

# COMMON CORE Standards Plus®



# Mathematics

## Grade 2

### Teacher Edition



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# Common Core Standards Plus® - Mathematics Grade 2

## *What is Common Core Standards Plus?*

### Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

### What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

### Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

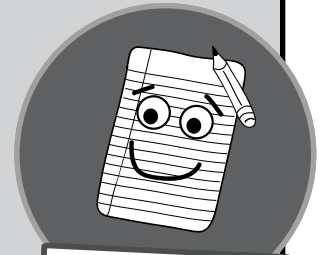
### Three Types of Lessons:

#### Daily Lessons and Weekly Assessments (Evaluations):

*(15-20 minutes daily)*

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

**A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



**Daily Lessons & Weekly Assessments**

#### Performance Lessons:

*(3-5 days 30 minutes each day)*

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



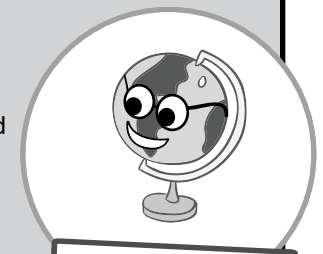
**Performance Lessons**

#### Integrated Projects:

*(Multiple class sessions over several days or weeks)*

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons.

Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



**Integrated Projects**

# Common Core Standards Plus® - Mathematics Grade 2

## *Delivering the Daily Lessons*



### Prepare to Teach/Plan Instruction

**Select the week of instruction you will be teaching.** View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

#### Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



### Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



### Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



### Teach a Daily Lesson (15-20 minutes)

**Every Day**

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**  
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
  - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
  - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
  - Differentiate instruction for struggling students by assigning fewer items.
  - Prompt and praise students for making attempts.
7. **Complete the Review**
  - Review answers when all students have completed Independent Practice or when your timeframe has expired.
  - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
  - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

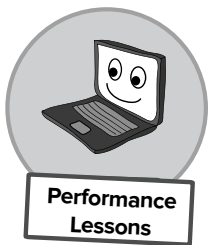
# Common Core Standards Plus® - Mathematics Grade 2

## *Delivering the Lessons*



### Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



### Prepare to Teach a Performance Lesson

*Allocate 30 minutes a day for 3-5 days to complete a performance lesson.*

**Periodically**



### Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

**NOTE:** Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson **has a large guided practice section.** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



### Prepare to Teach an Integrated Project

*Multiple class sessions over several days or weeks.*

**3 Times a Year**



### Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

**NOTE:** Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

### Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

# Common Core Standards Plus® - Mathematics Grade 2

## Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

### Suggested Pacing Guide

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	Number & Place Value – NBT Part 1 L1-4, E1	2.NBT.1, 2.NBT.1a, 2.NBT.1b	28-37	1-2
2	Number & Place Value – NBT Part 1 L5-8, E2	2.NBT.2	38-47	1-2
3	Number & Place Value – NBT Part 1 L9-12, E3	2.NBT.2	48-57	1-2
4	Number & Place Value – NBT Part 1 L13-16, E4	2.NBT.3	58-67	1-2
5	Number & Place Value – NBT Part 1 L17-20, E5	2.NBT.3	68-77	1-2
<b>Performance Lesson 1 – What Are Numbers?</b>		2.NBT.1a-b, 2.NBT.2, 2.NBT.3	78-79	3
6	Number & Place Value – NBT Part 1 L21-24, E6	2.NBT.4	82-91	1-2
<b>Performance Lesson 2 – How Do They Compare?</b>		2.NBT.4	92	3
7	Geometry L1-4, E1	2.G.1	100-109	1-2
8	Geometry L5-8, E2	2.G.2	110-119	1-2
9	Geometry L9-12, E3	2.G.3	120-129	1-2
<b>Performance Lesson 3 – Shapes and Their Parts</b>		2.G.1, 2.G.2, 2.G.3	130	3
10	Addition & Subtraction – NBT Part 2 L1-4, E1	2.NBT.5	156-165	1-2
11	Addition & Subtraction – NBT Part 2 L5-8, E2	2.NBT.5	166-175	1-2
12	Addition & Subtraction – NBT Part 2 L9-12, E3	2.NBT.5	176-185	1-2
13	Addition & Subtraction – NBT Part 2 L13-16, E4	2.NBT.5, 2.NBT.6	186-195	1-2
<b>Performance Lesson 4 – How Do You Compare?</b>		2.NBT.5, 2.NBT.6	196	3
14	Addition & Subtraction – NBT Part 2 L17-20, E5	2.NBT.7	202-211	1-2
15	Addition & Subtraction – NBT Part 2 L21-24, E6	2.NBT.7	212-221	1-2
16	Addition & Subtraction – NBT Part 2 L25-28, E7	2.NBT.7	222-231	1-2
<b>Performance Lesson 5 – Getting to One Thousand</b>		2.NBT.7	232	3
17	Addition & Subtraction – NBT Part 2 L29-32, E8	2.NBT.8	236-245	1-2
18	Addition & Subtraction – NBT Part 2 L33-36, E9	2.NBT.9	246-255	1-2
<b>Performance Lesson 6 – How Do You Compare?</b>		2.NBT.8, 2.NBT.9	256	3
19	All About Length – MD Part 1 L1-4, E1	2.MD.1	266-275	1-2
20	All About Length – MD Part 1 L5-8, E2	2.MD.2	276-285	1-2
21	All About Length – MD Part 1 L9-12, E3	2.MD.3	286-295	1-2
22	All About Length – MD Part 1 L13-16, E4	2.MD.4	296-305	1-2
23	All About Length – MD Part 1 L17-20, E5	2.MD.5	306-315	1-2
24	All About Length – MD Part 1 L21-24, E6	2.MD.6	316-325	1-2
<b>Performance Lesson 7 – Going to Great Lengths</b>		2.MD.1 – 2.MD.6	326-327	3
25	Operations & Algebraic Thinking L1-4, E1	2.OA.1	352-361	1-2
26	Operations & Algebraic Thinking L5-8, E2	2.OA.1	362-371	1-2
27	Operations & Algebraic Thinking L9-12, E3	2.OA.2	372-381	1-2
<b>Performance Lesson 8 – Make It a Word Problem</b>		2.OA.1, 2.OA.2	382	3

↪ Suggested pacing continues at the top of the next page.



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment /evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.



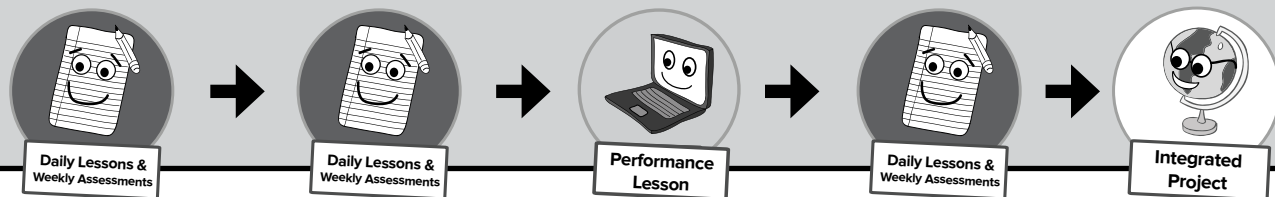
# Common Core Standards Plus® - Mathematics Grade 2

## ***Suggested Pacing Continued***

### Suggested Pacing Guide Continued

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
28	Operations & Algebraic Thinking L13-16, E4	2.OA.3	386-395	1-2
29	Operations & Algebraic Thinking L17-20, E5	2.OA.4	396-405	1-2
<b>Performance Lesson 9</b> – Featuring Numbers		2.OA.3, 2.OA.4	406	3
30	Time, Money, and Date – MD Part 2 L1-4, E1	2.MD.7	416-425	1-2
<b>Performance Lesson 10</b> – It’s About Time		2.MD.7	426	3
31	Time, Money, and Date – MD Part 2 L5-8, E2	2.MD.8	430-439	1-2
32	Time, Money, and Date – MD Part 2 L9-12, E3	2.MD.8	440-449	1-2
<b>Performance Lesson 11</b> – Money, Money, Money		2.MD.8	450	3
33	Time, Money, and Date – MD Part 2 L13-16, E4	2.MD.9	454-463	1-2
34	Time, Money, and Date – MD Part 2 L17-20, E5	2.MD.10	464-473	1-2
<b>Performance Lesson 12</b> – Line Plots and Graphs		2.MD.9, 2.MD.10	474	3

## ***Developing Your Own Standards Plus Pacing is Easy***



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

#### Here’s How:

The Lesson Index found on pages **12-19** lists the Domain, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

## Common Core Standards Plus® - Mathematics Grade 2

### ***Project-Based Learning Pacing***

#### **Pacing Explanation:**

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

**If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>5</b>	<i>Number &amp; Place Value NBT Pt. 1 Lesson 17</i>	<i>Number &amp; Place Value NBT Pt. 1 Lesson 18</i>	<i>Number &amp; Place Value NBT Pt. 1 Lesson 19</i>	<i>Number &amp; Place Value NBT Pt. 1 Lesson 20</i>	<i>Number &amp; Place Value NBT Pt. 1 Evaluation 5</i>
	<i>Performance Lesson 1: What Are Numbers?</i>				
	<i>Project Component: Writing a Strategy—Drawing a Strategy</i>				



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

# Common Core Standards Plus® - Mathematics Grade 2

## *Project-Based Learning Pacing*


### 9-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Number & Place Value – NBT Part 1 1-4, E1	<i>Integrated Project #1</i> <i>The Shape of Things</i>
2	Number & Place Value – NBT Part 1 5-8, E2	
3	Number & Place Value – NBT Part 1 9-12, E3	What is a Strategy Guide?
4	Number & Place Value – NBT Part 1 13-16, E4	How Do We Use Shapes & Partitioned Shapes as a Strategy?
5	No. & Place Value – NBT Pt 1 17-20, E5 / <i>*Performance Lesson 1</i>	Writing a Strategy – Drawing a Strategy
6	No. & Place Value – NBT Pt 1 21-24, E6 / <i>*Performance Lesson 2</i>	Drafting the Guide
7	Geometry 1-4, E1	Drafting the Guide
8	Geometry 5-8, E2	Finalizing the Guide
9	Geometry 9-12, E3 / <i>*Performance Lesson 3</i>	Sharing the Guide



### 15-Week PBL Plan

10	Addition & Subtraction – NBT Part 2 1-4, E1	<i>Integrated Project #2</i> <i>Make Your Measure</i>
11	Addition & Subtraction – NBT Part 2 5-8, E2	
12	Addition & Subtraction – NBT Part 2 9-12, E3	Creating Your Own Unit of Measure
13	Add & Subtract – NBT Part 2 13-16, E4 / <i>*Performance Lesson 4</i>	
14	Addition & Subtraction – NBT Part 2 17-20, E5	Measuring Objects and Recording Data
15	Addition & Subtraction – NBT Part 2 21-24, E6	Measuring Objects and Recording Data
16	Add & Subtract – NBT Part 2 25-28, E7 / <i>*Performance Lesson 5</i>	
17	Addition & Subtraction – NBT Part 2 29-32, E8	Solving Problems with Your Unit of Measure
18	Add & Subtract – NBT Part 2 33-36, E9 / <i>*Performance Lesson 6</i>	Solving Problems with Your Unit of Measure
19	All About Length – MD Part 1 1-4, E1	
20	All About Length – MD Part 1 5-8, E2	Designing the Poster
21	All About Length – MD Part 1 9-12, E3	Designing the Poster
22	All About Length – MD Part 1 13-16, E4	Designing the Poster
23	All About Length – MD Part 1 17-20, E5	Presenting the Poster
24	All About Length – MD Pt 1 21-24, E6 / <i>*Performance Lesson 7</i>	Presenting the Poster



**Integrated Project**

Each project component may take up to two weeks of instruction.

### 14-Week PBL Plan

25	Operations and Algebraic Thinking 1-4, E1	<i>Integrated Project #3</i> <i>Survey Says</i>
26	Operations and Algebraic Thinking 5-8, E2	
27	Operations & Alg. Thinking 9-12, E3 / <i>*Performance Lesson 8</i>	Developing Survey Questions
28	Operations and Algebraic Thinking 13-16, E4	Conducting a Survey
29	Operations & Alg. Thinking 17-20, E5 / <i>*Performance Lesson 9</i>	Conducting a Survey
30	Time, Money, Data – MD Pt 2 1-4, E1 / <i>*Performance Lesson 10</i>	Collect, Record, and Analyze Survey Data
31	Time, Money, and Data – MD Part 2 5-8, E2	Collect, Record, and Analyze Survey Data
32	Time, Money, Data – MD Pt 2 9-12, E3 / <i>*Performance Lesson 11</i>	Representing Data and Drawing Conclusions
33	Time, Money, and Data – MD Part 2 13-16, E4	Representing Data and Drawing Conclusions
34	Time, Money, Data-MD Pt 2 17-20, E5 / <i>*Performance Lesson 12</i>	Presenting the Findings

# Common Core Standards Plus® - Mathematics Grade 2

## Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Number and Place Value – NBT Part 1</b> (Number and Operations in Base Ten Standards: 2.NBT.1-2, NBT.4)	1	Place Value	2.NBT.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.	28	3	1-2
	2	Place Value		30	4	
	3	Place Value	2.NBT.1a: Understand that 100 can be thought of as a bundle of ten tens – called a “hundred.”	32	5	
	4	Place Value	2.NBT.1b: Understand that 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).	34	6	
	E1	Evaluation – Place Value	2.NBT.1, 2.NBT.1a, 2.NBT.1b	36	7	
	5	Count Within 1,000	2.NBT.2: Count within 1000; skip count by 5s, 10s, and 100s	38	9	1-2
	6	Count Within 1,000		40	10	
	7	Count Within 1,000		42	11	
	8	Count Within 1,000		44	12	
	E2	Evaluation – Count Within 1,000		46	13	
	9	Number Patterns	2.NBT.2	48	15	1-2
	10	Number Patterns		50	16	
	11	Number Patterns		52	17	
	12	Number Patterns		54	18	
	E3	Evaluation – Number Patterns		56	19	
	13	Base-Ten Numerals	2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	58	21	1-2
	14	Base-Ten Numerals		60	22	
	15	Expanded Form		62	23	
	16	Expanded Form		64	24	
	E4	Evaluation – Base – Ten Numerals and Expanded Form		66	25	
	17	Naming Numbers	2.NBT.3	68	27	1-2
	18	Naming Numbers		70	28	
	19	Naming Numbers		72	29	
	20	Number Forms		74	30	
	E5	Evaluation – Number Names and Forms		76	31	
	P1	<b>Performance Lesson #1 – What Are Numbers?</b> (2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3)			78-79	33-34
21	Comparing Numbers	2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of the comparisons.	82	35	1-2	
22	Comparing Numbers		84	36		
23	Comparing Numbers		86	37		
24	Comparing Numbers		88	38		
E6	Evaluation – Comparing Numbers		90	39		

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Geometry</b> (Geometry Standards: 2.G.1 – 2.G.3)	<b>P2</b>	<b>Performance Lesson #2 – How Do They Compare? (2.NBT.4)</b>		<b>92</b>	<b>41</b>	<b>3</b>
	<b>1</b>	Shapes	2.G.1: 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.	<b>100</b>	<b>42</b>	<b>1-2</b>
	<b>2</b>	Shapes		<b>102</b>	<b>43</b>	
	<b>3</b>	Shapes		<b>104</b>	<b>44</b>	
	<b>4</b>	Shapes		<b>106</b>	<b>45</b>	
	<b>E1</b>	Evaluation – Shapes		<b>108</b>	<b>46</b>	
	<b>5</b>	Partition a Rectangle	2.G.2: Partition a rectangle into rows and columns of same – size squares and count to find the total number of them.	<b>110</b>	<b>47</b>	<b>1-2</b>
	<b>6</b>	Partition a Rectangle		<b>112</b>	<b>48</b>	
	<b>7</b>	Partition a Rectangle		<b>114</b>	<b>49</b>	
	<b>8</b>	Partition a Rectangle		<b>116</b>	<b>50</b>	
	<b>E2</b>	Evaluation – Partition a Rectangle		<b>118</b>	<b>51</b>	
	<b>9</b>	Partition Circles and Rectangles	2.G.3: 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.	<b>120</b>	<b>53</b>	<b>1-2</b>
	<b>10</b>	Partition Circles and Rectangles		<b>122</b>	<b>54</b>	
	<b>11</b>	Partition Circles and Rectangles		<b>124</b>	<b>55</b>	
	<b>12</b>	Partition Circles and Rectangles		<b>126</b>	<b>56</b>	
	<b>E3</b>	Evaluation – Partition Circles and Rectangles		<b>128</b>	<b>57</b>	
	<b>P3</b>	<b>Performance Lesson #3 – Shapes and Their Parts (2.G.1, 2.G.2, 2.G.3)</b>		<b>130</b>	<b>59-62</b>	<b>3</b>
<b>Integrated Project #1: <i>The Shape of Things</i></b> (2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.G.1, 2.G.2, 2.G.3)				<b>137-140</b>	<b>63-67</b>	<b>4</b>
<p><b>Prerequisite Common Core Standards Plus Domains:</b>  <i>Number and Place Value – NBT Part 1 and Geometry</i></p> <p><b>Product:</b> The students will each create a strategy guide that uses shapes and partitioned shapes as a strategy for looking at place value, number patterns, and ways to compare numbers.</p> <p><b>Overview:</b> The students will use what they have learned about place value, counting, number patterns, naming and representing numbers, comparing numbers, shapes, and partitioning shapes to consider strategies for representing and comparing numbers. They will create a strategy guide to share what they discover. They will share their guide with a partner, and the pair will discuss the usefulness of each other’s guides. Since this is a learning activity, all components will be completed in class.</p>						

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Addition &amp; Subtraction – NBT Part 2</b> (Number and Operations in Base Ten Standards: 2.NBT.5-2.NBT.9)	1	Add Within 100		156	68	1-2	
	2	Add Within 100	2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	158	69		
	3	Subtract Within 100		160	70		
	4	Subtract Within 100		162	71		
	E1	Evaluation – Add and Subtract Within 100		164	72		
	5	Commutative Property of Addition		2.NBT.5	166	73	1-2
	6	Associative Property of Addition	168		74		
	7	Associative Property of Addition	170		75		
	8	Additive Identity Property	172		76		
	E2	Evaluation – Properties of Operations	174		77		
	9	Relating Addition and Subtraction	2.NBT.5	176	79	1-2	
	10	Relating Addition and Subtraction		178	80		
	11	Relating Addition and Subtraction		180	81		
	12	Missing Addends		182	82		
	E3	Evaluation – Relating Addition and Subtraction		184	83		
	13	Add Using Place Values	2.NBT.5	186	85	1-2	
	14	Add Using the Commutative Property	2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	188	86		
	15	Add Using the Associative Property		190	87		
	16	Add Using the Associative Property		192	88		
	E4	Evaluation – Add Using Place Values and Properties	2.NBT.5, 2.NBT.6	194	89		
	P4	<b>Performance Lesson #4 – How Do You Compute? (2.NBT.5, 2.NBT.6)</b>			196	91-94	3
	17	Add Within 1000	2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	202	95	1-2	
	18	Composing Numbers in Addition		204	96		
	19	Subtract Three-Digit Numbers		206	97		
	20	Decomposing in Subtraction		208	98		
	E5	Evaluation – Add and Subtract Within 1000		210	99		
	21	Add Within 1000	2.NBT.7	212	101	1-2	
	22	Add Within 1000		214	102		
	23	Subtract Within 1000		216	103		
	24	Subtract Within 1000		218	104		
E6	Evaluation – Add and Subtract Within 1000	220		105			
25	Relating Addition and Subtraction	2.NBT.7	222	107	1-2		
26	Relating Addition and Subtraction		224	108			
27	Missing Addend		226	109			
28	Missing Addend		228	110			
E7	Evaluation – Relate Addition and Subtraction		230	111			

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Addition &amp; Subtraction – NBT Part 2</b> (Number and Operations in Base Ten Standards: 2.NBT.5–2.NBT.9)	<b>P5</b>	<b>Performance Lesson #5 – Getting to One Thousand (2.NBT.7)</b>		<b>232</b>	<b>113-115</b>	<b>3</b>	
	<b>29</b>	Mentally Add 10 to a Number	2.NBT.8: Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	<b>236</b>	<b>116</b>	<b>1-2</b>	
	<b>30</b>	Mentally Subtract 10 from a Number		<b>238</b>	<b>117</b>		
	<b>31</b>	Mentally Add 100 to a Number		<b>240</b>	<b>118</b>		
	<b>32</b>	Mentally Subtract 100 from a Number		<b>242</b>	<b>119</b>		
	<b>E8</b>	Evaluation – Mentally Add or Subtract 10 or 100		<b>244</b>	<b>120</b>		
	<b>33</b>	Use Place Value to Solve Problems	2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.	<b>246</b>	<b>121</b>	<b>1-2</b>	
	<b>34</b>	Solving Word Problems		<b>248</b>	<b>122</b>		
	<b>35</b>	Associative Property of Addition		<b>250</b>	<b>123</b>		
	<b>36</b>	Related Facts		<b>252</b>	<b>124</b>		
	<b>E9</b>	Evaluation – Using Strategies to Solve Problems		<b>254</b>	<b>125</b>		
	<b>P6</b>	<b>Performance Lesson #6 – Using What You Know (2.NBT.8, 2.NBT.9)</b>		<b>256</b>	<b>127-129</b>	<b>3</b>	
	<b>All About Length – MD Part 1</b> (Measurement and Data Standards: 2.MD.1-2.MD.6)	<b>1</b>	Measure in Inches and Feet	2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>266</b>	<b>130</b>	<b>1-2</b>
		<b>2</b>	Measure in Inches and Feet		<b>268</b>	<b>131</b>	
		<b>3</b>	Measure in Centimeters and Meters		<b>270</b>	<b>132</b>	
		<b>4</b>	Measure in Centimeters and Meters		<b>272</b>	<b>133</b>	
<b>E1</b>		Evaluation – Measuring Length	<b>274</b>		<b>134</b>		
<b>5</b>		Measuring Length	2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	<b>276</b>	<b>135</b>	<b>1-2</b>	
<b>6</b>		Measuring Length		<b>278</b>	<b>136</b>		
<b>7</b>		Measuring Length		<b>280</b>	<b>137</b>		
<b>8</b>		Measuring Length		<b>282</b>	<b>138</b>		
<b>E2</b>		Evaluation – Measuring Length		<b>284</b>	<b>139</b>		
<b>9</b>		Estimating Lengths	2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.	<b>286</b>	<b>141</b>	<b>1-2</b>	
<b>10</b>		Estimating Lengths		<b>288</b>	<b>142</b>		
<b>11</b>		Estimating Lengths		<b>290</b>	<b>143</b>		
<b>12</b>		Estimating Lengths		<b>292</b>	<b>144</b>		
<b>E3</b>		Evaluation – Estimating Lengths		<b>294</b>	<b>145</b>		
<b>13</b>		Measure to Compare	2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	<b>296</b>	<b>147</b>	<b>1-2</b>	
<b>14</b>	Measure to Compare	<b>298</b>		<b>148</b>			
<b>15</b>	Measure to Compare	<b>300</b>		<b>149</b>			
<b>16</b>	Measure to Compare	<b>302</b>		<b>150</b>			

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>All About Length – MD Part 1</b> (Measurement and Data Standards: 2.MD.1-2.MD.6)	E4	Evaluation – Measure to Compare		304	151	
	17	Relate Addition & Subtraction to Length	2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	306	153	1-2
	18	Relate Addition & Subtraction to Length		308	154	
	19	Relate Addition & Subtraction to Length		310	155	
	20	Relate Addition & Subtraction to Length		312	156	
	E5	Evaluation – Relate Addition & Subtraction to Length		314	157	
	21	Relate Addition & Subtraction to Length		316	159	
	22	Relate Addition & Subtraction to Length	2.MD.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.	318	160	1-2
	23	Relate Addition & Subtraction to Length		320	161	
	24	Relate Addition & Subtraction to Length		322	162	
	E6	Evaluation – Relate Addition & Subtraction to Length		324	163	
	P7	<b>Performance Lesson #7 – Going to Great Lengths</b> (2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6)		326-327	165-167	
	<b>Integrated Project #2: Make Your Measure</b> (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6)				333-337	168-171
<p><b>Prerequisite Common Core Standards Plus Domains:</b>  <i>Addition &amp; Subtraction – NBT Part 2 and All About Length – MD Part 1</i></p> <p><b>Product:</b> The students will each create a poster and provide an oral report on their own unit of measure. They will name the unit of measure and use it to measure objects and add and subtract with length.</p> <p><b>Overview:</b> The students will use what they have learned about units of measure, addition, and subtraction to create their own unit of measure that is greater than one inch, but less than one foot in length. They will name their unit of measure and use it to measure objects, record the measurements, and add and subtract to solve problems related to their unit of measurement. They will create a poster that displays their unit of measure and shows calculations related to their unit of measure. They will present their poster to the class with a brief oral report. Since this is a learning activity, all components will be completed in class.</p>						



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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Operations and Algebraic Thinking</b> (Operations and Algebraic Thinking Standards: 2.OA.1-2.OA.4)	1	Addition and Subtraction Word Problems	2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	352	172	1-2	
	2	Addition and Subtraction Word Problems		354	173		
	3	Addition and Subtraction Word Problems		356	174		
	4	Addition and Subtraction Word Problems		358	175		
	E1	Evaluation – Addition and Subtraction Word Problems		360	176		
	5	Addition and Subtraction Word Problems	2.OA.1	362	177	1-2	
	6	Addition and Subtraction Word Problems		364	178		
	7	Addition and Subtraction Word Problems		366	179		
	8	Addition and Subtraction Word Problems		368	180		
	E2	Evaluation – Addition and Subtraction Word Problems		370	181		
	9	Add and Subtract by Counting On		2.OA.2: Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers.	372		183
	10	Add and Subtract by Making Ten	374		184		
	11	Add and Subtract Using Related Facts	376		185		
	12	Add Within 20 Using the Doubles Method	378		186		
	E3	Evaluation – Add and Subtract Using Mental Strategies	380		187		
	P8	<b>Performance Lesson #8 – Make It a Word Problem (2.OA.1, 2.OA.2)</b>			382	189-190	3
	13	Identify Even and Odd Numbers	2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	386	191	1-2	
	14	Identify Even and Odd Numbers		388	192		
	15	Identify Even and Odd Numbers		390	193		
	16	The Sum of Two Equal Addends are Even		392	194		
E4	Evaluation – Even and Odd Numbers	394		195			
17	Using Arrays in Addition	2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	396	197	1-2		
18	Using Arrays in Addition		398	198			
19	Using Arrays in Addition		400	199			
20	Using Arrays in Addition		402	200			
E5	Evaluation – Using Arrays in Addition		404	201			
P9	<b>Performance Lesson #9 – Featuring Numbers (2.OA.3, 2.OA.4)</b>			406	203-205	3	

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Time, Money, and Data – MD Part 2</b> (Measurement and Data Standards: 2.MD.7-2.MD.10)	1	Time	2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	416	206	1-2	
	2	Time		418	207		
	3	Time		420	208		
	4	Time		422	209		
	E1	Evaluation – Time		424	210		
	P10	<b>Performance Lesson #10 – <i>It’s About Time (2.MD.7)</i></b>			426	211-212	3
	5	Money	2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	430	213	1-2	
	6	Money		432	214		
	7	Money		434	215		
	8	Money		436	216		
	E2	Evaluation – Money		438	217		
	9	Money	2.MD.8	440	219	1-2	
	10	Money		442	220		
	11	Money		444	221		
	12	Money		446	222		
	E3	Evaluation – Money		448	223		
	P11	<b>Performance Lesson #11 – <i>Money, Money, Money (2.MD.8)</i></b>			450	225-226	3
	13	Line Plots	2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	454	227	1-2	
	14	Line Plots		456	228		
	15	Line Plots		458	229		
16	Line Plots	460		230			
E4	Evaluation – Line Plots	462		231			
17	Picture Graph	2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	464	233	1-2		
18	Graphs		466	234			
19	Graphs		468	235			
20	Graphs		470	236			
E5	Evaluation – Graphs		472	237			
P12	<b>Performance Lesson #12 – <i>Line Plots and Graphs (2.MD.9, 2.MD.10)</i></b>			474	239-240	3	

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
			<b>Integrated Project #3: Survey Says</b> <i>(2.OA.1, 2.OA.2, 2.OA.3, 2.OA.4, 2.MD.7, 2.MD.8, 2.MD.9, 2.MD.10)</i>	479-482	241-246	4
<p><b>Prerequisite Common Core Standards Plus Domains:</b> <i>Operations and Algebraic Thinking and Time, Money, and Data – MD Part 2</i></p> <p><b>Product:</b> The students will conduct a short survey, collecting data on how long it takes to complete three tasks. They will analyze the data and present it on a poster using line plots and graphs. They will orally share their findings with the class.</p> <p><b>Overview:</b> The students will develop three survey questions from given stems. They will conduct a survey and collect the data. They will analyze the data to create a line plot and a graph to show the findings. They will make a poster that displays the survey questions, data, data display, and a conclusion. They will present their findings in an oral presentation to the class. Since this is a learning activity, all components will be completed in class.</p>						