4.2.A.6)</p> <p>B. Solve Two-Digit Subtraction Problems with and without Regrouping</p> <p>III. Problem Solving</p>	<p>II. Addition and Subtraction Concepts</p> <p>A. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>B. 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.</p> <p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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>III. Problem Solving</p>	<p>http://www.ixl.com/math/grade-2 http://www.insidemathematics.org http://www.dreambox.com</p>	
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<p>(CC.2.2.2.A.1) (CC.2.2.2.A.2) (CC.2.4.2.A.6)</p> <p>A. Describe Steps Necessary to Solve a Problem</p> <p>B. Analyze Problems and Decide Whether to Use Addition or Subtraction</p> <p>C. Use a Variety of Strategies to Solve and Defend Problem</p> <p>D. Explain Appropriate Process of Addition to Solve Problems</p>	<p>A. 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.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. 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.</p>	<p>http://letsplaymath.net/2007 http://www.softschools.com http://mathwire.com/problemsolving</p>	
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Materials/Resources/Technology

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Quarter 3

Targeted Standard(s):

Domain

- 2.NBT Number and Operations in Base Ten
- 2.OA Operations and Algebraic Thinking
- 2.MD Measurement and Data
- 2.G Geometry

PA Core Standards

- CC.2.1.2.B.3** Use place value understanding and properties of operations to add and subtract within 1000.
- CC.2.3.2.A.1** Analyze and draw two-and three-dimensional shapes having specific attributes.
- CC.2.4.2.A.4** Represent and interpret data using line plots, picture graphs, and bar graphs.
- CC.2.2.2.A.1** Represent and solve problems involving addition and subtraction within 1000.
- CC.2.2.2.A.2** Use mental strategies to add and subtract within 1,000.
- CC.2.4.2.A.6** Extend the concepts of addition and subtraction to problems involving length.

Enduring Understandings:

- Reason with shapes and their attributes.
- Represent and interpret data.
- Add and subtract within 1,000.
- Represent and solve problems involving addition and subtraction.

Essential Questions:

1. How are geometric shapes and objects classified?
2. How is data collected and organized?
3. What strategies and models can we use to understand how to solve an addition or subtraction problem?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Two-Dimensional and Three-Dimensional Shapes (CC.2.3.2.A.1)</p> <p>A. Recognizing, Describing, and Building Plane Shapes (Square, Rectangle, Triangle, Hexagon, Trapezoid, Parallelogram, and Circle)</p> <p>B. Name and Describe Solid Figures (Rectangular Prism, Sphere, Cone, Cylinder, Cube, Pyramid)</p> <p>C. Identify and Create Symmetrical and Congruent Shapes and Solids</p>	<p>I. Two-Dimensional and Three-Dimensional Shapes</p> <p>A. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>B. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>C. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>Wooden/Foam 3-Dimensional Shapes Attribute Blocks Tangrams http://www.iixl.com/math/grade-2</p>	<p>Rocket Math Vocabulary Formative Summative Performance tasks Teacher-created tests Self- and peer-evaluations Multiple-choice exam Short-answer or problem-solving exam</p>
II. Fractions	II. Fractions		

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<p>(CC.2.3.2.A.2)</p> <p>A. Identifying Equal Parts</p> <p>B. Use Fractions to Represent the Quantities Halves, Whole, Fourths, Thirds</p> <p>III. Tables and Graphs (CC.2.4.2.A.4)</p> <p>A. Interpret and Construct Graphs and Charts</p> <p>B. Construct Pictographs</p> <p>C. Construct Bar Graphs and Concrete Graphs</p>	<p>A. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>B. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.</p> <p>Recognize that equal shares of identical wholes need not have the same shape.</p> <p>III. Tables and Graphs</p> <p>A. 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. 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 problems⁴ using information presented in a bar graph.</p> <p>C. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</p>	<p>Make Pizza's Hershey Bars M & M Sorting Apples Pies Paper Folding http://www.beaconlearningcenter.com/WebLessons/FabulousFractions/page1.htm http://wwe.oswego.org/ocsd-web/games</p> <p>Take Survey-Make different kinds of Graphs with results. http://illuminations.nctm.org</p>	
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<p>D. Compare More than One Graph with the Same Information</p> <p>E. Construct Line Plots Based on Repeated Measurement</p> <p>IV. Probability (CC.2.4.2.A.4)</p> <p>A. Review Recording and Analyzing Results from Experiments</p> <p>V. Problem Solving</p>	<p>Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p> <p>D. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</p> <p>Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p> <p>E. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.</p> <p>Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>IV. Probability</p> <p>A. 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>Paper plate Spinners Cubes in a Bag M& M's in a bag</p>	
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Quarter 4

Targeted Standard(s):

Domain

2.NBT Number and Operations in Base Ten

2.OA Operations and Algebraic Thinking

2.MD Measurement and Data

PA Core Standards

CC.2.1.2.B.2 Use place value concepts to read, write and skip count to 1,000.

CC.2.4.2.A.3 Solve problems using coins and paper currency.

CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.

CC.2.1.2.B.3 Use place value understanding and properties of operations to add and subtract within 1,000.

CC.2.2.3.A.1 Represent and solve problems involving multiplication and division.

CC.2.2.3.A.2 Understand properties of multiplication and the relationship between multiplication and division.

CC.2.2.3.A.3 Demonstrate multiplication and division fluency.

CC.2.2.3.A.4 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

CC.2.4.3.A.3 Solve problems and make change involving money using a combination of coins and bills.

CC.2.1.3.B.1 Apply place-value understanding and properties of operations to perform multi-digit arithmetic.

CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools.

CC.2.4.2.A.2 Tell and write time to the nearest five minutes.

CC.2.2.2.A.1 Represent and solve problems involving addition and subtraction within 1,000.

CC.2.2.2.A.2 Use mental strategies to add and subtract within 1,000.

CC.2.4.2.A.6 Extend the concepts of addition and subtraction to problems involving length.

PA Core Eligible Content

M03.A-T.1.1.3 Multiply one-digit whole numbers by two-digit multiples of 10 (from 10 through 90).

M03.B-O.1.1.1 Interpret and/or describe products of whole numbers (up to and including 10×10).

Example 1: Interpret 35 as the total number of objects in 5 groups, each containing 7 objects.

Example 2: Describe a context in which a total number of objects can be expressed as 5×7 .

M03.B-O.1.1.2 Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50, and limit divisors and quotients through 10).

M03.B-O.1.2.1 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

M03.B-O.1.2.2 Use multiplication (up to and including 10×10) and/or division (limit dividends through 50, and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.

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M03.B-O.2.1.1 Apply the commutative property of multiplication (not identification or definition of the property).

M03.B-O.2.1.2 Apply the associative property of multiplication (not identification or definition of the property).

M03.B-O.2.2.1 Interpret and/or model division as a multiplication equation with an unknown factor.

Example: Find $32 \div 8$ by solving $8 \times ? = 32$.

M03.B-O.3.1.5 Identify arithmetic patterns (including patterns in the addition or multiplication table) and/or explain them using properties of operations.

M03.B-O.3.1.6 Create or match a story to a given combination of symbols (+, −, ×, ÷, <, >, =) and numbers.

M03.B-O.3.1.7 Identify the missing symbol (+, −, ×, ÷, <, >, =) that makes a number sentence true.

Enduring Understandings:

- Understanding place value.
- Relate addition and subtraction to length.
- Work with time and money.
- Measure and estimate lengths in standard units.
- Add and subtract within 1,000.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Represent and solve problems involving addition and subtraction.
- Represent and solve problems involving multiplication and division.
- Use place value understanding and properties of operations to add and subtract.
- Work with equal groups of objects to gain foundations for multiplication.
- Understand properties of multiplication and the relationship between multiplication and division.

Essential Questions:

1. How can we represent and compare numbers?
2. How can using number patterns help us to add or subtract, multiply or divide?
3. What strategies and models can we use to understand how to solve an addition or subtraction problem?
4. How can we represent and compare numbers?
5. What strategies and models can we use to understand how to solve an addition or subtraction problem?
6. How do we know when it is appropriate to estimate or when it is appropriate to use mental math for an exact answer?
7. What strategies and models help us understand how to solve multiplication and division problems and how multiplication and division are related/connected?

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Core Content/Objectives		Instructional Actions	
Concepts What students will know	Competencies What students will be able to do	Activities	Assessment How learning will be assessed
<p>I. Money (CC.2.4.2.A.3) A. Identify and Compare Penny, Nickel, Dime, Quarter, and Half Dollar, and Dollar</p> <p>II. Measurement (CC.2.4.2.A.1) (CC.2.4.2.A.2) A. Demonstrate Time to the Hour and Half Hour, Quarter Hour, Minute, and 5 Minute Intervals</p> <p>B. Determine Digital and Analog Elapsed Time</p> <p>C. Measure and Calculate Area</p> <p>D. Estimate, Measuring and Comparing Lengths</p>	<p>I. Money A. 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?</p> <p>II. Measurement A. Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</p> <p>B. Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.</p> <p>C. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>D. Measure the length of an object twice, using length units of different lengths</p>	<p>Math Bucks Math Store Piggy Banks Play Money Cash Register</p> <p>Identify and Compare Penny and Nickel http://www.ixl.com/math/grade-1/money-names-and-values http://www.ixl.com/math/grade-1/count-pennies-nickels-and-dimes http://www.ixl.com/math./grade-2/elapsed-time</p> <p>http://www.ixl.com/math/grade-2/area</p>	<p>Rocket Math Vocabulary Formative Summative Performance tasks Teacher-created tests Self- and peer-evaluations Multiple-choice exam Short-answer or problem-solving exam</p>

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<p>E. Determine the Operation to Solve Word Problems Involving Length</p> <p>F. Represent Whole Numbers as Lengths from 0 to 99 on a Number Line</p> <p>III. Problem Solving</p> <p>IV. Multiplication A. Multiplication Concepts (M03.B-O.1.2.1)</p> <p>B. Properties of Multiplication (M03.B-O.2.1.1) (M03.B-O.2.1.2)</p>	<p>for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>E. 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.</p> <p>F. 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.</p> <p>III. Problem Solving</p> <p>IV. Multiplication A. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>B. Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times$</p>	<p>Interpret Products of Whole Numbers</p>	
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<p>G. Computation: Word Problems (M03.A-T.1.1.3) (M03.B-O.1.2.1)</p> <p>V. Division A. Division Concepts (M03.B-O.1.2.1) (M03.B-O.1.1.2)</p> <p>B. Inverse of Multiplication (M03.B-O.2.2.1)</p> <p>C. Computation (M03.A-T.1.1.3) (M03.B-O.1.1.1)</p>	<p>strategies based on place value and properties of operations.</p> <p>G. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p> <p>V. Division A. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. B. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. C. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>Multiplying by Multiples of Ten</p> <p>http://filefolder.com/ThirdGradeMathTimesTables.html</p> <p>http://www.ixl.com/math/grade-3/division-facts-to-5</p> <p>http://www.ixl.com/math/grade-3/division-facts-to-10</p>	
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<p>D. Computation: Variables (M03.B-O.2.2.1) (M03.B-O.3.1.6) (M03.B-O.3.1.7)</p> <p>E. Computation: Word Problems (M03.A-T.1.1.3) (M03.B-O.1.2.1) (M03.B-O.1.2.2)</p>	<p>D. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</p> <p>E. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p>		
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Materials/Resources/Technology