

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>Why do we need to add?</p> <p>How can we use our knowledge of addition to add three 1 digit numbers?</p>	<p>Addition concepts</p> <p>Addition properties</p> <p>Count on to add</p> <p>Problem-solving strategy: Act it out</p> <p>Doubles</p> <p>Near doubles</p> <p>Make a 10</p> <p>Add three numbers</p> <p>Problem -solving investigation: Choose a strategy</p> <p>Vocabulary:</p> <p>add, addend, sum, count on, doubles</p>	<p>Identify the Commutative Property and the Zero Property to find sums.</p> <p>Use a number line to count on when adding.</p> <p>Apply the act it out strategy to solve problems.</p> <p>Use doubles facts to solve problems.</p> <p>Recall doubles facts to find other sums.</p> <p>Make a 10 to solve addition problems.</p> <p>Group addends differently to make the same sum.</p> <p>Choose the best strategy to solve a problem.</p>		<p>MST3-2.PS.3</p> <p>MST3-2.PS.2</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.N.8</p> <p>MST3-2.N.12</p> <p>MST3-2.N.17</p> <p>MST3-2.N.16</p> <p>MST3-2.N.15</p> <p>MST3-2.R.4</p> <p>MST3-2.RP.7</p> <p>MST3-2.RP.4</p> <p>MST3-2.CM.6</p> <p>MST3-2.CM.5</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.1</p>	
Unit 2	<p>Why do we need to subtract?</p> <p>How do we make up a fact family?</p> <p>How can a fact family help me to remember my math</p>	<p>Subtraction concepts</p> <p>Count back to subtract</p> <p>Subtract all and subtract zero</p> <p>Use doubles to subtract</p> <p>Problem-solving strategy: Guess and check</p> <p>Relate addition to subtraction</p>	<p>Count back to find the difference.</p> <p>Subtract all or none to find the difference.</p> <p>Use double facts to find the difference.</p> <p>Use the guess and check strategy to solve problems.</p>		<p>MST3-2.N.15</p> <p>MST3-2.N.16</p> <p>MST3-2.N.17</p> <p>MST3-2.PS.2</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.RP.4</p> <p>MST3-2.RP.7</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.5</p>	

	facts?	<p>Missing addends</p> <p>Fact families</p> <p>Problem-solving investigation: Choose a strategy</p> <p>Vocabulary:</p> <p>count back, difference, fact family, inverse, missing addend, related facts, subtract</p>	<p>Use addition facts to help subtract.</p> <p>Find the missing number in addition and subtraction sentences.</p> <p>Choose the best strategy to solve a problem.</p>	<p>MST3-2.CM.6</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.1</p>
Unit 3	<p>How can we tell how many tens and ones are in a number?</p> <p>How can we compare two digit numbers?</p> <p>Why is it important to draw a picture or act out a word problem?</p> <p>How do we decide what number comes before, between and after another number?</p>	<p>Place value</p> <p>Tens and ones</p> <p>Place value to 100</p> <p>Problems-solving strategy: Use logical reasoning</p> <p>Read and write numbers</p> <p>Estimate amounts</p> <p>Order amounts</p> <p>Compare numbers</p> <p>Patterns</p> <p>Problem-solving investigation: Choose a strategy</p> <p>Patterns on a hundreds chart</p> <p>Vocabulary:</p> <p>after, before, between, digit, estimate, is equal to (=), is greater than (>), is less than (<), ones, place value, tens</p>	<p>Count, read and write tens and ones.</p> <p>Use models of tens and ones to show numbers to 100.</p> <p>Use logical reasoning strategy to solve problems.</p> <p>Read and write numbers to 100.</p> <p>Estimate numbers to 100.</p> <p>Order numbers to 100.</p> <p>Compare numbers to 100.</p> <p>Create and use patterns to solve problems.</p> <p>Choose the best strategy to solve a problem.</p>	<p>MST3-2.PS.6</p> <p>MST3-2.PS.7</p> <p>MST3-2.PS.8</p> <p>MST3-2.PS.9</p> <p>MST3-2.PS.10</p> <p>MST3-2.A.1</p> <p>MST3-2.N.5</p> <p>MST3-2.N.6</p> <p>MST3-2.CM.6</p> <p>MST3-2.CM.5</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.1</p> <p>MST3-2.RP.8</p> <p>MST3-2.RP.7</p> <p>MST3-2.RP.6</p> <p>MST3-2.RP.5</p> <p>MST3-2.RP.4</p>

Create and use patterns on a hundreds chart to solve problems.

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 4	<p>Why is taking a survey an important part of graphing?</p> <p>How can we use graphs in our everyday life?</p> <p>How are picture graphs and bar graphs similar and different?</p>	<p>Graphing</p> <p>Probability</p> <p>Taking surveys</p> <p>Pictographs (read and analyze)</p> <p>Problem-solving strategy: Make a table</p> <p>Bar graphs (read and analyze)</p> <p>Probability</p> <p>Problem-solving investigation: Choose a strategy</p> <p>Vocabulary: bar graph, data, key, less likely, more likely, pictograph, survey, symbol, tally marks</p>	<p>Use tally marks in a survey.</p> <p>Compare and contrast data in a survey.</p> <p>Make, read, and use data in a pictograph.</p> <p>Analyze a pictograph to answer questions.</p> <p>"Use make a table" strategy to solve word problems.</p> <p>Make, read, and use data in a bar graph.</p> <p>Draw conclusions and answer questions based on bar graphs.</p> <p>Describe events as more likely or less likely to occur.</p> <p>Choose the best strategy to solve a problem.</p>		<p>MST3-2.S.2</p> <p>MST3-2.S.3</p> <p>MST3-2.S.4</p> <p>MST3-2.S.5</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.6</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.5</p> <p>MST3-2.RP.2</p> <p>MST7-K1-1D</p> <p>MST6-K5-5B</p>	

Unit 5	<p>Why is it important to remember to start in the ones place when adding two digit numbers with regrouping?</p> <p>Why do we sometimes estimate?</p> <p>How do we estimate numbers?</p>	<p>Two digit addition</p> <p>Add tens</p> <p>Count on tens and ones</p> <p>Problem-solving strategy: Work backwards</p> <p>Regroup ones and tens</p> <p>Add one-digit numbers and two digit numbers</p> <p>Add two-digit numbers</p> <p>Estimate sums</p> <p>Add three two-digit numbers</p> <p>Problem-solving strategy: Choose a strategy</p> <p>Vocabulary: regroup, round, sum, estimate</p>	<p>Use mental math and basic math facts to add tens</p> <p>Count on by tens and ones to add.</p> <p>Use work backward strategy to solve problems.</p> <p>Regroup 10 ones as 1 ten.</p> <p>Add one-digit numbers to two-digit numbers with and without regrouping.</p> <p>Estimate the sum of two-digit addends by rounding.</p> <p>Add three three-digit numbers.</p> <p>Choose the strategy to solve a problem.</p>		<p>MST3-2.N.16</p> <p>MST3-2.N.22</p> <p>MST1-K3-1A</p> <p>MST3-2.RP.7</p> <p>MST3-2.RP.8</p> <p>MST3-2.RP.6</p> <p>MST3-2.RP.5</p> <p>MST3-2.RP.4</p> <p>MST3-2.CM.2</p> <p>MST3-2.CM.3</p> <p>MST3-2.CM.4</p> <p>MST3-2.CM.5</p> <p>MST3-2.CM.6</p> <p>MST3-2.CN.4</p> <p>MST3-2.N.6</p> <p>MST3-2.N.7</p>	
Unit 6	<p>Two-digit subtraction</p> <p>three digit addition and subtraction</p>					

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	Money & Time					
Unit 8	Place value to 1,000					
Unit 9	Measure length and area Geometric shapes and spatial reasoning					

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	Fractions Multiplications					

Key to Standards used in this Map

MST1-K3-1A [1 occurrence] - MST Standard 1 - Key Idea 3 [Mathematical Analysis iii] - Performance Indicator 1A - explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible. [Elementary]

MST6-K5-5B [1 occurrence] - MST Standard 6 - Key Idea 5 [Patterns of Change] - Performance Indicator 5B - analyze data by making tables and graphs and looking for patterns of change. [Elementary]

MST7-K1-1D [1 occurrence] - MST Standard 7 - Key Idea 1 [Connections] - Performance Indicator 1D - observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions. [Elementary]

MST3-2.PS.2 [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 2.PS.2 - interpret information correctly, identify the problem, and generate possible solutions [Grade 2]

MST3-2.PS.3 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 2.PS.3 - act out or model with manipulatives activities involving mathematical content from literature and/or storytelling [Grade 2]

MST3-2.PS.6 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.6 - experience teacher-directed questioning process to understand problems [Grade 2]

MST3-2.PS.7 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.7 - compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking [Grade 2]

MST3-2.PS.8 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.8 - use manipulatives to model the action in problems [Grade 2]

MST3-2.PS.9 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 2.PS.9 - use drawings/pictures to model the action in problems [Grade 2]

MST3-2.PS.10 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 2.PS.10 - explain to others how a problem was solved, giving strategies and justifications [Grade 2]

MST3-2.RP.2 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 2.RP.2 - recognize that mathematical ideas need to be supported by evidence [Grade 2]

MST3-2.RP.4 [4 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 2.RP.4 - explore guesses, using a variety of objects and manipulatives [Grade 2]

MST3-2.RP.5 [2 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 2.RP.5 - justify general claims, using manipulatives [Grade 2]

MST3-2.RP.6 [2 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 2.RP.6 - develop and explain an argument verbally or with objects [Grade 2]

MST3-2.RP.7 [4 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 2.RP.7 - listen to and discuss claims other students make [Grade 2]

MST3-2.RP.8 [2 occurrences] - MST Standard 3 - Reasoning and Proof Strand - Students will select and use various types of reasoning and methods of proof. - Performance Indicator 2.RP.8 - use trial and error strategies to verify claims [Grade 2]

MST3-2.CM.1 [3 occurrences] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 2.CM.1 - understand how to organize their thought processes [Grade 2]

MST3-2.CM.2 [5 occurrences] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 2.CM.2 - verbally support their reasoning and answer [Grade 2]

MST3-2.CM.3 [5 occurrences] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 2.CM.3 - share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations [Grade 2]

MST3-2.CM.4 [5 occurrences] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 2.CM.4 - listen to solutions shared by other students [Grade 2]

MST3-2.CM.5 [5 occurrences] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 2.CM.5 - formulate mathematically relevant questions [Grade 2]

MST3-2.CM.6 [5 occurrences] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 2.CM.6 - use appropriate mathematical terms, vocabulary, and language [Grade 2]

MST3-2.CN.4 [1 occurrence] - MST Standard 3 - Connections Strand - Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole. - Performance Indicator 2.CN.4 - understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas [Grade 2]

MST3-2.R.4 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 2.R.4 - connect mathematical representations with problem solving [Grade 2]

MST3-2.N.5 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.5 - compare and order numbers to 100 [Grade 2]

MST3-2.N.6 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.6 - develop an understanding of the base ten system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand [Grade 2]

MST3-2.N.7 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.7 - use a variety of strategies to compose and decompose two-digit numbers [Grade 2]

MST3-2.N.8 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.8 - understand and use the commutative property of addition [Grade 2]

MST3-2.N.12 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 2.N.12 - use zero as the identity element for addition [Grade 2]

MST3-2.N.15 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.15 - determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one) [Grade 2]

MST3-2.N.16 [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.16 - use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping [Grade 2]

MST3-2.N.17 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 2.N.17 - demonstrate fluency and apply addition and subtraction facts up to and including 18 [Grade 2]

MST3-2.N.22 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 2.N.22 - estimate the number in a collection to 100 and then compare by counting the actual items in the collection [Grade 2]

MST3-2.A.1 [1 occurrence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 2.A.1 - use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers up to 100 [Grade 2]

MST3-2.S.2 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 2.S.2 - collect and record data (using tallies) related to the question [Grade 2]

MST3-2.S.3 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 2.S.3 - display data in pictographs and bar graphs using concrete objects or a representation of the object [Grade 2]

MST3-2.S.4 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 2.S.4 - compare and interpret data in terms of describing quantity (similarity or differences) [Grade 2]

MST3-2.S.5 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 2.S.5 - discuss conclusions and make predictions from graphs [Grade 2]