## Grade 2

# High Impact 

 Standards

Program Overview and Sample Lessons

Teachers are the most important factor in student learning.

That's why every Standards Plus Lesson is directly taught by a teacher.

## The High Impact Standards Program includes:



- Standards Plus Online Digital Platform
- Access to an Intervention Program -

Printable Tier 2 \& 3 Intervention Lessons

- Printed Teacher Edition \& Student Editions


## Standards Plus Works in Any Setting:




## Distance <br> Learning

- Teachers directly teach lessons to the students in-class or in a virtual setting.
- Students complete the lessons in the Standards Plus Digital Platform or printed student edition.


## How Standards Plus Increases Student Achievement

『
DIRECT INSTRUCTION lessons are proven to foster the most significant gains in student achievement．

## MULTIPLE EXPOSURES TO EACH STANDARD／SKILL

Skills are presented in four to eight lessons，providing students multiple opportunities to practice and retain information．

IMMEDIATE FEEDBACK after every lesson provides the most powerful single modification that enhances student achievement．

FORMATIVE ASSESSMENTS are proven to be highly effective in providing information that leads to increased student achievement．

## IMMEDIATE INTERVENTION

Provides scaffolded instruction to assist students in mastering the standards．

## BUILT ON RESEARCH AND BACKED BY EVIDENCE

All Standards Plus lessons are designed according to educational research and meet ESSA evidence－based guidelines．

## High Impact Standards Includes:

## High Impact Grade Level Lessons and Assessments 56 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons.
Brief formative assessments are provided to monitor student progress.


## Tier 2 \& Tier 3 Intervention Lessons 50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level.
These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform. Printed student editions can be purchased separately.


## Performance Lessons 5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous Standards Plus lessons. These lessons provide students the opportunity to incorporate technology, text analysis, reflection and research.

## Teach a Grade Level Concept with Four Concise Lessons



Lessons can be completed online in the Standards Plus Digital Platform or in the printed student edition.

Standards Plus lessons are grouped in sets that teach a grade-level concept.

| TEACH | TEACH | TEACH | TEACH | ASSESS |
| :---: | :---: | :---: | :---: | :---: |
| Lesson | Lesson | Lesson | Lesson | Assessment |
| 1 | 2 | 3 | 4 | 1 |

A Standards Plus lesson set includes 4 lessons and 1 assessment.

## Assessments

Use the assessments to identify student's understanding of the concepts taught in the lesson set and identify students for Standards Plus Intervention.


Digital Assessment


Print Assessment

Assessments can be completed online in the Standards Plus Digital Platform or in the student edition

When students take the assessment online, the platform will create groups of students that scored below 60\% and recommend intervention lessons.

## Tier 2 \& Tier 3 Intervention

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.

## How the Intervention Lessons Work



Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

## Performance Lessons (DOK 3)

## These lessons require students to apply what they have learned using reasoning, planning, and knowledge gained from the prior lessons.

Many standards are assessed at this level of rigor on state assessments.

## Length: The distance from one end of an object to the other end.

Width: The distance across an object.
Height: How tall an object is; the distance from the ground to the top of the object Ruler: A measuring stick that is usually 12 inches long, and may have inches and fractions of inches marked. A ruler can also have centimeters and millimeters marked on its length.
Measuring tape: A cloth tape or metal measuring device that can extend to many feet (usually 6-100 feet).
Yard stick: A stick which measures 3 feet (1 yard). Often yard sticks will have inches and fractions of inches marked on its length.
Meter stick: A stick which measures 1 meter. Often meter sticks will have centimeters and millimeters marked on its length.
Metric units: Units of measure in which each unit is smaller or larger by a factor of ten, including meter, centimeter, and millimeter.
Standard units: The units of measure used in the United States, including yards, feet, and inches.
Estimate: A number close to the correct amount of the measure but is based on how large the object appears rather than actual measurement.
Equation: A mathematical expression or number sentence with an equal sign.
Symbol: A letter, shape, or other mark that represents the unknown number in a number sentence.
Number line: A line with numbers marked at equal distances that extends from the lowest number on the left to the highest number on the right.

| Standard Units of Measure | Metric Units of Measure |
| :---: | :---: |
| 1 foot ( ft.$)=12$ inches (in.) <br> 1 yard (yd.) $=3$ feet ( ft.$)$ | 1 meter $(\mathrm{m})=100$ centimeters $(\mathrm{cm})$ |

[^0]Solution Rules:

1. Read the word problem
2. Underline the key numbers and words.
3. Decide if you need to add or subtract.
4. Write an equation with symbols.
5. Represent the measures on the number
line.
. Use the problem

Directions: Read the problems below and answer the questions.

1. Estimate the measurements of your finger, your arm, and your height. Measure each item in both standard and metric forms. Record the data on the chart below

| Item | Estimate |  | Measurement |  | Estimate Rating <br> (Circle one) |
| ---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Standard | Metric | Standard |  |

What is the difference between the length of your arm and finger?
Standard measurement: $\qquad$
Metric measurement: $\qquad$

Make a number line showing your finger and arm measurement.

2. Jimmy lined up all his blocks in a row, and the row measured 5 feet. Daisy lined up her blocks, and her row of blocks measured 9 feet. If they put their blocks together how long would the row of blocks be? Use the number line to show your work.


Equation: $\qquad$ feet $\bigcirc$ $\qquad$ feet $=$ $\qquad$ feet

If you were to measure the row of blocks in metric units, what unit would you select?

## Pacing Options

## 14-Week Implementation <br> Teach one lesson per day.

## 7-Week Implementation <br> Teach two lessons per day.

## Intensive / Bootcamp Implementation

Catch up on the high impact standards in three weeks. Teach four lessons per day.

## Grade 2 Mathematics High Impact Standards Lesson Index

| Domain | Lesson | Focus | Standard(s) | TE Pg | St. Ed. Pg |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 | Count Within 1,000 | 2.NBT.2: Count within 1000; skip count by $5 \mathrm{~s}, 10 \mathrm{~s}$, and 100 s | 14 | 3 |
|  | 6 | Count Within 1,000 |  | 16 | 4 |
|  | 7 | Count Within 1,000 |  | 18 | 5 |
|  | 8 | Count Within 1,000 |  | 20 | 6 |
|  | A2 | Assessment - Count Within 1,000 |  | 22 | 7 |
|  | 1 | Shapes | 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 26 | 9 |
|  | 2 | Shapes |  | 28 | 10 |
|  | 3 | Shapes |  | 30 | 11 |
|  | 4 | Shapes |  | 32 | 12 |
|  | A1 | Assessment - Shapes |  | 34 | 13 |
|  | 5 | Partition a Rectangle | 2.G.2: Partition a rectangle into rows and columns of same - size squares and count to find the total number of them. | 36 | 15 |
|  | 6 | Partition a Rectangle |  | 38 | 16 |
|  | 7 | Partition a Rectangle |  | 40 | 17 |
|  | 8 | Partition a Rectangle |  | 42 | 18 |
|  | A2 | Assessment - Partition a Rectangle |  | 44 | 19 |
|  | 9 | Partition Circles and Rectangles | 2.G.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 identical wholes need not have the same shape. | 46 | 21 |
|  | 10 | Partition Circles and Rectangles |  | 48 | 22 |
|  | 11 | Partition Circles and Rectangles |  | 50 | 23 |
|  | 12 | Partition Circles and Rectangles |  | 52 | 24 |
|  | A3 | Assessment - Partition Circles and Rectangles |  | 54 | 25 |
|  | P3 | Performance Lesson \#3 - Shapes and Their Parts |  | 56 | 27-30 |
|  | 9 | Relating Addition and Subtraction | 2.NBT. 5 | 62 | 31 |
|  | 10 | Relating Addition and Subtraction |  | 64 | 32 |
|  | 11 | Relating Addition and Subtraction |  | 66 | 33 |
|  | 12 | Missing Addends |  | 68 | 34 |
|  | A3 | Assessment - Relating Addition and Subtraction |  | 70 | 35 |
|  | 25 | Relating Addition and Subtraction | 2.NBT. 7 | 72 | 37 |
|  | 26 | Relating Addition and Subtraction |  | 74 | 38 |
|  | 27 | Missing Addend |  | 76 | 39 |
|  | 28 | Missing Addend |  | 78 | 40 |
|  | A7 | Assessment - Relate Addition and Subtraction |  | 80 | 41 |

## Grade 2 Mathematics High Impact Standards Lesson Index

| Domain | Lesson | Focus | Standard(s) | TE Pg | St. Ed. Pg |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | Measure in Inches and Feet | 2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | 84 | 43 |
|  | 2 | Measure in Inches and Feet |  | 86 | 44 |
|  | 3 | Measure in Centimeters and Meters |  | 88 | 45 |
|  | 4 | Measure in Centimeters and Meters |  | 90 | 46 |
|  | A1 | Assessment - Measuring Length |  | 92 | 47 |
|  | 5 | Measuring Length | 2.MD.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. | 94 | 49 |
|  | 6 | Measuring Length |  | 96 | 50 |
|  | 7 | Measuring Length |  | 98 | 51 |
|  | 8 | Measuring Length |  | 100 | 52 |
|  | A2 | Assessment - Measuring Length |  | 102 | 53 |
|  | 9 | Estimating Lengths | 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters. | 104 | 55 |
|  | 10 | Estimating Lengths |  | 106 | 56 |
|  | 11 | Estimating Lengths |  | 108 | 57 |
|  | 12 | Estimating Lengths |  | 110 | 58 |
|  | A3 | Assessment - Estimating Lengths |  | 112 | 59 |
|  | 17 | Relate Addition \& Subtraction to Length |  | 114 | 61 |
|  | 18 | Relate Addition \& Subtraction to Length | 2.MD.5: Use addition and subtraction within 100 to solve word problems | 116 | 62 |
|  | 19 | Relate Addition \& Subtraction to Length | same units, e.g., by using drawings (such | 118 | 63 |
|  | 20 | Relate Addition \& Subtraction to Length | symbol for the unknown number to represent the problem. | 120 | 64 |
|  | A5 | Assessment - Relate Addition \& Subtraction to Length |  | 122 | 65 |
|  | 21 | Relate Addition \& Subtraction to Length |  | 124 | 67 |
|  | 22 | Relate Addition \& Subtraction to Length | 2.MD.6: Represent whole numbers as | 126 | 68 |
|  | 23 | Relate Addition \& Subtraction to Length | with equally spaced points corresponding to the numbers $0,1,2, \ldots$, and represent | 128 | 69 |
|  | 24 | Relate Addition \& Subtraction to Length |  | 130 | 70 |
|  | A6 | Assessment - Relate Addition \& Subtraction to Length |  | 132 | 71 |
|  | P7 | Performance Lesson \#7 - Going to Great Length |  | 134-135 | 73-75 |

## Grade 2 Mathematics High Impact Standards Lesson Index

| Domain | Lesson | Focus | Standard(s) | TEPg | St. Ed. Pg |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | Addition and Subtraction Word Problems | 2.OA.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. | 142 | 76 |
|  | 2 | Addition and Subtraction Word Problems |  | 144 | 77 |
|  | 3 | Addition and Subtraction Word Problems |  | 146 | 78 |
|  | 4 | Addition and Subtraction Word Problems |  | 148 | 79 |
|  | A1 | Assessment - Addition and Subtraction Word Problems |  | 150 | 80 |
|  | 9 | Add and Subtract by Counting On | 2.OA.2: Fluently add and subtract within 20 using mental strategies. 2 By end of Grade 2, know from memory all sums of two one-digit numbers. | 152 | 82 |
|  | 10 | Add and Subtract by Making Ten |  | 154 | 83 |
|  | 11 | Add and Subtract Using Related Facts |  | 156 | 84 |
|  | 12 | Add Within 20 Using the Doubles Method |  | 158 | 85 |
|  | A3 | Assessment - Add and Subtract Using Mental Strategies |  | 142 | 86 |
|  | P8 | Performance Lesson \#8-Make It a Word Problem |  | 160 | 88-89 |
| N <br> む <br> $\frac{0}{2}$ <br> $\stackrel{9}{0}$ <br> $\infty$ <br>  | 1 | Time | 2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. | 164 | 90 |
|  | 2 | Time |  | 166 | 91 |
|  | 3 | Time |  | 168 | 92 |
|  | 4 | Time |  | 170 | 93 |
|  | A1 | Assessment - Time |  | 172 | 94 |
|  | P10 | Performance Lesson \#10-It's About Time |  | 174 | 96-97 |

## High Impact Standards

# Sample Lessons 

|  | Lesson | Focus | Standard(s) |
| :---: | :---: | :---: | :---: |
|  | 5 | Count Within 1,000 | 2.NBT.2: Count within 1000; skip count by $5 \mathrm{~s}, 10 \mathrm{~s}$, and 100 s |
|  | 6 | Count Within 1,000 |  |
|  | 7 | Count Within 1,000 |  |
|  | 8 | Count Within 1,000 |  |
|  | A2 | Assessment - Count Within 1,000 |  |

## Sample Teacher Lesson Plan

Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2 |  |  |
| :--- | :--- | :---: |
| Domain: Number and Place Value $\quad$ Focus: Count Within 1,000 $\quad$ Lesson: \#5 |  |  |
| Standard: 2. NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s |  |  |

Lesson Objective: The students will count by ones within 250.
Teacher Tip: Draw on the board or have a large hundreds chart for students to view while you model.

Introduction: "Today we will practice counting by ones within 250 ."
Instruction: "For review, we will use a hundreds chart to count to 100. (Point to each number as students count to 100). Now we are going to practice counting beyond 100. We need to remember that when we reach the next hundreds number, such as 100 or 200, the next number we count will be one more. For example, one more than 100 is 101. (Write 100, 101 on the board.) One more than 200 would be 201. Then we continue counting on by ones just as we did for the hundred chart. The only difference is we say the hundred first."

Guided Practice: "Let's look at the chart at the top of your page. It begins at 91 and ends at 250. (Point to the 100 at the end of the first row. Explain that the first row ends with 100 and the next row begins again with 101,102 , etc.) When we begin counting on from a number in the hundreds, we say the number to ourselves, and we think of which number comes next when we count on. If the starting number is 229, the number in the hundreds place, 2 , will stay the same unless numbers in the tens and ones are 99. Since 30 comes after 29 the next number would be 230." (Model this on the board. Ask students to tell their partners what number comes after 230. Select students to provide the correct answer. Provide additional practice as needed.)

Independent Practice: "You now will complete Problems 1-5 independently.
Remember to count on by ones from the given number. You may use the chart at the top of the page as a reference guide."

Review: Review Problems 1-5 with the students. Discuss the reasoning for each solution.

Closure: "Today we counted by ones within 250."
Answers: 1. 98, 99, 100, 101, 102
2. $115,116,117,118,119$
3. $200,201,202,203,204$
4. 201, 203, 205, 206
5. $237,238,239,240$

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## Sample Student Lesson

Student Page

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2 |  |  |
| :--- | :--- | :---: |
| Domain: Number and Place Value $\quad$ Focus: Count Within 1,000 Lesson: \#5 |  |  |
| Standard: 2.NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s |  |  |

Chart:

| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |
| 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 |
| 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |
| 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 |
| 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 |
| 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 |
| 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 |
| 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 |

Directions: Continue counting by ones from the numbers given. Use the chart above as a reference tool.

1. $95,96,97$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
2. $112,113,114$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
3. 197, 198, 199, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
4. 200 , $\qquad$ , 202, $\qquad$ , 204, $\qquad$ , $\qquad$
5. $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , 241

## Sample Digital Teacher Lesson Plan (3rd Grade Math Sample)



## Guided Practice

"Let's look at some problems involving groups of objects. Listen as I read the problem for Example 2. Juan has three groups of glass marbles. Each group has five marbles. What is Juan's total number of glass marbles? Now we will draw the problem to show each group of marbles. As I draw each group of marbles, you draw each group on your sheet. We will record the number of marbles in each group on the lines to show repeated addition of the number of objects in each group. The first group has 5 marbles so we will write a 5 in the blank. (Continue recording the number 5 in each blank: $5+5+5=3 \times 5=15$. Next we will show that the two factors, or numbers, are multiplied. We will use an $x$ to show it is multiplication in the blank."

> Each section of the digital lesson plan is expandable.

## Sample Digital Student Lesson (3rd Grade Math Sample)



Students respond online in the digital lessons. In this example students draw marbles to show repeated additon and type below.

# Sample Teacher Lesson Plan 

Each lesson plan includes the following direct instruction components:

Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2 |  |  |
| :--- | :--- | :---: |
| Domain: Number and Place Value $\quad$ Focus: Count Within 1,000 Lesson: \#7 |  |  |
| Standard: 2.NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s |  |  |

Lesson Objective: The students will count by ones within 501-750.
Introduction: "Today we will practice counting by ones within 501-750."
Instruction: "We have already practiced counting by ones within 1-500. Even though the numbers today are getting larger, the same rules apply when counting by ones. With each number we count, the number gets larger by 1 more. We need to pay special attention to the number in the ones place. The number in the ones place will always change. The number will get larger by one. Look at Example A. In the number 644, there is a 4 in the ones place. When we count on, adding 1 more to the 4 makes it a 5 , so the number becomes $64 \underline{5}$. If the number in the ones place is a 9 , then adding one more will make ten, making the number in the tens place one more and the number in the ones place become a 0 . Look at Example B. The number 709 has a 0 in the tens place and a 9 in the ones place. When we count on by ones from 709 we add 1 to the 9 - creating 10 - so the tens place has a 1 and the ones place has a 0 . This creates $7 \underline{10}$ as the next number."
Guided Practice: "Look at the chart on your page. It begins at 501 and ends at 750. Put your finger on the column in which all the numbers end in 9 . Let's color that yellow. The next column ends in zero and we will color these numbers orange. Why do you think the 9 is changed to a 0 ?" Call on students to check for understanding.

Independent Practice: "You now will complete Problems 1-5 independently. Remember to count on by ones from the given number. You may use the chart at the top of the page as a reference guide."
Review: Review Problems 1-5 with the students. Discuss the reasoning for each solution.
Closure: "Today we practiced counting on by ones within 501-750."
Answers:

1. $514,515,516,517$
2. $553,554,555,556$
3. 601, 602, 603, 605
4. $724,726,728,729$
5. $736,737,738,739$

## Sample Student Lesson

## Student Page

Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2
Domain: Number and Place Value
Focus: Count Within 1,000 Lesson: \#7
Standard: 2.NBT.2: Count within 1,000; skip-count by 5s, 10s, and 100s

## Example A:

$644+1=645$
Example B:
$709+1=710$

## Each student

 page includesexamples
for
Guided
Practice..


Chart:

| 501 | 502 | 503 | 504 | $\mathbf{5 0 5}$ | $\mathbf{5 0 6}$ | $\mathbf{5 0 7}$ | $\mathbf{5 0 8}$ | $\mathbf{5 0 9}$ | $\mathbf{5 1 0}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 |
| 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 |
| 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 |
| 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 |
| 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 |
| 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 |
| 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 |
| 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 |
| 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 |
| 601 | 602 | 603 | 604 | 605 | 606 | 607 | 608 | 609 | 610 |
| 611 | 612 | 613 | 614 | 615 | 616 | 617 | 618 | 619 | 620 |
| 621 | 622 | 623 | 624 | 625 | 626 | 627 | 628 | 629 | 630 |
| 631 | 632 | 633 | 634 | 635 | 636 | 637 | 638 | 639 | 640 |
| 641 | 642 | 643 | 644 | 645 | 646 | 647 | 648 | 649 | 650 |
| 651 | 652 | 653 | 654 | 655 | 656 | 657 | 658 | 659 | 660 |
| 661 | 662 | 663 | 664 | 665 | 666 | 667 | 668 | 669 | 670 |
| 671 | 672 | 673 | 674 | 675 | 676 | 677 | 678 | 679 | 680 |
| 681 | 682 | 683 | 684 | 685 | 686 | 687 | 688 | 689 | 690 |
| 691 | 692 | 693 | 694 | 695 | 696 | 697 | 698 | 699 | 700 |
| 701 | 702 | 703 | 704 | 705 | 706 | 707 | 708 | 709 | 710 |
| 711 | 712 | 713 | 714 | 715 | 716 | 717 | 718 | 719 | 720 |
| 721 | 722 | 723 | 724 | 725 | 726 | 727 | 728 | 729 | 730 |
| 731 | 732 | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 |
| 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 |

Directions: Continue counting by ones from the numbers given. Use the chart as a reference tool if needed.

1. $511,512,513$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
2. $550,551,552$, $\qquad$ , $\qquad$ ,
3. 600, $\qquad$ , $\qquad$ , $\qquad$ , 604, $\qquad$
4. $\qquad$ , 725, $\qquad$ , 727, $\qquad$ ,
5. $\qquad$ , $\qquad$ , $\qquad$ , 740

# Sample Teacher Lesson Plan 

Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2 |  |  |
| :--- | :---: | :--- |
| Domain: Number and Place Value $\quad$ Focus: Count Within 1,000 |  |  |
| Standard: 2. NBT.2: Count within 1,000; skip count by 5s, 10s, and 100s |  |  |

Lesson Objective: The students will count by ones within 751-1,000.
Introduction: "Today we will practice counting by ones from 751-1,000."
Instruction: "We have been practicing counting by ones within 1-750. Today we will practice counting by ones between 751 and 1,000 . We have been practicing counting by ones, thinking of each number's value for the hundreds, tens, and ones place. Look at Example A. Today our number chart will end at one thousand. When we count from 1 to 999, the numbers represent the ones, the tens, and the hundreds place values. Today we will reach 1,000 on our chart. This is a new place value. The thousands value is to the left of the hundreds, and is separated by a comma. We need to know that the place value to the left of the hundreds is the thousands place."

Guided Practice: "Today we will use a chart that begins at 751 and ends at 1,000 . We have been practicing this week counting by ones up to 1,000 . (Review place value to 1,000 with students.) Put your finger on the 991 in the last row of the chart. As I say the number, follow along by moving your finger. (Explain that when we reach 999 on the chart, the next place value will begin, which is 1,000 .) Now you and your partner select a row and practice counting." Monitor students and check for understanding.

Independent Practice: "You now will complete Problems 1-5 independently. Remember to count on by ones from the given number. You may use the chart at the top of the page as a reference guide."
Review: Review Problems 1-5 with the students. Discuss the reasoning for each solution.

Closure: "Today we practiced counting on by ones within 751-1,000."
Answers:

1. $776,777,778,779$
2. $810,811,812,813$
3. $878,879,880,881$
4. $920,921,923,924$
5. $996,997,998,1,000$

## Sample Student Lesson

| Standards Plus ${ }^{\text {® }}$ - Mathematics - Grade 2 |  |  |  | Student Page |
| :--- | :--- | :---: | :---: | :---: |
| Domain: |  |  |  |  |
| Standard: | 2.NBT and Place Value |  |  |  |

## Example A:

$999+1=1,000$

| Thousands | $\frac{\text { Hundreds }}{0}$ | $\frac{\text { Tens }}{}$ | $\frac{\text { Ones }}{0}$ |
| :---: | :---: | :---: | :---: |
| 1 | 0 | 0 |  |

Chart:

| 751 | 752 | 753 | 754 | 755 | 756 | 757 | 758 | 759 | 760 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 761 | 762 | 763 | 764 | 765 | 766 | 767 | 768 | 769 | 770 |
| 771 | 772 | 773 | 774 | 775 | 776 | 777 | 778 | 779 | 780 |
| 781 | 782 | 783 | 784 | 785 | 786 | 787 | 788 | 789 | 790 |
| 791 | 792 | 793 | 794 | 795 | 796 | 797 | 798 | 799 | 800 |
| 801 | 802 | 803 | 804 | 805 | 806 | 807 | 808 | 809 | 810 |
| 811 | 812 | 813 | 814 | 815 | 816 | 817 | 818 | 819 | 820 |
| 821 | 822 | 823 | 824 | 825 | 826 | 827 | 828 | 829 | 830 |
| 831 | 832 | 833 | 834 | 835 | 836 | 837 | 838 | 839 | 840 |
| 841 | 842 | 843 | 844 | 845 | 846 | 847 | 848 | 849 | 850 |
| 851 | 852 | 853 | 854 | 855 | 856 | 857 | 858 | 859 | 860 |
| 861 | 862 | 863 | 864 | 865 | 866 | 867 | 868 | 869 | 870 |
| 871 | 872 | 873 | 874 | 875 | 876 | 877 | 878 | 879 | 880 |
| 881 | 882 | 883 | 884 | 885 | 886 | 887 | 888 | 889 | 890 |
| 891 | 892 | 893 | 894 | 895 | 896 | 897 | 898 | 899 | 900 |
| 901 | 902 | 903 | 904 | 905 | 906 | 907 | 908 | 909 | 910 |
| 911 | 912 | 913 | 914 | 915 | 916 | 917 | 918 | 919 | 920 |
| 921 | 922 | 923 | 924 | 925 | 926 | 927 | 928 | 929 | 930 |
| 931 | 932 | 933 | 934 | 935 | 936 | 937 | 938 | 939 | 940 |
| 941 | 942 | 943 | 944 | 945 | 946 | 947 | 948 | 949 | 950 |
| 951 | 952 | 953 | 954 | 955 | 956 | 957 | 958 | 959 | 960 |
| 961 | 962 | 963 | 964 | 965 | 966 | 967 | 968 | 969 | 970 |
| 971 | 972 | 973 | 974 | 975 | 976 | 977 | 978 | 979 | 980 |
| 981 | 982 | 983 | 984 | 985 | 986 | 987 | 988 | 989 | 990 |
| 991 | 992 | 993 | 994 | 995 | 996 | 997 | 998 | 999 | 1,000 |

Directions: Continue counting by ones from the numbers given. Use the chart above as a reference tool.

1. $773,774,775$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
2. $807,808,809$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$
3. 876,877 , $\qquad$ , $\qquad$ , $\qquad$
4. 919, $\qquad$ , $\qquad$ , 922, $\qquad$ ,
5. $\qquad$ , $\qquad$ , $\qquad$ , 999, $\qquad$

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## Sample Assessment - Teacher Page

## Teacher Lesson Plan

## Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2

Domain: Number and Place Value
Focus: Count Within 1,000
Assessment: \#2

## This assessment may be used in the following ways:

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

Standard: 2.NBT. 2 Count within 1,000; skip county by 5 s, 10 s, and 100 s.
Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce the week's instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.


## Additional Tips:

- All Standards Plus assessments are available in an interactive digital format in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends additional printable intervention lessons.
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers:

1. (2.NBT.2) 99, 100, 101, 102
2. (2.NBT.2) 347, 348, 350, 351
3. (2.NBT.2) 501, 502, 503, 505
4. (2.NBT.2) 889, 891, 892, 893
5. (2.NBT.2) C
[^1]
## Sample Assessment - Student Page

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 2 |  |  |
| :--- | :--- | ---: |
| Domain: Number and Place Value | Focus: Count Within 1,000 |  |

Directions: Fill in the blanks by ones from the numbers given.

1. $96,97,98$, $\qquad$ , $\qquad$ , $\qquad$ ,
2. 345,346 , $\qquad$ , $\qquad$ , 349, $\qquad$ , $\qquad$
3. 500 , $\qquad$ , $\qquad$ , $\qquad$ , 504, $\qquad$
4. $\qquad$ , 890, $\qquad$ , $\qquad$ , $\qquad$
5. Which numbers fill the blanks correctly?
$\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ 1,000
A. $1,001,1,002,1,003,1,004$
B. $96,97,98,99$
C. $996,997,998,999$
D. 6, 7, 8, 9

All Standards Plus purchases include live online teacher training to ensure a successful implementation.


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[^0]:    Number Line Rules:

    1. Think about how you will represent the numbers
    2. Place the zero on the far left.
    3. Place the largest number on the far right.
    4. Space numbers an equal distance apart.
    5. Include extra numbers to the right of the largest number when adding.
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