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| Unit | <p align="center"><b>2nd: Unit 3- Shapes and Parts of Shapes</b></p> <p align="center"><b>Math Investigations Book: Shapes, Blocks, and Symmetry and Parts of a Whole, Parts of a Group Standards for Grade 2</b></p> <p align="center"><b>UNIT 1= Addition, Subtraction, and Equations UNIT 2= Addition, Subtraction and Problem Solving UNIT 3= Shapes and Parts of Shapes UNIT 4= Place Value UNIT 5= Measurement &amp; Problem Solving UNIT 6= Computation, Place Value &amp; Problem Solving UNIT 7= Data and Graphs UNIT 8= Multiplication Readiness</b></p> |
| 3    | <p><b>2.OA.01 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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</b></p>   |
| 3    | <p><b>2.OA.04 Use addition to find the total number of objects 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.</b></p>   |
| 3    | <p><b>2.NBT.02 Count within 1000; skip-count by 5s, 10s, and 100s.</b></p>   |
| 3    | <p><b>2.NBT.05 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</b></p>   |
| 3    | <p><b>2.MD.07 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</b></p>  |
| 3    | <p><b>2.G.01 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</b></p>  |
| 3    | <p><b>2.G.02 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</b></p>  |
| 3    | <p><b>2.G.03 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.</b></p>  |