**i-Ready Classroom Math Unit 1- Numbers Within 10: Addition and Subtraction**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 6e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. (Lesson 2 and 10)3. Apply properties of operations as strategies to add and subtract. (Lesson 3 and 5)8. Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. (Lessons 3, 5)4. Explain subtraction as an unknown-addend problem.(Lesson 4)5. Relate counting to addition and subtraction. (Lesson 1 and 6)6. Add and subtract within 20. (Lesson 2, 5, and 10)6.b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten. (Lesson 5)6.d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction.(Lesson 5 and 10)1. Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lesson 7 and 8)1.a. Add to with change unknown to solve word problems within 20. (Lesson 7) 1.c. Put together/take apart with addend unknown to solve word problems within 20. (Lesson 7) 1.b. Take from with change unknown to solve word problems within 20.(Lesson 8)1.d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20. (Lesson 8)7. Explain that the equal sign means “the same as.” Determine whether equations involving addition and subtraction are true or false. (Lesson 9)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.Shaded Standards are **CRITICAL Focus Areas.****\*Denotes Supporting or Additional Clusters** | DiscussImportantStrategyAddAddition EquationCount OnTotalAddend DoublesDoubles Plus 1Number BondTotalEquationSubtractSubtraction EquationCompareFewerMore, More ThanEqual SignColumnRow | CubesCountersCrayonsIndex CardsDot Cards10-FramesNumber Bond MatWhiteboardMarkersNumber CardsNumber PathsMasking TapeBalanceAddition TablesChart Paper | Partners for 10Take your time and cover each lesson making sure students gain a deep understanding of the concept.Critical Standards addressed in Lessons for Unit 1 are 2, 5, 7, 8, 9, and 10.Digital Resources: Critical Standards[1.6 Add\_subtract within 20 1\_14\_21.docx](https://docs.google.com/document/d/1xcdXM2qzDGm2hzUcvCT0rMo2GrZGz0e-/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)[1.1 and 1.2 Word Problems 1\_14\_21.docx](https://docs.google.com/document/d/1rdcgUXVVYaKXlCbEHuTA_2c3a0oOu8el/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)[1.7 equal sign 02\_22\_2021 .docx](https://docs.google.com/document/d/15RAfh2531SLpX5DrpI3cB4Rtl5eHO2-Q/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | August 10- October 28 to cover Unit 1Lessons 1-10 (55 days)3 flex days are included to deepen content knowledge1 Day Assessment: Unit 1 Assessment**Common Assessments**Unit 1 Assessment by October 30.Quizzes will be given after each Lesson except for Lesson 10. Review and assess on the Unit 1 assessment.  |

**IReady Classroom Math Unit 2 - Numbers Within 20: Addition and Subtraction and Representing Data**

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| Student Mathematical Practices | ACOS Standards | Vocabulary | Suggested Manipulatives and Models | Additional Resources & Pacing Notes | Suggested Number of Days & Assessments |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 1 Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Lesson 17)1.a Add to with change unknown to solve word problems within 20. (Lesson 17)1.b Take from with change unknown to solve word problems within 20. (Lesson 17)1.c Put together/take apart with addend unknown to solve word problems within 20. (Lesson 17)1.d Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.(Lesson 17)2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem.(Lesson 14)3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second and third numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). When adding 0 to a number, the result is the same number (identity property of zero for addition).(Lesson 14)6 Add and subtract within 20. (Lesson 12, 13, and 15)6.a Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on. (Lesson 12, 13, and 15)6.b Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten. (Lesson 12, 13, and 15)6.c Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. Example: 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9 (Lesson 12, 13, and 15)6.d Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. equations 8 + ? = 11, 5 = ? – 3, and 6 + 6 = ? (Lesson 12, 13, and 15)6.e Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. Example: adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13(Lesson 12, 13, and 15)8 Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true. Example: determining the unknown number that makes the equation true in each of the 1 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.(Lesson 16)11 Explain that the two digits of a two-digit number represent amounts of tens and ones. (Lesson 11)11.a Identify a bundle of ten ones as a “ten.” (Lesson 11)11.b Identify the numbers from 1 Example: Knowing that 8 + 4 = 12, one knows 12 - 8 = 4. (Lesson 11)16 Organize, represent, and interpret data with up to three categories. (Lessons 18)16.a Ask and answer questions about the total number of data points in organized data. (Lessons 18)16.b Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. (Lessons 18)16.c Determine “how many” in each category using up to three categories of data. (Lessons 18)16.d Determine “how many more” or “how many less” are in one category than in another using data organized into two or three categories.(Lessons 18)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.Shaded Standards are **CRITICAL Focus Areas.****\*Denotes Supporting or Additional Clusters** | OnesTeen Number TensMake a TenCount OnDoublesAddendTeen NumberEqual SignEquationDataPicture GraphSortTally ChartTally MarksCompare | CubesHundred ChartCrayons10-FramesCountersNumber Bond MatBalloonsPencilsPattern BlocksMarkersTeen Number CardsTeen Number PathsSticky notes | Critical Standards addressed in Lessons for Unit 2 are 11, 12, 13, 14, 15, 17.Digital Resources: Critical Standards[1.1 and 1.2 Word Problems 1\_14\_21.docx](https://docs.google.com/document/d/1rdcgUXVVYaKXlCbEHuTA_2c3a0oOu8el/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)[1.6 Add\_subtract within 20 1\_14\_21.docx](https://docs.google.com/document/d/1xcdXM2qzDGm2hzUcvCT0rMo2GrZGz0e-/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)[1.11 and 1.12 understand place value 2\_22\_21 .docx](https://docs.google.com/document/d/1rnfAxUnlWddIOi6C5ro4uUmqXlGDW-nJ/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | November 1- January 20Lessons 11-18 (40 days)3 flex days are included to extend or deepen content knowledge1 End of Unit Assessment DayQuiz after each lesson except no quiz on Lesson 18.Common AssessmentsUnit 2 Assessment by January 23. |

**IReady Classroom Math Unit 3 - Tens and Ones: Counting, Place Value, Time, and Money**

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| Student Mathematical Practices | ACOS Standards | Vocabulary | Suggested Manipulatives and Models | Additional Resources & Pacing Notes | Suggested Number of Days & Assessments |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 10 Extend the number sequence from 0 to 120. (Lesson 20)10.a Count forward and backward by ones, starting at any number less than 120. 10.b Read numerals from 0 to 120. (Lesson 20)10.c Write numerals from 0 to 120. (Lesson 20)10.d Represent a number of objects from 0 to 120 with a written numeral. (Lesson 20)11 Explain that the two digits of a two-digit number represent amounts of tens and ones.(Lessons 19, 21)11.a Identify a bundle of ten ones as a “ten.” (Lessons 19, 21)11.c Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (Lesson 21)12 Compare pairs of two-digit numbers based on the values of the 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.” (Lesson 22)19 Tell and write time to the hours and half hours using analog and digital clocks. (Lesson 23)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.**Shaded Standards are CRITICAL Focus Areas.**\*Denotes Supporting or Additional Clusters | OnesTensDigitPlace ValueDigital ClockHalf HourHalf PastHourHour HandMinuteMinute HandO’ClockCentDimeDollarNickelPennyQuarter | CubesIndex CardsTens RodsOnes UnitsNumber Bond Mat10-FramesHundred ChartsCountersCrayonsClock Class SetSticky NotesCoins | Combine Lessons 23 and 24 in 1 week for instruction.Coins and Time Critical Standards addressed in Lessons for Unit 3 are Lessons 19, 20, 21, and 22Digital Resources: Critical Standards[1.10 Extend the counting sequence 2\_22\_21.docx](https://docs.google.com/document/d/1Ri8aKiKtSWY3iQwh9c-Iba_4vBh9DhIZ/edit?usp=sharing&ouid=102184852740743487542&rtpof=true&sd=true)[1.11 and 1.12 understand place value 2\_22\_21 .docx](https://docs.google.com/document/d/1rnfAxUnlWddIOi6C5ro4uUmqXlGDW-nJ/edit?usp=sharing&ouid=102184852740743487542&rtpof=true&sd=true) | January 25- March 2Quiz after each lesson.Lessons 19-24: (26 days)3 flex days are included to extend or deepen content knowledge.1 Day for Unit 3 AssessmentCommon AssessmentsUnit 3 Assessment by March 3  |

**IReady Classroom Math Unit 4 - Operations with Tens and Ones: Addition and Subtraction**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 13 Add within 100, using concrete models or drawings and strategies based on place value. (Lesson 25, 27, 28, 29)13.a Add a two-digit number and a one-digit number. (Lesson 28, 29)13.b Add a two-digit number and a multiple of 10. (Lesson 25, 27, 28, 29)13.c Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten. (Lesson 27, 28, 29)13.d Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used. (Lesson 25, 28)14 Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.(Lesson 26)15 Subtract multiples of 10 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used. (Lesson 25)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.Shaded Standards are **CRITICAL Focus Areas.****\*Denotes Supporting or Additional Clusters** | TensDigitOnes TensaPlace Value | CubesBlocksTen-RodsSingle UnitsIndex CardsNumber Bond MatTens CardsTeens CardsHundred ChartCrayons120 ChartTens FramePenniesDimes | This unit is CRUCIAL for success in 2nd grade. Take time and make sure they have a deep understanding of the content.Critical Standards addressed in Lessons for Unit 4 are Lessons 25, 26, 27, 28, and 29.Digital Resources: Critical Standards[1.13 Add within 100 2\_22\_21.docx](https://docs.google.com/document/d/1p7dM6y2GDEFkJWBTzVgK6fCz4YDYJFED/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true)[1.14 and 1.15 10 more 10 less\_ subtracting multiples of 10 3\_1\_2021 .docx](https://docs.google.com/document/d/1IUOR11R41pRbwI08G0PeafDp_GKsGLuj/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | \*\*\*April 3- May 18Lessons 25-29: 26 days6 flex days are included to extend or deepen content knowledge.Assessment Unit 4 Assessment: 1 day**Common Assessments**Unit 4 Assessment by May 19 |

**IReady Classroom Math Unit 5 - Length: Comparing, Ordering, and Measuring**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 17 Order three objects by length; compare the lengths of two objects indirectly by using a third object.(Lesson 30 and 31)18 Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number(Lesson 32)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.Shaded Standards are **CRITICAL Focus Areas.****\*Denotes Supporting or Additional Clusters** | LengthLongerLongestShorterShortestTallerTallestCompareMeasureUnit | StringCrayonsCubesStrawsBase-Ten BlocksStraightedgeObjectsIndex CardsPaper StripPencilsPainter’s TapeToothpicks | We will be combining lessons to cover this unit on length. Look at lessons 30, 31, and 32 to plan the most critical focus for the week of length and measurement. Critical Standard addressed in Unit 5 is Lesson 32.Digital Resources: Critical Standards[1.17 and 1.18 measurement 03\_1\_21.docx](https://docs.google.com/document/d/19oZuTxGyjUnr8j4UXyJj4v-_mc0_Of0C/edit?usp=sharing&ouid=102184852740743487542&rtpof=true&sd=true) | March 6-13Length combined into 6 days instead of 3 weeks.Lessons 30-32: 6 DaysUnit 5 Assessment: 1 Day**Common Assessments**By March 14 |

**IReady Classroom Math Unit 6 - Geometry: Analyzing, Composing, and Partitioning Shapes**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.2. Reason abstractly and 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. | 21 Build and draw shapes which have defining attributes. (Lesson 33)21.a Distinguish between defining attributes and non-defining attributes. Examples: Triangles are closed and three-sided, which are defining attributes; color, orientation, and overall size are non-defining attributes.(Lesson 33)22 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.(Lesson 34)23 Partition circles and rectangles into two and four equal shares and describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. (Lesson 35)23.a Describe “the whole” as two of or four of the shares of circles and rectangles partitioned into two or four equal shares. (Lesson 35)23.b Explain that decomposing into more equal shares creates smaller shares of circles and rectangles.(Lesson 35)Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.Shaded Standards are **CRITICAL Focus Areas.****\*Denotes Supporting or Additional Clusters** | CircleConeCornerCubeCylinderEdgeFaceHexagonRectangleRectangular PrismRhombusSideSphereTriangleTrapezoidEqual PartFourthsHalvesQuartersUnequal PartsWhole | Geometric solid shapesTapesCrayonsIndex CardsStringFlat ShapesCubesRubberbandsGeoboard | Look at lessons 33, 34, and 35 and pull out critical components to cover.Critical Standard addressed in Unit 6 is Lesson is 34.Digital Resources: Critical Standards[1.22 composing shapes 3\_1\_21.docx](https://docs.google.com/document/d/1VBmhg9Vsjf0bCn4D60It-KYooedltp6J/edit?usp=sharing&ouid=118057538497454355853&rtpof=true&sd=true) | March 16-23Combine lessons 33, 34, and 35 into 7 days.Lessons 33-35: 6 daysUnit 6 Assessment: 1 day**Common Assessments**By March 24 |