## Mathematics Pacing

**Grade:** 2  
**UNIT:** # 1  
**Instruction:** 9/6/18 – 10/31/18  
**Assessment:** 11/1/18 – 11/7/18  
**Add and Subtract within 100 and Understand Place Value to 1000**

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<thead>
<tr>
<th>#</th>
<th>STUDENT LEARNING OBJECTIVES</th>
<th>NJSLS</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1</td>
<td>Add and subtract within 20 to solve 1- and 2-step word problems with unknowns in any position.</td>
<td>2.OA.A.1*</td>
<td>IFL” Put Together &amp; Compare Situations Tasks: Missing Addend Addition as Subtraction.”</td>
</tr>
<tr>
<td>2</td>
<td>Fluently add and subtract within 10 using mental strategies.</td>
<td>2.OA.B.2*</td>
<td></td>
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<tr>
<td>3</td>
<td>Represent a 3-digit number as specific amounts of hundreds, tens, and ones.</td>
<td>2.NBT.A.1a</td>
<td></td>
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<tr>
<td>4</td>
<td>Identify ten tens as 100 and represent two hundred, three hundred, … nine hundred with 2, 3, …, 9 hundred bundles (with zero tens and zero ones).</td>
<td>2.NBT.A.1b</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Skip count by 5s and 10s up to 100…beginning at any multiple of 5.</td>
<td>2.NBT.A.2*</td>
<td></td>
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<tr>
<td>6</td>
<td>Read numbers to 1000 using base-ten numerals, number names, and expanded form.</td>
<td>2.NBT.A.3</td>
<td></td>
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<tr>
<td>7</td>
<td>Write numbers to 1000 using base-ten numerals, number names, and expanded form.</td>
<td>2.NBT.A.3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Use symbols &gt;, =, &lt; to record the results of comparing two 3-digit numbers by decomposing the number into a number (100s, 10s, and 1s).</td>
<td>2.NBT.A.4</td>
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**9**
- Mentally add or subtract 10 or 100 from any given number between 100 and 900.
  
  **2.NBT.B.8**

**10**
- Add and subtract within 100, 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.

**2.NBT.B.7**

- IFL “Put Together & Compare Situations Tasks: Missing Addend Addition as Subtraction.”

### Key:
- **Major Clusters**
- **Supporting**
- **Additional Clusters**
- *(benchmarked)*

### Code #

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<th>New Jersey Student Learning Standards</th>
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**2.OA.A.1**
- 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. *(benchmarked)*

**2.OA.B.2**
- Fluently add and subtract within 20 using mental strategies.
  
  *By end of Grade 2, know from memory all sums of two one-digit numbers.* *(benchmarked)*

**2.NBT.A.1**
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  
  a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
  
  b. 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).
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**2.NBT.A.2** *(benchmarked)*  
Count within 1000; skip-count by 5s, 10s, and 100s.

**2.NBT.A.3**  
Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**2.NBT.A.4**  
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

**2.NBT.B.8** *(benchmarked)*  
Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

**2.NBT.B.7** *(benchmarked)*  
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.