

Unit	<p align="center"><b>2nd: Unit 6 - Computation, Place Value and Problem Solving</b></p> <p align="center">Math Investigations Book 8: Partners Teams and Paper Clips</p> <p align="center">Standards for Grade 2</p> <p align="center"><u>UNIT 1</u>= Addition, Subtraction, and Equations <u>UNIT 2</u>= Addition, Subtraction and Problem Solving <u>UNIT 3</u>= Shapes and Parts of Shapes <u>UNIT 4</u>= Place Value <u>UNIT 5</u>= Measurement &amp; Problem Solving <u>UNIT 6</u>= Computation, Place Value &amp; Problem Solving <u>UNIT 7</u>= Data and Graphs <u>UNIT 8</u>= Multiplication Readiness</p>
6	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.
6	2.OA.02 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
6	2.OA.03 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
6	2.NBT.01a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
6	2.NBT.02 Count within 1000; skip-count by 5s, 10s, and 100s.
6	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.
6	2.NBT.06 Add up to four two-digit numbers using strategies based on place value and properties of operations.
6	2.NBT.07 Add and subtract within 1000, 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. Understand 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.
6	2.NBT.09 Explain why addition and subtraction strategies work, using place value and the properties of operations
6	2.MD.06 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram
6	2.MD.07 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.