

Common Core Standards Alignment Chart

Units	2.OA.1	2.OA.2	2.OA.3	2.OA.4	2.NBT.1	2.NBT.2	2.NBT.3	2.NBT.4	2.NBT.5	2.NBT.6	2.NBT.7	2.NBT.8	2.NBT.9	2.MD.1	2.MD.2	2.MD.3	2.MD.4	2.MD.5	2.MD.6	2.MD.7	2.MD.8	2.MD.9	2.MD.10	2.G.1	2.G.2	2.G.3
Operations & Algebraic Thinking																										
Unit 1: Add and Subtract Fact Families		✓																								
Unit 2: Write a Number Sentence	✓																									
Unit 3: Odd and Even			✓																							
Unit 4: Add Equal Groups				✓																						
Number & Operations in Base 10																										
Unit 5: Understand Place Value					✓																					
Unit 6: Count, Read, Write to 1,000						✓	✓																			
Unit 7: Compare Numbers								✓																		
Unit 8: Use Strategies to Add									✓																	
Unit 9: Add Two-Digit Numbers										✓																
Unit 10: One Hundred More or Less												✓														
Unit 11: Add Three-Digit Numbers											✓															
Unit 12: Use Strategies to Subtract													✓													
Unit 13: Subtract Two-Digit Numbers									✓		✓															
Unit 14: Subtract Three-Digit Numbers										✓	✓															
Measurement & Data																										
Unit 15: Inch, Foot, Yard														✓	✓	✓	✓									
Unit 16: Centimeter, Meter														✓	✓	✓	✓									
Unit 17: Add and Subtract Lengths																		✓	✓							
Unit 18: Tell Time (Nearest Five Min.)																				✓						
Unit 19: How Much Money?																					✓					
Unit 20: Make a Line Plot																						✓				
Unit 21: Make a Graph																							✓			
Geometry																										
Unit 22: Identify Shapes																								✓		
Unit 23: Parts of Shapes																								✓	✓	

Common CORE Mathematics

Practice at 3 Levels ●●●

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Using This Book

What Is the Common Core?

The Common Core State Standards are an initiative by the states to set shared, consistent, and clear expectations of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be rigorous and pertinent to the real world. They reflect the knowledge and skills that our young people need for success in college and careers.

What Are the Intended Outcomes of Common Core?

The goal of the Common Core Standards is to facilitate the following competencies.

Students will:

- demonstrate independence;
- build strong content knowledge;
- respond to the varying demands of audience, task, purpose, and discipline;
- comprehend as well as critique;
- value evidence;
- use technology and digital media strategically and capably;
- come to understand other perspectives and cultures.

What Does This Mean for You?

If your state has joined the Common Core State Standards Initiative, then as a teacher you are required to incorporate these standards into your lesson plans. Your students may need targeted practice in order to meet grade-level standards and expectations and thereby be promoted to the next grade. This book is appropriate for on-grade-level students as well as intervention, ELs, struggling readers, and special needs. To see if your state has joined the initiative, visit the Common Core States Standards Initiative website to view the most recent adoption map: <http://www.corestandards.org/in-the-states>.

What Does the Common Core Say Specifically About Math?

For math, the Common Core sets the following key expectations.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

How Does Common Core Mathematics Help My Students?

- **Mini-lesson for each unit** introduces Common Core math skills and concepts.

Unit 9
Add Two-Digit Numbers

Standard Number & Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.
2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.

Model the Skill Hand out base-ten blocks and write the following problem on the board.

$41 + 26 =$

◆ **Say:** Let's add these amounts by first joining the tens. How many tens are there in all? (6) What is $60 + 20$? Have students write the sum. (80) **Say:** Let's add the ones. How many ones are there in all? (7) What is $1 + 6$? Have students write the sum. (7) **Say:** How did the sum of the tens and the sum of the ones. What is the total sum? (87) Then write another problem on the board.

$63 + 15 =$

◆ **Ask:** How would you show how to add the tens? ($60 + 10$) How would you show how to add the ones? ($3 + 5$) Have students show the numbers with blocks, add the tens (70), and add the ones (8). **Say:** Once you have found the sum of the tens and ones, what do you do? (Add the tens and ones together.) Write the partial sums and calculate the total sum. (78)

◆ Assign students the appropriate practice page(s) to support their understanding of the skill. Encourage students to model the addends, adding the tens, adding the ones, and writing the partial sums if necessary.

Assess the Skill Use the following problems to pre-/post-assess students' understanding of the skill.

Solve.

$22 + 47 =$ $53 + 14 =$ $67 + 12 =$ $81 + 16 =$ $34 + 55 =$
 $23 + 47 =$ $63 + 18 =$ $58 + 14 =$ $72 + 19 =$ $34 + 58 =$
 $23 + 47 + 11 =$ $63 + 12 + 20 =$ $48 + 14 + 32 + 25 =$

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Common Core Standard(s) covered in the unit

Mini-lesson introduces or refreshes target skills and concepts


Quick and easy ongoing assessment opportunities

- **Four practice pages** with three levels of differentiated practice, and word problems follow each mini-lesson.


Unit 9 • Add Two-Digit Numbers

Name _____


Find each sum.

1  $25 + 40 =$


tens	ones
2	5
4	0

2  $31 + 42 =$

tens	ones
3	1
4	2

3  $46 + 13 =$

tens	ones

4  $14 + 35 =$

tens	ones

5 $46 + 14 + 30 =$

tens	ones

6 $66 + 12 + 21 =$

tens	ones

★ **Tell how you add two-digit numbers.**

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Level 1: Students who need extra support can start at the first practice page, which offers the most on-page support. This page often includes illustrations or model drawing to support every question.



Level 1





Level 2: The second level of practice offers streamlined support features for the first few problems (illustrations, model drawing, or an algorithm reminder for support).

Unit 9 • Add Two-Digit Numbers Name _____

Find each sum.

1 $54 + 18$ 2 $29 + 37$

3 $25 + 73$ 4 $54 + 26$

5 $46 + 35$ 6 $22 + 69$

7 $53 + 18 + 32$ 8 $48 + 17 + 25$

when you have to regroup.

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Level 2



Level 3: The third practice page does not offer on-page support and depicts how students are expected to be able to perform at this grade level, whether in class or in testing.

Unit 9 • Add Two-Digit Numbers Name _____

Find the sum.

1 $12 + 48 =$ 2 $55 + 16 =$

3 $34 + 22 + 18 =$ 4 $41 + 13 + 27 =$

5 $54 + 16 + 24 =$ 6 $42 + 13 + 45 =$

7 $21 + 57 + 19 =$ 8 $26 + 43 + 11 =$

9 $43 + 27 + 18 =$ 10 $37 + 18 + 25 =$

★ Tell how you found the sum.

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Level 3



Each practice page includes a bonus thinking-skills question so students can answer “How do you know?” to address Common Core Standards of Mathematical Practice and demonstrate their reasoning and understanding of the concept.



Tell how you found the sum.

Bonus Thinking Skills question on each practice page

Word Problems: Each unit ends with a page of short answer and multiple-choice word problems so students are challenged to marry their computation skills with their quantitative-reasoning and problem-solving skills and grow more familiar with the types of problems they will encounter on standardized tests.

Word Problem Page

Unit 9 • Word Problems • Add Two-Digit Numbers Name _____

Solve.

1 Last season Nina scored 17 goals. This season she scored 14 goals. How many goals has she scored in all?

2 Alex picked 41 apples. Sam picked 29 apples. How many apples did they pick in all?

Choose the correct answer for each problem.

3 Ryan has 14 marbles. Jaya has 25 marbles. Graham has 36 marbles. How many marbles do they have in all?

4 Ms. Eves has 22 students in her class. Mr. Jacobs has 25 students. Ms. Repo has 29 students. How many students are in all three classes?

a) 74 a) 66
b) 85 b) 76
c) 65 c) 78
d) 75 d) 86

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