RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade 2
Unit: Operations and Algebraic Thinking

Common Core State Standards Domain: Operations and Algebraic Thinking

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Represent and solve problems involving addition and subtraction.	**Represent and solve problems involving addition and subtraction.**	
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.	1a. Solve problems involving addition and subtraction of whole numbers up to 100.	1a. Scott Foresman, Chapters 1 and 2 1a. Teaching Arithmetic: Lessons for Introducing Place Value, *Cover a Flat* pp. 139-145 1a. Teaching Arithmetic: Lessons in Addition and Subtraction, *Name Values* pp. 68-79 1a. Navigating through Number and Operations PK-2, *One Out* pp. 82-84; *Hit the Target* pp. 79- 80 1a. Navigating through Algebra in PK-2, *Spin Once, Spin Twice* pp. 62-64 Connie Clark's Problem Solving Books
	1b. Solve addition and subtraction word problems through the use of stories and modeling. Solve each of the problem types (adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.)	1b. Zeroing in on Number and Operations, *Join and Separate; Subtraction is More Than Take Away; What Do You See?; Posing Problems*
	1c. Explain strategies and solutions for solving word problems.	1c. Zeroing in on Number and Operations, *Join and Separate; Subtraction is More Than Take Away; What Do You See?; Posing Problems*
	1d. Model situations represented in word problems.	1d. Zeroing in on Number and Operations, *Join and Separate; Posing Problems*
Add and subtract		

within 20. 2. Fluently add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers.	**Add and subtract within 20.** 2a. Fluently add and subtract within 20 using mental strategies.	2a. Teaching Arithmetic: Lessons in Addition and Subtraction, *X-Ray Vision* pp. 122-123 2a. Navigating through Number and Operations PK-2, *Double Plus or Minus* pp. 62-63 2a. Navigating through Algebra in PK-2, *Spin Once, Spin Twice* pp. 62-64 2a. Mastering the Basic Math Facts in Addition and Subtraction 2a. Zeroing in on Number and Operations, *Facts for Ten; Doubles and Near Doubles; Linking Addition and Subtraction; Anchoring to Ten* 2a. Scott Foresman, Chapter 1 and 2 2a. Speed Tests (Mad Minutes)
	2b. Know from memory all sums of two one-digit numbers (up to 9+9.)	2a-b. Games: (resource packet) "The Game of Tens and Ones," "Roll 3, Get 4," "101 and Out," "Finding Doubles," "Doubles," "Sum Crossouts," "Five Tower Game," "X-Ray Vision," "Place Value/Make a Ten Game," "SKUNK," "Number Island," "Close to 20," "Seeking Sums," "Four Sums in a Row," " 2a-b. Activities: (resource packet) "Ten Frames Addition," "Rhythm Addition," "Sum Triangles," "Joining Neighbors," "Number Trails," "Box Sums," "Doubles & Doubles Plus One," "Fast Ten—Yes or No?" "Teen Take-Away" 2b. Teaching Arithmetic: Lessons in Addition and Subtraction, *X-Ray Vision* pp. 122-123 2b. Navigating through Number and Operations PK-2, *Double Plus or Minus* pp. 62-63 2b. Navigating through Algebra in PK-2, *Spin Once, Spin Twice* pp. 62-64 2b. Mastering the Basic Math Facts in Addition and Subtraction 2b. Zeroing in on Number and Operations, *Facts for Ten; Doubles and Near Doubles; Anchor to Ten* 2b. Scott Foresman, Chapter 1 and 2 2b. Speed Tests (Mad Minutes)
	2c. From memory, know subtraction within 10.	2c. Mastering the Basic Math Facts in Addition and Subtraction 2c. Activities: (resource packet) "Ten Frames Subtraction," "Number Trails,"
Work with equal		

groups of objects to gain foundations for multiplication 3. 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. 4. 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. [1]See standard 1.OA.6 for a list of mental strategies. 1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship	**Work with equal groups of objects to gain foundations for multiplication.** 3a. Determine whether a group of objects (up to 20) has an odd or even number of members. eg. By pairing objects or counting them by 2's. 3b. Write an equation to express an even number as the sum of two equal addends (example, doubles…2+2=4, 3+3=6) 4a. Use repeated addition to find the total number of objects arranged in rectangular arrays (with addends being the number in each column or row). 4b. Write an equation to express the total number of objects in an array as a sum of equal addends. 5a. Identify true and false number sentences. 5b. Describe what makes a number sentence true or false. 5c. Determine the unknown whole number in an addition or subtraction equation.	3a. Scott Foresman, Lesson 3-9 3b. Zeroing in on Number and Operations, *Doubles and Near Doubles* 4a. Scott Foresman, Chapter 12 4a. Zeroing in on Number and Operations, *What Do You See?* 4a. Game: (resource packet) "Array Game" 4b. Scott Foresman, Chapter 12 5a-c. Zeroing In on Number and Operations, *Equality* 5a-c. "Understanding Equality and the Equal Sign" (resource packet) 5a-c. Game: (resource packet) "Balancing Act" 5c. Navigating through Algebra in PK-2, *Block Pounds*

between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).		**Literature Connections –** If you Made a Million by David M. Schwartz Math for all Seasons by Greg Tang The Grapes of Math by Greg Tang **Additional Resource –** Calendar Math

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade 2
Unit: Number and Operations in Base Ten

Common Core State Standards Domain: Number and Operations in Base Ten

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Understand place value.	**Understand Place Value**	
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.	1a. Understand that the three digits of a three - digit number represent amount of hundreds, tens, and ones (Example: 706 equals 7 hundred, 0 tens, 6 ones.)	1a. Navigating through Number and Operations in PK-2, *How Many Ways?* pp. 26-28 (Modify to 1000) 1a. Scott Foresman, Lessons 3-1, 3-2, and 3-6; Chapter 11
Understand the following as special cases: • 100 can be thought of as a bundle of ten tens — called a "hundred." • The numbers 100, 200, 300, 400, 500, 600,	1b. Understand that 10 single objects represent a single unit of ten. 1c. Understand that 100	1b. Teaching Arithmetic: Lessons for Addition and Subtraction, *Little Boxes* pp. 80-90 1b. Teaching Arithmetic: Lessons for Introducing Place Value, *Stars in One Minute* pp. 1-14; *Dollar Signs* pp. 42-48; *Counting Fish* pp. 49-58 1b. Navigating through Number and Operations in PK-2 *How Many Ways?* pp. 26-28 (Modify to 1000) 1b. Zeroing in on Number and Operations *Counting by Tens and Ones; Equivalent Representations; Solving Problems* 1c. Navigating through Number and Operations in PK-2

700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	can be thought of as a bundle of 10 tens – called a "hundred".	*How Many Ways?* pp. 26-28 (Modify to 1000) Zeroing in on Number and Operations, *Equivalent Representations; Solving Problems* 1c. Scott Foresman, Chapter 11
	1d. Understand that the numbers 100, 200, 300, …900 refer to 1, 2, 3, …9 hundreds (and 0 tens and 0 ones.)	1d. Zeroing in on Number and Operations, *Equivalent Representations; Solving Problems*
2. Count within 1000; skip-count by 5s, 10s, and 100s.	2a. Count on or count back from any number up to 1000. (Examples: If you start with 456 what are the next three numbers? 457, 458, 459. Or, when you count back what are the first three numbers?	2a. Scott Foresman, Lesson 3-7; Chapter 10
	2b. Skip count by 5's within 1,000.	2b. Navigating through Algebra in PK-2, *Jumping Rules* pp. 22-23 2b. Teaching Arithmetic: Lessons for Introducing Place Value, *Stars in One Minute* pp. 1-14; *Dollar Signs* pp. 42-48; *Counting Fish* pp. 49-58 2b. Zeroing in on Number and Operations, *Counting by Twos, Fives, and Tens* 2b. Scott Foresman, Lesson 3-8
	2c. Skip count by 10's within 1,000.	2c. Teaching Arithmetic: Lessons for Introducing Place Value, *Stars in One Minute* pp. 1-14; *Dollar Signs* pp. 42-48; *Counting Fish* pp. 49-58; *The Game of Tens and Ones* pp. 104-114; *Race for $1.00* pp. 130-138 2c. Teaching Arithmetic: Lessons for Addition and Subtraction, *Four Strikes and You're Out* pp. 135-136 2c. Navigating Through Algebra in PK-2, *Jumping Rules* pp. 22-23 2c. Zeroing in on Number and Operations, *Counting by Twos, Fives, and Tens* 2c. Scott Foresman, Lesson 3-8
	2d. Skip count by 100's within 1,000.	2d. Scott Foresman, Chapter 12, Lesson 1; Chapter 10, Lesson 1
3. Read and write numbers to 1000 using base-ten	3a. Read and write numbers to 1,000 using	3a. Navigating through Number and Operations in PK-2, *All in Order* pp. 29-32 (Modify to 1000)

numerals, number names, and expanded form.	base ten numerals.	3a. Zeroing in on Number and Operations, *Missing Numbers on the Hundreds Chart; Along the Line; Writing Numbers* 3a. Scott Foresman, Lesson 10-3
	3b. Read and write numbers to 1,000 using number names.	3b. Zeroing in on Number and Operations, *Writing Numbers*
	3c. Read and write numbers to 1,000 using expanded form.	3c. Zeroing in on Number and Operations, *Writing Numbers* 3c. Scott Foresman, Lesson 10-3
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.	4a. Compare two two-digit numbers based on the meanings of tens and ones digits.	4a. Teaching Arithmetic: Lessons for Introducing Place Value, *The Game of Tens and Ones* pp. 104-114; *Guess my Number* pp. 124-129 4a. Navigating through Number and Operations in PK-2, *All in Order* pp. 29-32 (Modify to 1000) 4a. Scott Foresman, Lesson 3-7 4a. Game: (resource packet) "From Here to There"
	4b. Compare two three-digit numbers based on the meanings of hundreds, tens, and ones digits.	4b. Navigating through Number and Operations in PK-2, *All in Order* pp. 29-32 (Modify to 1000) 4b. Teaching Arithmetic: Lessons for Introducing Place Value, *Guess my Number* pp. 124-129
	4c. Compare two and three digit numbers using >, =, and < to record the results.	4c. Navigating through Number and Operations in PK-2, *All in Order* pp. 29-32 (Modify to 1000) 4c. Teaching Arithmetic: Lessons for Introducing Place Value, *Guess my Number* pp. 124-129 4c. Zeroing in on Number and Operations, *Equality* 4c. Scott Foresman, Lesson 3-5; Lesson 10-5
Use place value understanding and properties of operations to add and subtract.	**Use place value understanding and properties of operations to add and subtract**	
5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the	5a. Fluently (accurately, efficiently, and flexibly) add within 100 using a variety of strategies (Example: Place value, properties of operations,	5a. Zeroing in on Number and Operations, *What Do You See?; Modeling Addition and Subtraction; Open Number Line* 5a. Games: (resource packet) "SKUNK," "The Game of Tens and Ones," "Plus, Minus, Stay the Same," "Get to

relationship between addition and subtraction.	commutative property, associative property, additive identity property of 0, decomposing numbers, open number line, and hundreds chart.)	100," "Spillover Game."
	5b. Fluently (accurately, efficiently, and flexibly) subtract within 100 using a variety of strategies. (Example: Place value, properties of operations, decomposing numbers, open number line, and hundreds chart.)	5b. Zeroing in on Number and Operations, *Modeling Addition and Subtraction; Open Number Line* 5b. Game: (resource packet) "How Close to 0"
	5c. Demonstrate the relationship between addition and subtraction.	5c. Navigating through Algebra in PK-2, *Math Machines* pp. 69-70 5c. Zeroing in on Number and Operations, *Anchor to Ten; Modeling Addition and Subtraction; Open Number Line*
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	6. Add up to four two-digit numbers using strategies based on place value and properties of operations (Example: Place value, properties of operations, commutative property, associative property, additive identity property of 0, decomposing numbers, open number line, and hundreds chart).	
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of	7a. Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship	7a. Zeroing in on Number and Operations, *Modeling Addition and Subtraction; Open Number Line* 7a. Scott Foresman, Chapter 11

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.	between addition and subtraction. 7b. Relate the strategy to the written method. 7c. 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. (Students are not expected to add or subtract whole numbers using standard algorithms by the end of second grade.)	7b. Zeroing in on Number and Operations, *Modeling Addition and Subtraction; Open Number Line* 7c. Scott Foresman, Lesson 10-4
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	8a. Mentally add 10 or 100 to a given number 100-900. 8b. Mentally subtract 10 or 100 from a given number 100-900.	8a-b. Scott Foresman, Lessons 10-4 and 10-6 8a-b. Daily Mental Math 8a-b. Game: (resource packet) "The Game of Tens and Ones"
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[1] [1] Explanations may be supported by drawings or objects.	9. Explain why addition and subtraction strategies work, using place value and properties of operations (using drawing, objects, or verbal.)	9. Scott Foresman, Chapter 11 **Literature Connections –** The King Commissioners by Aileen Friedman Count on Pablo by Barbara du Rubertis The King's Chessboard by Devis Grebu Spaghetti and Meatballs by Marilyn Burns The Doorbell Rang by Pat Hutchins Math for all Seasons by Greg Tang The Grapes of Math by Greg Tang Two Ways to Count to Ten by Ruby Dee 1 Hunter by Pat Hutchins

		Additional Resource – Calendar Math

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade 2
Unit: Measurement and Data

Common Core State Standards Domain: Measurement and Data

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Measure and estimate lengths in standard units.	**Measure and estimate lengths in standard units.**	
1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	1. Teaching Arithmetic: Lessons in Addition and Subtraction, *Body Measurements* pp.91-96 1. Scott Foresman, Lessons 9-1 to 9-4
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2a. Measure the length of an object twice, using length units of different lengths for the two measurements. 2b. Describe how the two measurements relate to the size of the unit chosen.	2a. Teaching Arithmetic: Lessons in Addition and Subtraction, *Body Measurements* pp. 91-96 2a. Navigating through Measurement in PK-2, *How Many in a ___?* pp. 54-56 2b. Teaching Arithmetic: Lessons in Addition and Subtraction, *Body Measurements* pp. 91-96 2b. Navigating through Measurement in PK-2, *How Many in a ___?* pp. 54-56

3. Estimate lengths using units of inches, feet, centimeters, and meters.	3. Estimate lengths using units of inches, feet, centimeters, and meters.	3. Teaching Arithmetic: Lessons in Addition and Subtraction, *Estimate and Measure* pp. 16-22; *Body Measurements* pp. 91-96 3. Navigating through Measurement PK-2, *Snail Trails* pp.44-46; *How Many in a ___?* pp. 54-56
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	4a. Measure to determine how much longer one object is than another. 4b. Express the length difference in terms of a standard length unit.	4a. Teaching Arithmetic: Lessons in Addition and Subtraction, *Body Measurements* pp. 91-96 4a. Navigating through Measurement in PK-2, *How Many in a ___?* pp. 54-56 4b. Teaching Arithmetic: Lessons in Addition and Subtraction, *Body Measurements* pp. 91-96 4b. Navigating through Measurement in PK-2, *How Many in a ___?* pp. 54-56
Relate addition and subtraction to length. 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	**Relate addition and subtraction to length.** 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (Example: In PE class, Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? 14 +__=23 or 23-14=__.)	5. Number lines, including open number lines, are particularly useful tools and models for solving problems involving lengths.
6. 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. 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. (Students should be able to relate number line to a ruler.)	6. Navigating through Algebra in PK-2, *How Far?* pp. 50-52
Work with time and	**Work with time and**	

money.	**money.**	
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	7a. Tell and write time from analog clocks to the nearest five minutes. 7b. Tell and write time from digital clocks to the nearest five minutes.	7a-b. Scott Foresman, Chapter 8, Lessons 1-3
	7c. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	7c. Scott Foresman, Chapter 8, Lesson 6
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	8a. Be able to identify coins.	8a. Teaching Arithmetic: Lessons for Introducing Place Value, *Race for $1.00* pp. 130-138 8a-c. Scott Foresman Lessons 3-12 to 3-14
	8b. Know the value of each coin.	8b. Teaching Arithmetic: Lessons for Introducing Place Value, *Race for $1.00* pp. 130-138
	8c. Count sets of coins.	8c. Game: (resource packet) "Pocket Money"
	8d. Compare value of two sets of coins.	8d. Scott Foresman, Lesson 3-15
	8e. Make and recognize equivalent collections of coins.	8e. Scott Foresman, Lesson 3-16
	8f. Select coins for a given amount.	
	8g. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	8g. Navigating through Number and Operations in PK-2, *Zooey Lunch* pp. 68-69 8g. Scott Foresman, Lessons 3-17 and 3-18
Represent and interpret data.	**Represent and interpret data.**	
9. Generate	9a. Generate	9a. Navigating through Measurement in PK-2, *How*

measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. 9b. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	*Many in a ___?* pp. 54-56 9b. Scott Foresman, Lesson 8-14
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	10a. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. 10b. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	10a. Navigating through Data Analysis and Probability in PK-2, *Morley Most and Lutie Least* pp. 36-40; *Back and Forth* pp. 44-49; *Conducting a Survey* pp. 53-55; *Whom Do You Believe?* pp. 58-60 10a. Scott Foresman, Lessons 8-12 and 8-13 10b. Navigating through Data Analysis and Probability in PK-2, *Morley Most and Lutie Least* pp. 36-40; *Back and Forth* pp. 44-49; *Conducting a Survey* pp. 53-55; *What a Difference a Day Makes* pp. 55-57 10b. Scott Foresman, Lesson 8-13 **Literature Connections –** Math Curse by Jon Scieszka and Lane Smith Pigs will be Pigs by Amy Axelrod Alexander, Who Used to be Rich Last Sunday by Judith Viorst How Big is a Foot? by Rolf Myller Much Bigger Than Martin by Steven Kellogg Clocks and More Clocks by Pat Hutchins Measuring Penny by Loreen Leedy If you Made a Million by David M. Scwartz **Additional Resource –** Calendar Math

RSU 54/MSAD 54 Math Curriculum

Content Area: Math Grade: Grade 2
Unit: **Geometry**

Common Core State Standards Domain: Geometry

Common Core State Standards	RSU 54/MSAD 54 Objectives	Instructional Resources/Activities
Reason with shapes and their attributes.	Reason with shapes and their attributes.	
1. 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.	1a. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal sides or faces.[1]	1a. Navigating through Geometry PK-2, *Name That Block* pp. 19-21; *Skeletons* pp. 76-78 1a. Scott Foresman, Lesson 7-1
	1b. Identify triangles, quadrilaterals, pentagons, hexagons, cubes, rectangular prism, cone, sphere, and triangular prism.	1b. Navigating through Geometry PK-2, *Name That Block* pp. 19-21; *Skeletons* pp. 76-78 1b. Scott Foresman, Lesson 7-2
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2a. Partition a rectangle into rows and columns of same-size squares.	2a. Navigating through Geometry PK-2, *Folding Shapes* pp. 59-61 2a-b. Scott Foresman, Lesson 7-9
	2b. Count to find the total number of squares in an equally portioned rectangle.	2b. Navigating through Geometry PK-2, *Folding Shapes* pp. 59-61
3. 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	3a. Partition circles and rectangles into two, three, or four equal shares.	3a. Navigating through Geometry PK-2, *Fraction Concentration* pp. 33-35; *Folding Shapes* pp. 59-61 3a. Scott Foresman, Lessons 7-9 and 7-10
	3b. Describe equal shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	3b. Scott Foresman, Lesson 7-10

identical wholes need not have the same shape. [1] Sizes are compared directly or visually, not compared by measuring.	3c. Recognize that equal shares of identical wholes need not have the same shape. (Example: A square can be equally divided into triangles or rectangles.) [1] Sizes are compared directly or visually, not compared by measuring.	**Literature Connections –** The Greedy Triangle by Marilyn Burns Grandfather Tang's Story by Ann Tompert When a Line Begins…a Shape Begins by Rhonda Gowler Greene Mummy Math, An Adventure in Geometry by Cindy Neuschwander **Additional Resource –** Calendar Math