

# Math Quarter One

## Standards & Resources

### Unit 1- Building a Mathematical Community while Working with numbers within 20

#### [Parent Letter](#)

#### Standards:

NC.2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within ~~100~~ (only up to 20 at this point), on a number line diagram.

NC.2.OA.2: Demonstrate fluency with addition and subtraction, within 20, using mental strategies.

NC.2.OA.3: Determine whether a group of objects, within 20, has an odd or even number of members by:

- Pairing objects, then counting them by 2s.
- Determining whether objects can be placed into two equal groups.
- Writing an equation to express an even number as a sum of two equal addends.

#### Math Language:

- mental strategies
- fluently & fluency
- odd
- even
- equal
- unequal
- set/group

#### Video Resources:

- [Using a Number Line to Add or Subtract](#)
- [Mental Strategy-Counting On](#)
- [Mental Strategy-Making Ten](#)
- [Mental Strategy-Creating an Easier Problem](#)
- [Mental Strategy-Using the Relationship between Addition and Subtraction](#)
- [Mental Strategy-Using Doubles](#)
- [Pairing Objects to Determine if a Number is Even or Odd](#)
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#### Other Activities and Resources:

- [Virtual Manipulatives](#)
- [Pairs to 20 Game](#)
- [Number Bonds to 20](#)
- [Fruit Splat Addition \(Levels 1 and 2\)](#)
- [Fruit Splat Subtraction \(Levels 1 and 2\)](#)
- [Addition and Subtraction Flash Cards \(Levels 1 and 2\)](#)
- [Odd and Even Game](#)
- [Number Ninja Odd or Even](#)

## Unit 2- Adding and Subtracting within 100

### [Parent Letter](#)

#### Standards:

NC.2.OA.1: Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
  - Add to/Take from - Start Unknown
  - Compare - Bigger Unknown
  - Compare - Smaller Unknown
- ~~Two-Step problems involving single digits:~~
  - ~~Add to/Take from-Change Unknown~~
  - ~~Add to/Take From-Result Unknown~~

NC.2.NBT.2: Count within 1,000 (100 at this point in the year); skip-count by 5s, 10s, and 100s.

NC.2.NBT.5: Demonstrate fluency with addition and subtraction, within 100, by:

- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Comparing addition and subtraction strategies, and explaining why they work.
- Selecting an appropriate strategy in order to efficiently compute sums and differences.

NC.2.NBT.6: Add up to three two-digit numbers using strategies based on place value and properties of operations.

NC.2.NBT.8: Mentally add 10 or 100 to a given number [within] 100-900, and mentally subtract 10 or 100 from a given number 100-900.

NC.2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.

#### Math Language:

- Number Lines

- Symbol

### Video Resources:

- [Decomposing a number to make a ten for 2-digit addition](#)
- [2-digit addition using a number line](#)
- [2-digit subtraction using a number line](#)
- [Mentally add 10 or 100 visualizing base ten blocks](#)
- [Skip Counting](#)

### Other Activities and Resources:

- [Interactive Base-Ten Blocks](#)
- [Interactive Number Line](#)
- [Math Man Place Value-Expanded Form](#)
- [Two Digit Concentration Game](#)
- [Skip Counting by 5s, 10,s and 100s](#)
- [Grouping and Grazing](#)
- [Splash Math Addition Games \(Focus on two-digit addition\)](#)
- [Splash Math Subtraction Games \(Focus on two-digit subtraction\)](#)