

Mathematical Practices	Resources
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make sense of problems and persevere in solving them.</li> <li><input type="checkbox"/> Reason abstractly and quantitatively.</li> <li><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</li> <li><input type="checkbox"/> Model with mathematics.</li> <li><input type="checkbox"/> Use appropriate tools strategically.</li> <li><input type="checkbox"/> Attend to precision.</li> <li><input type="checkbox"/> Look for and make use of structure.</li> <li><input type="checkbox"/> Look for and express regularity in repeated reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GoMath</li> <li><input type="checkbox"/> Ready Common Core</li> <li><input type="checkbox"/> VMath</li> <li><input type="checkbox"/> Vmath Live</li> </ul>



## Second Grade First Quarter Pacing Guide

# Mathematics

Introduction to Your Mathematics Pacing Guide

## Operations &amp; Algebraic Thinking

## Number &amp; Operations in Base Ten

## Measurement &amp; Data

## Geometry

## Week 1-3

## Review of First Grade Standards

## 1.OA.1:

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- I CAN solve addition word problems within 20 using drawings and equations to find the missing number in all positions.
- I CAN solve subtraction word problems within 20 using drawings and equations to find the missing number in all positions.
- Lessons 5.1, 5.7

## 1.OA.4:

Understand subtraction as an unknown-addend problem.

- I CAN use addition to help me solve a subtraction problem.
- I CAN use fact families to understand the relationship between addition and subtraction.
- Lessons 4.2, 4.3

## 1.OA.6:

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8+6=8+2+4=10+4=14$ ); decomposing a number leading to ten (e.g.,  $13-4=13-3-1=10-1=9$ ); using the relationship between addition and subtraction (knowing that  $8+4=12$ , one knows  $12-8=4$ ); and creating equivalent but easier or known sums (adding  $6+7$  by creating the known equivalent  $6+6+1=12+1=13$ ).

- I CAN subtract fluently within 10 without counting.
- I CAN add fluently within 10 without counting.
- Lessons 5.8, 5.10, 8.1

## 1.OA.8:

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

- I CAN find the missing number in an addition equation.
- I CAN find the missing number in a subtraction equation.
- Lesson 2.7, 5.6

## Week 4- Start Core Instruction

## OA.2.2 (Standards 2)

Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.

- I CAN add and subtract up to 20 by memory.
- Lessons 3.1-3.7

## OA.2.3 (Standard 3)

Use concrete objects to determine whether a group of up to 20 objects is even or odd.

- I CAN tell if there is an odd or even number of objects in a group.
- Lessons 1.1-1.2

## OA.2.4 (Standard 4)

## 1.NBT.1:

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

- I CAN count to 120 starting at any number less than 120.
- I CAN read and write numbers to 120.
- I CAN represent a number of objects with a written numerical.
- Lessons 6.9, 6.10

## 1.NBT.2:

Understand that the two digits of a two-digit number represent amounts of tens and ones.

- I CAN explain what each digit of a two-digit number represents.
- Lesson 6.7

## 1.NBT.3:

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , &  $<$ .

- I CAN explain what each symbol means ( $<$ ,  $>$ , and  $=$ ).
- I CAN compare two 2-digit numbers.
- I CAN use the symbols  $>$ ,  $<$  and  $=$  to compare two 2-digit numbers
- I CAN identify the number that is greater than or less than using the tens and ones.
- Lessons 6.6, 6.7, 6.8, 7.1-7.4

## 1.NBT.4:

- I CAN add a 2-digit number and a 1-digit number within 100.
- I CAN add a 2-digit number and a multiple of 10 within 100.
- I CAN choose and explain what strategy I used to solve my problem.
- I CAN decide when to rearrange objects in an addition problem using manipulatives (regroup).
- I CAN show that in adding 2 digit numbers you add ones to ones and tens to tens.
- I CAN use a drawing or model to write an addition number sentence.
- Lessons 8.2, 8.4-8.9

## NBT.2.1: (Standard 6)

Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

- I CAN understand and use hundreds, tens, and ones.
- Lessons 2.2-2.5

## NBT.2.1: (Standard 6a)

Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a "hundred," and 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).

- I CAN understand that 100 is a bundles of ten tens.
- Lesson 2.1

## NBT.2.2: (Standard 7)

Count within 1000 by ones, fives, tens, and hundreds.

- I CAN skip-count within 1000 by 5s, 10s, and 100s.
- Lessons 1.8-1.9

## NBT.2.3: (Standard 8)

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

## 1.MD.2:

Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

*Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

- I CAN measure an object using non-standard units.
- I CAN express the length of the measured object as a number and unit (example: 9 blocks).

## 1.MD.4:

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

- I CAN compare how many more or less are in one category than another.
- I CAN identify different methods to organize and show data (tally marks, sorting, classifying, categorizing).
- I CAN organize and show data with up to three categories (tally chart, bar graph, pictograph)
- I CAN ask and answer questions about data.
- Lessons 10.5-10.7

## 2.MD.1: (Standard 17)

Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes.

- I CAN use different tools to measure the length of objects.
- I CAN choose the appropriate tools to measure an object.
- Lesson 9.5

## 2.MD.7:(Standard 23)

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

a. Express an understanding of common terms such as, but not limited to, quarter past, half past, and quarter to.

- I CAN tell and write time using analog clocks to the nearest 5 minutes, using a.m., and p.m.
- I CAN tell and write time using digital clocks to the nearest 5 minutes using a.m. and p.m.
- Lessons 7.8-7.11

## G.2.1: (Standard 25)

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

- I CAN identify triangles, quadrilaterals, pentagons, hexagons, and cubes using their attributes.
- Lessons 11.1-11.5

Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns.

- I CAN use repeated addition to find the total number of objects in an array up to five rows and five columns.
- **Lessons 3.10-3.11**

**OA.2.3a (Standard 3a)**

Write an equation to express an even number as a sum of two equal addends.

- I CAN write an equation, which shows adding the same number twice results in an even number.
- **Lessons 1.1-1.2**

- I CAN read and write numbers to 1000 using different forms.
- **Lessons 1.3-1.7**

**NBT.2.4: (Standard 9)**

Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words “is greater than,” “is equal to,” and “is less than.”

- I CAN compare three digit numbers using >, <, and =.
- **Lesson 2.11-2.12**

**NBT.2.8: (Standard 13)**

Mentally add and subtract 10 or 100 to a given number between 100 and 900.

- I CAN mentally subtract 10 or 100 to a given number 100-900.
- **2.9-2.10**

**Vocabulary**

Addend  
Addition  
Difference  
Digit  
Equal  
Sum  
Skip count  
(by 5s, 10s, 100s, to 1000)

Equation  
Fact Family  
Number Bond  
Number Line  
Subtraction  
Word Problem

Column  
Digit  
Doubles  
Even  
Expanded Form  
Greater Than  
Hundred  
Less Than

Numeral  
Odd  
One  
Place Value  
Row  
Ten  
Thousand

Length  
Width  
More than  
Equal  
Tally mark  
Pictograph  
Sort  
Measure  
A.M.  
Analog  
Hour  
Quarter after  
Quarter to

Height  
Unit  
Less than  
Data  
Bar graph  
Number line  
Tally mark  
P.M.  
Digital  
Minute  
Half past  
Calendar

Shape  
Three Dimensional(3D)  
Side  
Vertices  
Circle  
Triangle  
Quadrilateral  
Cone  
Pyramid  
Flat surface  
Edge  
Hexagon  
Side

Two Dimensional (2D)  
Polygon  
Angle  
Vertex  
Square  
Rectangle  
Rectangular Prism  
Sphere  
Plane shape  
Face  
Pentagon  
Cylinder

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Second Grade Second Quarter  
Pacing Guide

# Mathematics

Introduction to Your Mathematics Pacing Guide

## Operations &amp; Algebraic Thinking

## Number &amp; Operations in Base Ten

## Measurement &amp; Data

## Geometry

**OA.2.1: (Standard 1)**

Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.

- I CAN** use addition and subtraction up to 100 to solve one- and two-step word problem.
- I Can** use symbols to represent an unknown number in an equation.
  - **Lessons 3.8-3.9**

**2. OA.3: (Standard 3a)**

Write an equation to express an even number as a sum of two equal addends.

- I CAN** tell if there is an odd or even number of objects in a group.

**2.NBT.5: (Standard 10)**

Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- I CAN** fluently add and subtract within 100.
  - Lessons 4.7-4.8

**2.NBT.6: (Standard 11)**

Use a variety of strategies to add up to four two-digit numbers.

- I CAN** add up to four to-digit numbers.
  - Lessons 4.1-4.5,4.11,4.12

**2.NBT.8:(Standard 13)**

Mentally add and subtract 10 or 100 to a given number between 100 and 900.

- I CAN** mentally subtract 10 or 100 to a given number of 100-900.
  - Lessons 4.7-4.8

**NBT.2.7: (Standard 12a)**

Explain 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.

- I CAN** compose and decompose numbers using manipulatives and drawings up to 1000.
  - Lessons 2.11-2.12

**NBT.2.9:(Standard 14)**

Explain why addition and subtraction strategies work, using place value and the properties of operations. Note: Explanations may be supported by drawings or objects.

- I CAN** explain what strategy I used to solve my problem.
  - Lesson 5.3

**2.MD.7:(Standard 23)**

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

- a. Express an understanding of common terms such as, but not limited to, quarter past, half past, and quarter to.
- I CAN** tell and write time using analog clocks to the nearest 5 minutes, using a.m., and p.m.
  - I CAN** tell and write time using digital clocks to the nearest 5 minutes using a.m. and p.m.
    - Lessons 7.8-7.11

**G.2.1:(Standard 25a)**

Recognize and draw shapes having specified attributes. Examples: a given number of angles or a given number of equal faces.

- I CAN** draw and identify triangles, quadrilaterals, pentagons, hexagons, and cubes using their attributes.
  - Lessons 11.1-11.5

Vocabulary						
Altogether How Many Less How Many More in All Regroup Skip Count (by 5's, 10's, 100's to 1000) Word Problem	Addition Ones Hundreds Greater than Equal Skip count Strategy Number form	Subtraction Tens Thousands Less than Digit Bundle Mentally Word form	A.M. Analog Hour Quarter after Quarter to Minute hand O'clock Day Inch Meter Centimeter Nearest Centimeter	P.M. Digital Minute Half past Calendar Hour hand Time Week Foot Yard Unit Nearest Inch	Shape Three Dimensional(3D) Side Vertices Circle Triangle Quadrilateral Cone Pyramid Flat surface Edge Hexagon Side	Two Dimensional (2D) Polygon Angle Vertex Square Rectangle Rectangular Prism Sphere Plane shape Face Pentagon Cylinder

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## Second Grade Third Quarter Pacing Guide

# Mathematics

**Introduction to Your Mathematics Pacing Guide**

## Operations &amp; Algebraic Thinking

## Number &amp; Operations in Base Ten

## Measurement &amp; Data

## Geometry

**Spiral Review of:****OA.2.1:(Standard 1)**

Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.

- I CAN** use addition and subtraction up to 100 to solve one- and two-step word problem.
- I Can** use symbols to represent an unknown number in an equation.
- **Lessons 3.8-3.9**

**OA.2.4:(Standard 4)**

Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and 5 columns.

- a. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.
- I CAN** use repeated addition to find the total number of objects in an array up to five rows and five columns.
- I Can** write an equation to explain my array.
- **Lessons 3.10-3.11**

**Spiral Review of:****NBT.2.6:(Standard 11)**

Use a variety of strategies to add up to four- digit numbers.

- I CAN** add up to four two-digit numbers.
- **Lessons 4.1-4.5, 4.11, & 4.12**

**NBT.2.7:(Standard 12)**

Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; relate the strategy to a written method.

- b. Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- I Can** add and subtract within 1,000.
- I CAN** compose and decompose numbers using manipulatives and drawings up to 1000.
- **Lesson 6.1-6.10**

**MD.2.1:(Standard 17)**

Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes.

- I CAN** use different tools to measure the length of objects.
- I CAN** choose the appropriate tools to measure an object.
- **Lesson 9.5**

**MD.2.2:(Standard 18)**

Measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen.

- I CAN** measure the length of an object twice, using two different units of measurement.
- I Can** relate two measurements in different units in size and unit measurement.
- **Lesson 9.5**

**MD.2.3:(Standard 19)**

Estimate lengths using the following standard of measurement: inches, feet, centimeters, and meters.

- I CAN** estimate the lengths of objects using different units.
- **Lesson 9.5 & 9.6**

**MD.2.4:(Standard 20)**

Measure to determine how much longer on object is than another, expressing the length difference of the two objects using standard units of length.

- I CAN** measure and compare the length of two different objects.
- **Lesson 9.5 & 9.6**

**MD.2.5:(Standard 21)**

Use addition and subtraction within 100 to solve word problems involving same units of length, representing the problem with drawings (such as drawings or a ruler) and/or equations with a symbol for the unknown number.

- I CAN** use addition and subtraction within 100 to solve word problems involving length of the same unit.
- **Lesson 8.5**

**MD.2.6:(Standard 22)**

Create a number line diagram using whole numbers and use it to represent whole-number sums and differences within 100.

- I CAN** make and use a number line / line plot to add and subtract.
- **Lesson 9.4**

**MD.2.7:(Standard 23)**

Tell and write time using analog and digital clocks to the nearest five minutes, using A.M. and P.M.

- A. Express an understand of common terms such as, but not limited to, quarter past, half past, and quarter to.
- I CAN** tell and write time using analog clocks to the

**G.2.2:(Standard 26)**

Partition a rectangle into rows and columns of same sized squares, and count to find the total number of squares.

- I CAN** divide a rectangle into columns and rows of equal-sized squares and determine the area of the rectangle.
- **Lesson 11.6**

- nearest 5 minutes, using a.m. and p.m.
- I CAN** tell and write time using digital clocks to the nearest 5 minutes, using a.m. and p.m.
  - I Can** use terms such as half past, quarter until, and quarter past.

- **Lessons 7.8 - 7.11**

**MD.2.8:(Standard 24)**

Solve problems with money.

- a. Identify nickels and quarters by name and value.
  - b. Find the value of a collection of quarters, dimes, nickels, and pennies.
  - c. Solve word problems by adding and subtracting within one dollar, using the dollar and cents symbols appropriately (not including the decimal notation).
- I CAN** identify coins and their value.
  - I CAN** count values of money to \$1.
  - I CAN** solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols
- **Lessons 7.1-7.7**

**Vocabulary**

<p>Addition Equal Mentally</p>	<p>Subtraction Strategy Facts</p>	<p>Addition Ones Hundreds Greater than Equal Skip count Strategy Number form Regroup Skip count</p>	<p>Subtraction Tens Thousands Less than Digit Bundle Mentally Word form Expanded form</p>	<p>Centimeter Compare Distance Estimate Inch Length Measurement Meter Ruler ½ Inch (Half-inch) ¼ Inch (One-fourth) ¾ Inch (Three-fourths)</p>	<p>AM PM Afternoon Analog Clock Digital Clock Half Past Hour</p>	<p>Line Minutes Minutes O'clock Quarter After Quarter To Time</p>	<p>Shape Three Dimensional(3D) Side Vertices Circle Triangle Quadrilateral Cone Pyramid Flat surface Edge Hexagon Side</p>	<p>Two Dimensional (2D) Polygon Angle Vertex Square Rectangle Rectangular Prism Sphere Plane shape Face Pentagon Cylinder</p>
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## Second Grade Fourth Quarter Pacing Guide

# Mathematics

**Introduction to Your Mathematics Pacing Guide**

## Operations &amp; Algebraic Thinking

## Number &amp; Operations in Base Ten

## Measurement &amp; Data

## Geometry

**Spiral Review of:****OA.2.1:(Standard 1)**

Use addition and subtraction within 100 to solve one and two step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.

- I CAN** use addition and subtraction up to 100 to solve one- and two-step word problem.
- I Can** use symbols to represent an unknown number in an equation.
  - **Lessons 3.8-3.9**

**OA.2.4:(Standard 4)**

**Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and 5 columns.**

- d. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends.**
- I CAN** use repeated addition to find the total number of objects in an array up to five rows and five columns.
- I Can** write an equation to explain my array.
  - **Lessons 3.10-3.11**

**Spiral Review of:****NBT.2.6:(Standard 11)**

Use a variety of strategies to add up to four- digit numbers.

- I CAN** add up to four two-digit numbers.
  - **Lessons 4.1-4.5, 4.11, & 4.12**

**NBT.2.7:(Standard 12)**

Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction; relate the strategy to a written method.

- b. Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- I Can** add and subtract within 1,000.
- I CAN** compose and decompose numbers using manipulatives and drawings up to 1000.
  - **Lesson 6.1-6.10**

**MD.2.10:(Standard 16)**

Create a picture graph and bar graph to represent data with up to four categories.

- a. Using information presented in a bar graph, solve simple “put-together”, “take-apart”, and “compare” problems.
- b. Using Venn diagrams, pictographs, and yes-no charts, analyze data to predict an outcome.
  - I CAN** make picture graphs, bar graphs, and Venn diagrams with up to four categories.
  - I CAN** solve problems using information from graphs.

- **Lesson 9.7**

**G.2.1:(standard 25)**

Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

- A. Recognize and draw shapes having specified attributes.
  - I CAN** draw and identify triangles, quadrilaterals, pentagons, hexagons, and cubes using their attributes.
- **Lessons 11.1-11.5**

**G.2.2:(Standard 26)**

Partition a rectangle into rows and columns of same sized squares, and count to find the total number of squares.

- I CAN** divide a rectangle into columns and rows of equal-sized squares and determine the area of the rectangle.
- **Lesson 11.6**

**G.2.3:(Standard 27)**

Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as halves, thirds, fourths, half of, a third of, and describe the whole as two halves, three thirds, or fourths.

- a. Explain that equal shares of identical wholes need not have the same shape.
- I CAN** divide circles and rectangles into two, three, or four equal shares.
- I CAN** describe the equal shares using the words halves, thirds, half of, a third of, etc.
- I CAN** describe equal shares as two halves, three thirds, four fourths, etc.
- I CAN** recognize that equal shares do not have to be from the same shape.
- **Lesson 11.7-11.10**

Vocabulary							
Addition Equal Mentally Arrays Sum Row	Subtraction Strategy Facts Total Addend Column	Addition Ones Hundreds Greater than Equal Skip count Strategy Number form Regroup Skip count	Subtraction Tens Thousands Less than Digit Bundle Mentally Word form Expanded Form	Graph Line Plot Inch Meter Centimeter Nearest Centimeter	Line Picture Graph Foot Yard Unit Nearest Inch	Angle Circle Column Cubes Divide Face Fourths Half Halves	Hexagon Pentagon Quadrilateral Rows Scale Shapes Third Triangles Wholes