



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools Grade 2 Math

Quarter 3 Curriculum Guide

Mathematical Practices

1. Make Sense of Problems and Persevere in Solving them
2. Reasoning Abstractly & Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model with Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look for and Make use of Structure
8. Look for and Express Regularity in Repeated Reasoning

Critical Areas of Focus Being Addressed:

- Adding Two-Digit Numbers
- Subtracting Two-Digit Numbers
- Place Value to 1,000
- Three-Digit Addition and Subtraction

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

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.
 (DOK2)

- (DOK1)
- I can identify strategies for adding and subtracting based on place value.
 - I can identify strategies for adding and subtracting based

	<p>on properties of operations.</p> <ul style="list-style-type: none"> • I can identify strategies for adding and subtracting based on the relationship between addition and subtraction. • (DOK2) • I can choose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.
<p>2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. (DOK2)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I can identify strategies for adding two digit numbers based on place value and properties of operations. <p>(DOK2)</p> <ul style="list-style-type: none"> • I can use strategies to add up to four two-digit numbers.
<p>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. (DOK2)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I can represent whole numbers from 0 on a number line with equally spaced points. <p>(DOK2)</p> <ul style="list-style-type: none"> • I can explain length as the distance between zero and another mark on the number line diagram. • I can use a number line to represent the solution of whole-number sums and differences related to length within 100.
<p>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. (DOK2)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I can identify strategies for adding and subtracting based on place value. • I can identify strategies for adding and subtracting based on properties of operations. • I can identify strategies for adding and subtracting based on the relationship between addition and subtraction. <p>(DOK2)</p> <ul style="list-style-type: none"> • I can choose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.

<p>2.NBT.1ab 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: a. 100 can be thought of as a</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I can explain the value of each digit in a 3-digit number. • I can identify a bundle of 10 tens as a “hundred.” <p>(DOK2)</p>
<p>bundle of ten tens — called a “hundred.” 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). (DOK2)</p>	<ul style="list-style-type: none"> • I can represent a three digit number with hundreds, tens, and ones. • I can represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones.
<p>2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s. (DOK1)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I can count within 1000. • I can skip-count by 5s. • I can skip-count by 10s. Skip-count by 100s.
<p>2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (DOK1)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I know what expanded form means. • I can recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones. • I can read numbers to 1000 using base ten numerals. Read numbers to 1000 using number names. • I can read numbers to 1000 using expanded form. • I can write numbers to 1000 using base ten numerals. • I can write numbers to 1000 using number names. • I can write numbers to 1000 using expanded form
<p>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 comparisons. (DOK2)</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I know the value of each digit represented in the three-digit number. • I know what each symbol represents $>$, $<$, and $=$. <p>(DOK2)</p> <ul style="list-style-type: none"> • I can compare two three-digit numbers based on place value of each digit. • I can use $>$, $=$, and $<$ symbols to record the results of comparisons.
<p>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-</p>	<p>(DOK1)</p> <ul style="list-style-type: none"> • I know place value within 1000.

900. (DOK2)	(DOK2) <ul style="list-style-type: none"> I can apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900.
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. (DOK2)	(DOK1) <ul style="list-style-type: none"> I can understand place value within 1000. I can decompose any number within 1000 into hundred(s), ten(s), and one(s). (DOK2) <ul style="list-style-type: none"> I can choose an appropriate strategy for solving an addition or subtraction problem within 1000. I can relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. I can use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.3 3 Explanations may be supported by drawings or objects. (DOK2)	(DOK1) <ul style="list-style-type: none"> I know addition and subtraction strategies using place value and properties of operations related to addition and subtraction. (DOK2) <ul style="list-style-type: none"> I can explain why addition and subtraction strategies based on place value and properties of operations work.