

Standards Curriculum Map Bourbon County Schools

Mathematical Practices

<p>MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics.</p>	<p>MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.</p>
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Level: 2nd

Grade and/or Course: Math

Updated/Created: April 2020

Days: 2-11	KAS:	Skills/Targets:	Vocabulary:	Strategies/ Activities:	Resources:
Review/ BOY Assess ment Weeks	Review/informally assess 1st Grade Skills <ul style="list-style-type: none"> ● Making 10 (number bonds, 10 frames) ● Place value through 100's using hundreds chart ● Counting forwards and backwards (skip counting, on and off decade) ● Telling time to hr and ½ hr. ● Identifying coins ● Basic addition and subtraction (strategies) ● Non standard measurement 	I can review _____ from first grade. MP.1 MP.2 MP.4 MP.6	Addition Subtraction Sum Difference Hundreds Tens Ones Forwards Backwards On decade Off decade Hour ½ hour Nickel Dime Penny Quarter	Skip counting songs	MAP assessments will be around the last 2 weeks of August. First Grade Guided Math Resources and Post Assessment IXL 1st grade skills

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	<ul style="list-style-type: none"> ● Shapes (identify) ● Fractions: $\frac{1}{2}$ and $\frac{1}{4}$ 		Cents Dollars Square Rectangle Quadrilateral Triangle Circle Oval Polygon Units Equal shares Equal parts Fraction Whole $\frac{1}{2}$ $\frac{1}{4}$		
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HOT Questions: Which facts showed how to make a ten? Where is the ____ place? How would you use a number line to count forward and backward? To skip count? Label the parts of a clock. Can you recall the value of a penny, nickel and dime? State in your own words how to add and subtract. How would you show the measurement of an object? How are 2-D shapes related to each other? What is the definition of a fraction?

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Days: 12-31	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 Basic Facts and Relation ships	<p>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, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>OA.2 Fluently add and subtract within 20 using mental strategies.</p> <p>OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.</p> <p>OA.4 Use addition to find the total number of objects</p>	<p>I can use addition to solve one-step word problems.</p> <p>I can use subtraction to solve one- step word problems.</p> <p>I can use addition to solve 2-step word problems.</p> <p>I can use subtraction to solve 2-step word problems.</p> <p>I can add and subtract within 20 using mental strategies.</p> <p>I can determine whether a group of objects has an odd or even number of members.</p> <p>I can use addition to find the total number of objects arranged in an array.</p> <p>MP.1 MP.2 MP.4 MP.7</p>	<p>Addition Subtraction Addends Sum Minuend Subtrahend Difference Odd Even Array</p>	<p>Skip counting songs</p> <p>Doubles Facts song</p> <p>Group items to show even/odd</p> <p>Ten frames</p> <p>Dice games</p> <p>Fact fluency games/quiz</p> <p>Find literary books to support topic, read aloud to students</p>	<p>-(Lessons 1 and 2 ONLY) Chapter 3 of Go Math -(Lessons 1-9, 11) Engage NY (Module 6 lesson 6)</p> <p>IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math</p>

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	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.	MP.8			
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HOT Questions: How many ways can you add/subtract the same numbers (fact family)? Is there another solution to solve addition and subtraction problems up to 100? List the ways to make 10. Name the odd and even numbers up to 20.

Days: 32-52	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2	NBT.1 Understand that	I can identify the individual	Thousands	Skip counting	Chapter 2 (All lessons)*

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<p>Numbers to 1,000</p>	<p>the three digits of a three-digit number represent amounts of hundreds, tens and ones. Understand the following as special cases: a. 100 can be thought of as a 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). NBT.2 Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s. NBT.3 Read and write numbers to 1000 using base-ten numerals, number names and expanded form. NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$, and $<$</p>	<p>digits (in a three-digit number) with their value.</p> <p>I can discuss the values of the digits in various ways (1 hundred; 10 tens). I can count forwards and backwards, on and off the decade within 1000.</p> <p>I can skip count by 5s, 10s, and 100s.</p> <p>I can read and write numbers to 1000 with numerals.</p> <p>I can read and write numbers to 1000 in word form and in expanded form.</p> <p>I can compare two three-digit numbers using $>$, $<$, and $=$ symbols to represent the results of the comparisons.</p> <p>I can mentally add 10 or 100 to a given number 100-900.</p> <p>I can mentally subtract 10 or 100 from a given number</p>	<p>Hundreds Tens Ones Skip counting Forward Backward Expanded form Standard form Word form Compare Greater than Less than Equal to</p>	<p>songs</p> <p>Doubles Facts song</p> <p>Math Tasks</p> <p>Create the largest or smallest 2-digit number with a set of numbers. Repeat for 3-digit numbers</p> <p>Create numbers with Base ten blocks, place value mats</p> <p>Compare 2-digit and 3-digit numbers that students write on white boards</p>	<p>*Between lessons 2.8 and 2.9, consider going back to Unit 1, Lesson 9- Connects to place value work in this chapter; also consider going back to GM 1.8 to reinforce/introduce counting patterns within 100 Number Names-Lesson can be found here: https://www.illustrativemathematics.org/contentstandards/2/NBT/A/3/tasks/1236 IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math Number line/hundreds chart</p>
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	symbols to record the results of comparisons. 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.	100-900. MP.1 MP.2 MP.6 MP.7 MP.8		Ask students to mentally add & subtract 10 or 100 from a number Find literary books to support topic, read aloud to students	
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HOT Questions: Where is the ____ place? Name the number in the _____ place. What if you changed the number in ____ place? Can you create a new number that is larger/smaller? How would you compare ____ number with ____ number?

***The traditional **2 and 3-digit** algorithm for **addition and subtraction** is not a 2nd grade standard and shouldn't be taught until 4th grade. However, it can be used as an enrichment strategy for higher achievers per district.

Days: 53-83	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 2- digit and 3-digit Addition	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. NBT.6 Add up to four	I can add within 1000. I can add four 2- digit numbers. I can explain how addition works.	Hundreds Tens Ones Thousands Addition Sum Addends Equation	Skip counting songs Math Tasks Base ten blocks/place mat-show how	EngageNY Module 4 Lesson 11 https://www.engageny.org/resource/grade-2-mathematicsmodule-4 EngageNY Module 4 Lesson 12

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	<p>two-digit numbers using strategies based on place value and properties of operations.</p> <p>NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>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, by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p>I can use addition to solve one-step word problems.</p> <p>I can use addition to solve 2-step word problems.</p> <p>MP.1 MP.2 MP.3 MP.4 MP.7</p>	<p>Regrouping</p>	<p>to add 2-digit and 3-digit numbers</p> <p>Show how to regroup ones to tens</p> <p>Find literary books to support topic, read aloud to students</p>	<p>https://www.engageny.org/resource/grade-2-mathematicsmodule-4</p> <p>EngageNY Module 4 Lesson 13 https://www.engageny.org/resource/grade-2-mathematicsmodule-4</p> <p>IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math Number line/hundreds chart Base ten blocks Placemat</p>
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HOT Questions: How many ways can you add 2-digit and 3-digit numbers? Why did the ____ place change when you added ____? Which facts did you use to solve this problem? How would you solve this problem using what you learned? What might happen if you break apart the number to add?

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Days: 84-99	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 2 Digit and 3-Digit Subtract ion	NBT.7 Add and subtract within 1000. a. Represent and solve addition and subtraction problems using... <ul style="list-style-type: none"> • concrete models or drawings; • strategies based on place value; • properties of operations; • the relationship between addition and subtraction and; • relate drawings and strategies to expressions or equations. b. Understand that in adding or subtracting	I can subtract within 1,000. I can use concrete models or drawings. I can use strategies based on place value. I can use properties of operations. I can use the relationship between addition and subtraction. I can relate drawing and strategies to expressions or	Thousands Hundreds Tens Ones Subtraction Difference Equation Regrouping	Skip counting songs Math Tasks Base ten blocks/place mat-show how to subtract 2-digit and 3-digit numbers Show how to regroup ones to tens Find literary	Go Math Chapter 6 -Lessons 6.1, 6.2, and 6.5 ONLY Go Math 6.3, GM 6.4, 6.6 thru 6.9 - DELETE both lessons from activitiesRequires standard algorithm without connecting to models and/or drawings LearnZillion, Unit 11, Lessons 4-6 (subscription required) EngageNY Module 5 Lesson 9 https://www.engageny.org/resource/grade

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	<p>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>equations.</p> <p>I can understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones.</p> <p>I can understand that sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>MP.1 MP.5</p>		<p>books to support topic, read aloud to students</p>	<p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 10 https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-10</p> <p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 12 (not 11) https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-12</p> <p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 13 https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-13</p> <p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 14 https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-14</p> <p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 15 https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-15</p> <p>-2-mathematicsmodule-5 EngageNY Module 5 Lesson 16 https://www.engageny.org/resource/grade-2-mathematicsmodule-5-EngageNY-Module-5-Lesson-16</p>
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HOT Questions: How many ways can you subtract 2-digit and 3-digit numbers? Why did the ____ place change when you subtracted ____? Which facts did you use to solve this problem? How would you solve this problem using what you learned? What might happen if you break apart the number to subtract?					

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Days: 100-110	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 Money	MD.8 Solve word problems with adding and subtracting within 100, (not using dollars and cents simultaneously) using the \$ and ¢ symbols appropriately (not including decimal notation).	I can solve word problems by adding and subtracting within 100 using dollars or cents. I can use the \$ and ¢ symbols appropriately. MP.1 MP.5	Dollar Cent Penny Nickel Dime quarter half -dollar \$ and ¢	Skip counting songs Math Tasks Count practice money (coins) Coins/value songs Find literary books to support topic, read aloud to students	Go Math Chapter 7 Lessons 1-7* *Go Math 7.6 - DELETE from map Standard does not require decimal notation when working with money IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math Practice Money
HOT Questions: Name the value of each coin. How would you show ____ amount of money? What if you changed ____ coins for ____ coin? List the ways to make ____ amount of money. State in your own words how to make ____ amount of money. Is there another solution to make ____ amount of money?					

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Days: 111-121	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 Time	MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	I can tell and write time to the hour and half hour. I can tell and write time to the nearest five minutes. I can tell and write time using A.M and P.M. MP.1 MP.5 MP.6	Digital clock Analog clock Hour Minutes Hour hand Minute hand Half past Quarter 'til Quarter past Noon Midnight A.M P.M	Skip counting songs Create a clock-label the hands, hours and minutes Math Tasks Find literary books to support topic, read aloud to students	Go Math Chapter 7 Lessons 8-11 IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math Mini clocks Large Judy clock for teacher
<p>HOT Questions: What might happen if you went to art class at 1:00 AM instead of 1:00 PM? Would it be better if our day was not broken up into two 12-hour periods and we just used a system like military time? Label the clock using terms like half-past, quarter past, and quarter to. Create a time-line of a typical weekday for you, starting at midnight and ending at 11:59 PM. What is the difference between “quarter past” and “quarter to”? Someone has suggested that we should get rid of all analog clocks and just use digital clocks. Do you agree with this? List 1 reason this might be helpful and 1 reason this might be harmful.</p>					

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Days: 122-132	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 7 Lengths in Customary Units	<p>MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.</p> <p>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.</p> <p>MD.3 Estimate lengths using units of inches, feet, yards, centimeters and meters.</p> <p>MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number</p>	<p>I can measure the length of an object by selecting the appropriate tool.</p> <p>I can measure the length of an object twice using different units and describe how those two measurements relate to the unit chosen.</p> <p>I can estimate lengths of objects using _____ units.</p> <p>I can solve word problems by adding and subtracting within 100, involving lengths with the same units, by using drawings and equations with a symbol for the unknown number.</p> <p>I can represent whole numbers as lengths on a number line with equally spaced points.</p> <p>I can show whole number sums and differences within 100 on a number line.</p> <p>I can identify a statistical question focused on</p>	<p>Inch/inches Foot/feet Customary Yard Yardstick Ruler Measuring tape Estimate Length Height Unit Dot plot</p>	<p>Skip counting songs</p> <p>Math Tasks</p> <p>Measure things in the classroom</p> <p>Estimate measurements</p> <p>Compare measurement of items</p> <p>Find literary books to support topic, read aloud to students</p>	<p>Go Math Chapter 8 Additional resource: LearnZillion, Unit 3, Lesson 1 (subscription required)</p> <p>IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy 1-foot ruler Tape measure</p>

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	<p>to represent the problem.</p> <p>MD.6 Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line.</p> <p>MD.9 Investigate questions involving measurements.</p> <p>a. Identify a statistical question focused on measurements.</p> <p>b. 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>c. Show the measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.</p>	<p>measurements.</p> <p>I can 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>I can show measurements by making a dot plot, where the horizontal scale is marked off in whole-number units.</p> <p>MP.1 MP.2 MP.3 MP.4 MP.5 MP.6</p>			
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HOT Questions: How is 1 inch related to 1 foot? How is a 1 foot related to 1 yard? How is 1 inch related to 1 yard? Suppose you could measure the length of the indoor pool at the YMCA. Which unit of measurement would you use? Why? Label this

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blank 12-inch ruler by putting the inch marks where they belong. Larry used a ruler to find the length of his math textbook. Jill used a measuring tape to find the length of her math textbook, but got a completely different answer than Larry. List reasons why Jill may have gotten a different answer than Larry.

Days: 133-143	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 8 Lengths in Metric Units	<p>MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.</p> <p>MD.2 Measure the length of an object twice, using</p>	<p>I can measure the length (in metric units) of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.</p> <p>I can measure the length of an object twice, using length</p>	<p style="color: red;">Metric</p> <p>Centimeters</p> <p>Meters</p> <p style="color: red;">Meter stick</p>	<p style="color: red;">Skip counting songs</p> <p style="color: red;">Math Tasks</p> <p style="color: red;">Measure things in the classroom</p>	<p>Go Math Chapter 9 * (Between 9.3 and 9.4, consider using EngageNY Module 2 Lesson 8</p> <p>https://www.engageny.org/resource/grade-2-mathematicsmodule-2)</p>

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	<p>length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>MD.3 Estimate lengths using units of inches, feet, yards, centimeters and meters.</p> <p>MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.</p> <p>MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MD.6 Represent whole numbers as lengths from 0 on a number line with</p>	<p>metric units of different lengths for the two measurements.</p> <p>I can describe how the two measurements relate to the size of the metric unit chosen.</p> <p>I can estimate lengths using metric units.</p> <p>I can measure to determine how much longer one object is than another, expressing the length difference in terms of a metric standard length unit.</p> <p>I can use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>I can represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole number</p>		<p>Estimate measurements</p> <p>Compare measurement of items</p> <p>Find literary books to support topic, read aloud to students</p>	<p>IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math</p>
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	<p>equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line</p>	<p>sums and differences within 100 on a number line.</p> <p>MP.1 MP.2 MP.3 MP.4 MP.5 MP.6</p>			
<p>HOT Questions: What is the difference between 1 centimeter and 1 inch? How is 1 centimeter related to 1 meter? Alex measured the length of his library book using centimeters and got 8 centimeters. Is this measurement reasonable? Use what you know about centimeters to explain your thinking. Make a list of objects in your classroom that you think the length would measure <u>about</u> 30 centimeters. Then, check your answers.</p>					

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Days: 144-159	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 9 Graphing	MD.10 Create a pictograph 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>I can create a pictograph and/or a bar graph (with a single unit scale) to represent a data set with up to four categories.</p> <p>I can solve simple “put together” problems using information presented in a bar graph.</p> <p>I can solve simple “take apart” problems using information presented in a bar graph.</p> <p>I can solve simple “comparing” problems using information presented in a bar graph.</p> <p>MP.1 MP.5 MP.7 MP.8</p>	Data Data set Surveyed Unit Scale Pictograph Bar graph	Skip counting songs Math Tasks Create class surveys and graph results Look at different types of graphs Find literary books to support topic, read aloud to students	Go Math, Chapter 10 IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math

HOT Questions: There are a total of 13 students surveyed. 3 students have a dog, 4 students have a cat, and 2 students have fish. The rest have a bird. How many students have a bird? (*Teachers - You can use any data representation to ask the following HOT questions/tasks.) Compare the number of students that _____ to the number of students that _____. How many more _____ were chosen than _____ and _____ combined?

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Days: 160-173	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 10 Geometry	<p>G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).</p> <p>G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>	<p>I can recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).</p> <p>I can partition a rectangle into rows and columns of same size squares and count to find the total number of them.</p> <p>I can partition circles and rectangles into two, three, or four equal shares.</p> <p>I can describe shares using the words halves, thirds, half of, a third of, etc.</p> <p>I can describe the whole as two halves, three thirds, and four fourths.</p> <p>I can recognize that equal</p>	<p>Angles Triangles Quadrilaterals Pentagons Hexagons Cubes Sphere Cone Rectangular prism Partition Faces Edges $\frac{1}{2}$ halves $\frac{1}{3}$ thirds $\frac{1}{4}$ Fourths Fraction Whole Equal parts Equal shares Column Row</p>	<p>Skip counting songs</p> <p>Math Tasks</p> <p>Create shapes with popsicle sticks, straws or toothpicks</p> <p>Find paper templates to create cube, pyramid, etc.</p> <p>Create models of fractions</p> <p>Find literary books to support topic, read aloud to students</p>	<p>DELETE from map This lesson focuses on a KG standard. *Go Math 11.3</p> <p>DELETE from map This lesson focuses on a 5th grade standard.</p> <p>Between 11.7 and 11.8, consider using the lesson from Illustrative Mathematics: Partitioning a Rectangle into Unit Squares: https://www.illustrativemathematics.org/contentstandards/2/G/A/2/tasks/2063</p> <p>IXL Brainpopjr.com Scholastic StudyJams! Xtra Math Khan Academy Prodigy Splash Math</p>

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		<p>shares of identical wholes need not have the same shape.</p> <p>MP.3 MP.4 MP.6 MP.7 MP.8</p>			
<p>HOT Questions: (*Teachers- You can change out these specific shapes as you see fit.) Compare a rectangle and a triangle. What is the same? What is different? Sort the following shapes into 2 different groups: a triangle, a square, a rectangle, and a hexagon. Explain how you decided which shape went into which group. A rectangle is partitioned into 20 same size squares. How many different combinations of rows and columns can it have? Matt drew a shape with 4 sides. This shape must also have _____ angles. Sam and Maya each had $\frac{1}{2}$ of a chocolate bar, but Maya's piece was larger. What can you infer about Maya's chocolate bar or Sam's chocolate bar?</p>					