



# 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:**



- 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.





**TEACHERS** are the most important factor in student learning.



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



**DISCRETE LEARNING TARGETS** provide easily understood instruction that allow students to retain information.



**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.



## 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.



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.)	1 meter (m) = 100 centimeters (cm)
	1 yard (yd.) = 3 feet (ft.)	
Nun	nber Line Rules:	Solution Rules:
1.	Think about how you will represent the	<ol> <li>Read the word problem.</li> </ol>
	numbers	2. Underline the key numbers and words.
2.	Place the zero on the far left.	<ol><li>Decide if you need to add or subtract.</li></ol>
3.	Place the largest number on the far right.	<ol><li>Write an equation with symbols.</li></ol>
4.	Space numbers an equal distance apart.	5. Represent the measures on the number
5.	Include extra numbers to the right of the	line.
	largest number when adding.	6. Use the number line to solve the
		problem.

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#### 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.

	ESTIF	nate	ivieasu	rement	Estimate Rating
Item	Standard	Metric	Standard	Metric	(Circle one)
					Close
Finger Length					High
					Low
					Close
Arm Length					High
					Low
					Close
Height					High
					Low

What is the difference between the length of your arm and finger?

Standard measurement: \_

Metric measurement: \_\_\_\_\_

Make a number line showing your finger and arm measurement.

~

How does the number line help you find the difference?

 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: \_\_\_\_\_feet O \_\_\_\_\_feet = \_\_\_\_feet

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

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## **Pacing Options**

## **14-Week Implementation**

Teach one lesson per day.



## 7-Week Implementation

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
ВТ Р <del>1</del> 1	5	Count Within 1,000		14	3
lue – Nł	6	Count Within 1,000		16	4
lace Va	7	Count Within 1,000	2.NBT.2: Count within 1000; skip count by 5s, 10s, and 100s	18	5
ber & P	8	Count Within 1,000		20	6
Num	A2	Assessment – Count Within 1,000		22	7
	1	Shapes		26	9
	2	Shapes	specified attributes, such as a given	28	10
	3	Shapes	number of angles or a given number of equal faces. Identify triangles,	30	11
	4	Shapes	quadrilaterals, pentagons, hexagons, and cubes.	32	12
	A1	Assessment – Shapes		34	13
	5	Partition a Rectangle		36	15
Z	6	Partition a Rectangle	2.G.2: Partition a rectangle into rows and	38	16
met	7	Partition a Rectangle	columns of same – size squares and count	40	17
Geol	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	46	21
	10	Partition Circles and Rectangles	the shares using the words halves, thirds,	48	22
	11	Partition Circles and Rectangles	whole as two halves, three thirds,	50	23
	12	Partition Circles and Rectangles	four fourths. Recognize that equal shares of identical wholes need not have the	52	24
	A3	Assessment – Partition Circles and Rectangles	same shape.	54	25
	P3	<b>Performance Lesson #3 –</b> Shapes and Their Parts		56	27-30
2					
Part	9	Relating Addition and Subtraction		62	31
BT	9 10	Relating Addition and Subtraction Relating Addition and Subtraction		62 64	31 32
7	9 10 11	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction	2.NBT.5	62 64 66	31 32 33
-	9 10 11 12	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends	2.NBT.5	62 64 66 68	31 32 33 34
tion – I	9 10 11 12 A3	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends Assessment – Relating Addition and Subtraction	2.NBT.5	62 64 66 68 70	31 32 33 34 35
btraction – I	9 10 11 12 A3 25	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends Assessment – Relating Addition and Subtraction Relating Addition and Subtraction	2.NBT.5	62 64 66 68 70 72	31 32 33 34 35 37
Subtraction – 1	9 10 11 12 A3 25 26	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends Assessment – Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction	2.NBT.5	62 64 66 68 70 72 74	31 32 33 34 35 37 38
on & Subtraction – I	9 10 11 12 A3 25 26 27	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends Assessment – Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addend	2.NBT.5 2.NBT.7	62 64 66 68 70 72 74 76	31 32 33 34 35 37 38 39
ddition & Subtraction – I	9 10 11 12 A3 25 26 27 28	Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addends Assessment – Relating Addition and Subtraction Relating Addition and Subtraction Relating Addition and Subtraction Missing Addend Missing Addend	2.NBT.5 2.NBT.7	62 64 66 70 72 74 76 78	31 32 33 34 35 37 38 39 40

#### Grade 2 Mathematics High Impact Standards Lesson Index

Domain L	esson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	1	Measure in Inches and Feet		84	43
	2	Measure in Inches and Feet	2 MD 1. Maanus the length of an abject	86	44
	3	Measure in Centimeters and Meters	by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and	88	45
	4	Measure in Centimeters and Meters	measuring tapes.	90	46
	A1	Assessment – Measuring Length		92	47
	5	Measuring Length		94	49
	6	Measuring Length	2.MD.2: Measure the length of an object	96	50
	7	Measuring Length	twice, using length units of different lengths for the two measurements;	98	51
	8	Measuring Length	to the size of the unit chosen.	100	52
	A2	Assessment – Measuring Length		102	53
art 1	9	Estimating Lengths		104	55
ID P	10	Estimating Lengths		106	56
- h	11	Estimating Lengths	2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.	108	57
Lengt	12	Estimating Lengths		110	58
bout	A3	Assessment – Estimating Lengths		112	59
AIIA	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	involving lengths that are given in the 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,, and represent	128	69
	24	Relate Addition & Subtraction to Length	whole-number sums and differences within 100 on a number line diagram.	130	70
	A6	Assessment – Relate Addition & Subtraction to Length	]	132	71
	P7	Performance Lesson #7 – Going to Great Length	15	134-135	73-75

#### Grade 2 Mathematics High Impact Standards Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	1	Addition and Subtraction Word Problems		142	76
	2	Addition and Subtraction Word Problems	2.OA.1: Use addition and subtraction within 100 to solve one-and two-step word	144	77
ıking	3	Addition and Subtraction Word Problems	taking from, putting together, taking apart, and comparing, with unknowns in all	146	78
Thin	4	Addition and Subtraction Word Problems	positions, e.g., by using drawings and equations with a symbol for the unknown	148	79
Jebraic	A1	Assessment – Addition and Subtraction Word Problems	number to represent the problem.	150	80
d Alg	9	Add and Subtract by Counting On		152	82
s anc	10	Add and Subtract by Making Ten	2 QA 2: Eluantly add and subtract within	154	83
ation	11	Add and Subtract Using Related Facts	20 using mental strategies. 2 By end of Grade 2, know from memory all sums of	156	84
Oper	12	Add Within 20 Using the Doubles Method	two one-digit numbers.	158	85
•	A3	Assessment – Add and Subtract Using Mental Strategies		142	86
	P8	Performance Lesson #8 – Make It a Word Proble	em	160	88-89
Pt 2	1	Time		164	90
- MD	2	Time		166	91
Data -	3	Time	2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	168	92
iey, &	4	Time		170	93
e, Mon	A1	Assessment – Time		172	94
Time	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	
6	Count Within 1,000	
7	Count Within 1,000	2.NBT.2: Count within 1000; skip count by 5s, 10s, and 100s
8	Count Within 1,000	
A2	Assessment – Count Within 1,000	

Number and Place Value

#### **Sample Teacher Lesson Plan**

Standards P	Plus <sup>®</sup> – Mathematics – Grade 2	
Domain: Number and Place Value	Focus: Count Within 1,000	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

ers:	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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Each lesson includes a step by step lesson plan.

#### Sample Student Lesson

		nin 1 000	Count W/it	Focue		alue	nd Place V	Jumber o	Domain <sup>.</sup>		
<u>1033011</u> . #0		0s	Os. and 10	<u>rocus</u> . 11 by 5s. 1	skip-cou	thin 1.000	Count wi	2 NBT 2	Standard:		
		00		11 by 00, 1			oount m	2.1101.2.	otandara.		
									Chart:		
100	99	98	97	96	95	94	93	92	91		
<b>1</b> 10	<b>1</b> 09	<b>1</b> 08	<b>1</b> 07	<b>1</b> 06	<b>1</b> 05	<b>1</b> 04	<b>1</b> 03	102	<b>1</b> 01		
120	<b>1</b> 19	<b>1</b> 18	<b>1</b> 17	<b>1</b> 16	<b>1</b> 15	<b>1</b> 14	<b>1</b> 13	<b>1</b> 12	<b>1</b> 11		
130	<b>1</b> 29	<b>1</b> 28	<b>1</b> 27	<b>1</b> 26	<b>1</b> 25	<b>1</b> 24	<b>1</b> 23	122	<b>1</b> 21		
<b>1</b> 40	<b>1</b> 39	<b>1</b> 38	<b>1</b> 37	<b>1</b> 36	<b>1</b> 35	<b>1</b> 34	133	<b>1</b> 32	<b>1</b> 31		
<b>1</b> 50	<b>1</b> 49	<b>1</b> 48	<b>1</b> 47	<b>1</b> 46	<b>1</b> 45	<b>1</b> 44	<b>1</b> 43	<b>1</b> 42	<b>1</b> 41		
<b>1</b> 60	<b>1</b> 59	<b>1</b> 58	<b>1</b> 57	<b>1</b> 56	<b>1</b> 55	<b>1</b> 54	<b>1</b> 53	<b>1</b> 52	<b>1</b> 51		
<b>1</b> 70	<b>1</b> 69	<b>1</b> 68	<b>1</b> 67	<b>1</b> 66	<b>1</b> 65	<b>1</b> 64	<b>1</b> 63	<b>1</b> 62	<b>1</b> 61		
<b>1</b> 80	<b>1</b> 79	<b>1</b> 78	177	<b>1</b> 76	<b>1</b> 75	<b>1</b> 74	<b>1</b> 73	<b>1</b> 72	<b>1</b> 71		
190	<b>1</b> 89	188	<b>1</b> 87	<b>1</b> 86	<b>1</b> 85	<b>1</b> 84	<b>1</b> 83	<b>1</b> 82	<b>1</b> 81		
<b>2</b> 00	199	198	<b>1</b> 97	<b>1</b> 96	<b>1</b> 95	<b>1</b> 94	<b>1</b> 93	192	<b>1</b> 91		
<b>2</b> 10	<b>2</b> 09	<b>2</b> 08	<b>2</b> 07	<b>2</b> 06	<b>2</b> 05	<b>2</b> 04	<b>2</b> 03	<b>2</b> 02	<b>2</b> 01		ach Id
<b>2</b> 20	<b>2</b> 19	<b>2</b> 18	<b>2</b> 17	<b>2</b> 16	<b>2</b> 15	<b>2</b> 14	<b>2</b> 13	<b>2</b> 12	<b>2</b> 11	255011	ach ie
<b>2</b> 30	<b>2</b> 29	<b>2</b> 28	<b>2</b> 27	<b>2</b> 26	<b>2</b> 25	<b>2</b> 24	<b>2</b> 23	<b>2</b> 22	<b>2</b> 21	has	also k
<b>2</b> 40	<b>2</b> 39	<b>2</b> 38	<b>2</b> 37	<b>2</b> 36	<b>2</b> 35	<b>2</b> 34	<b>2</b> 33	<b>2</b> 32	<b>2</b> 31		
<b>2</b> 50	<b>2</b> 49	<b>2</b> 48	<b>2</b> 47	<b>2</b> 46	<b>2</b> 45	<b>2</b> 44	<b>2</b> 43	<b>2</b> 42	<b>2</b> 41	sy to	n eas
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	41	_,, 24		204,,	,	02,	, 2	00,	4. 20 5		

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

			÷		
Digital	•	Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations 8 Lesson: #2 Focus: Products of Wh	a Algebraic Thinking nole Numbers
				Star	idard(s)
versions			Lesson Objecti	ve	
of every		set, recording the repeated-ad	ducts of whole numbers by drawin dition sentence, and writing the m	g the number of grouped of nultiplication symbol for the	problem.
lesson and			Introduction		
		"Today we will continue to lead combining a specific number of	n about <i>multiplication</i> and how a f f groups with the same number of	total number of objects can objects in each group."	be determined by
assessment			Instruction		
are included.			Guided Practic	ce	~
			Independent Pra	ctice	~
			Review		~
			Closure		~
			Answers		V
			Teacher E1 E2	1 2	Next
			Instruction		

"We have learned that when we have groups of objects and we want to determine the total number of objects, we can *multiply*. We *multiply* by adding the same number over and over again. Look at Example 1. Maria has 4 boxes of limes. Each box has 4 limes in it. To find out the total number of limes Maria has, we add 4 + 4 + 4 + 4. We can also write this  $4 \times 4$ . The product is 16 limes. *Multiplication* lets us add more quickly and efficiently."

#### **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 number are multiplied way with a solution. 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.

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

Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations & Algebr Lesson: #2 Focus: Products of Whole Nur	araic Thinking umbers	
		Standard(:	(5) 🗸	
Directions: Read each probles sentence, the multiplication sy sentence. Make sure you write Example 2:	m below. Draw a picture of the objec mbol, and the total number of objec the product on the last line.	ts in groups. Record the repeate ts on the line to complete each r	red-addition number	
Juan has three groups of glass marbles? Finish the picture by	s marbles. Each group has five marb putting the marbles in the circles.	les. What is Juan's total number	· of glass	
	y I	Clear		
(	+ + = 3	5= product		



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

#### Sample Teacher Lesson Plan

Teacher Lesson Plan

Standards Plus <sup>®</sup> – Mathematics – Grade 2									
Domain: Number and Place Value	Focus: Count Within 1,000	Lesson: #7							
Standard: 2.NBT.2: Count within 1,000; s	kip-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 645. 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 710 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

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Each lesson plan includes the following direct instruction components:

Introduction Instruction Guided **Practice** Independent Practice Review Closure

### Sample Student Lesson

	Domain <sup>.</sup> N	umber an	Star	ndards P alue	lus®– Ma	athemati	cs – Gra	de 2 in 1.000		Lesson <sup>.</sup> #
	Standard: 2	NBT.2: (	Count with	in 1,000; s	skip-count	by 5s, 10	s, and 100	)s		<u></u> . <i>n</i>
	<b>Example</b> 644 + 1 <b>Example</b> 709 + 1	<b>A:</b> = 645 <b>B:</b> = 710								
	Chart:	<b>E</b> 00	<b>F</b> 00	<b>E</b> 04	<b>F</b> 05	FOC	<b>F</b> 07	<b>F</b> 00	<b>F</b> 00	<b>F</b> 40
e includes	501	502	<b>5</b> 03	<b>5</b> 04	505	506	507	508	<b>5</b> 09	510
kamples	511	512	513	514 524	515 525	510	51/ 527	518	519	520 520
for	521	522	523 523	524	<b>3</b> 23	520 520	527	520 520	529 520	<b>5</b> 30
	<b>5</b> 41	<b>5</b> 42	<b>5</b> 43	504 5//	<b>5</b> 35 <b>5</b> 45	<b>5</b> 30	<b>5</b> 47	<b>5</b> /8	<b>5</b> 39	<b>5</b> 40
Guided	551	542	543 553	544 554	545 555	540	547	540	<b>5</b> 50	500
actice	501	502	500 563	<b>5</b> 64	<b>5</b> 65	<b>5</b> 66	507 567	500	<b>5</b> 60	<b>5</b> 70
	571	572	<b>5</b> 73	57/	<b>5</b> 75	<b>5</b> 76	577	578	579	580
	581	582	583	58/	585	586	587	588	580	500
	501	502	503	504 50/	<b>5</b> 05	506	507	508	500	<b>6</b> 00
	<b>6</b> 01	<b>6</b> 02	<b>6</b> 03	<b>6</b> 04	<b>6</b> 05	<b>6</b> 06	<b>6</b> 07	<b>6</b> 08	<b>6</b> 09	<b>6</b> 10
	<b>6</b> 11	612	613	614	<b>6</b> 15	<b>6</b> 16	617	<b>6</b> 18	<b>6</b> 10	620
	621	622	623	624	625	626	627	628	620	630
	631	632	633	634	635	636	637	638	630	<b>6</b> 40
	<b>6</b> 41	642	643	644	<b>6</b> 45	<b>6</b> 46	647	<b>6</b> 48	649	<b>6</b> 50
	651	652	653	654	655	<b>6</b> 56	657	658	650	<b>6</b> 60
	<b>6</b> 61	<b>6</b> 62	663	<b>6</b> 64	665	<b>6</b> 66	<b>6</b> 67	668	<b>6</b> 69	<b>6</b> 70
	671	672	673	674	675	<b>6</b> 76	677	678	<b>6</b> 79	<b>6</b> 80
	<b>6</b> 81	682	<b>6</b> 83	<b>6</b> 84	<b>6</b> 85	<b>6</b> 86	687	<b>6</b> 88	<b>6</b> 89	<b>6</b> 90
	<b>6</b> 91	<b>6</b> 92	<b>6</b> 93	<b>6</b> 94	<b>6</b> 95	<b>6</b> 96	<b>6</b> 97	<b>6</b> 98	<b>6</b> 99	700
	701	<b>7</b> 02	<b>7</b> 03	<b>7</b> 04	<b>7</b> 05	<b>7</b> 06	<b>7</b> 07	<b>7</b> 08	<b>7</b> 09	710
	711	712	713	714	715	716	<b>7</b> 17	<b>7</b> 18	<b>7</b> 19	720
	721	722	723	724	725	726	727	728	729	730
	731	732	733	<b>7</b> 34	735	736	<b>7</b> 37	738	739	740
	741	<b>7</b> 42	<b>7</b> 43	<b>7</b> 44	<b>7</b> 45	<b>7</b> 46	<b>7</b> 47	<b>7</b> 48	<b>7</b> 49	<b>7</b> 50
and ns to be npleted	Directio as a refe 1. 51	ns: Col erence to 1, 512, {	ntinue co col if nee 513,	ounting eded.	by ones _,	from th	e numb	ers give	n. Use	the chai
	2. 55	0, 551, 8	b52,		,			,		
pendent actice	3. 60	0,	,		,,		, 60 <sup>,</sup>	4,		
	4		_, 725,		, 7	27,		_,		
	5		,		_,,	, .		, 74	40	

Each page

### Sample Teacher Lesson Plan

	Standards Plu	us <sup>®</sup> – Mathematics – Grade 2	
Domain: Num	per and Place Value	Focus: Count Within 1,000	Lesson: #8
Standard: 2.N	B1.2: Count within 1,000; si	kip count by 5s, 10s, and 100s	
Lesson Obj	ective: The students	will count by ones within 751-1,0	000.
Introductio	n: "Today we will prac	tice counting by ones from 751-	1,000."
Instruction: will practice counting by ones place. thousand. V tens, and the is a new pla separated b hundreds is	We have been pract counting by ones betw ones, thinking of each Look at Example A. T Vhen we count from 1 t e hundreds place value ce value. The thousan y a comma. We need t the thousands place."	icing counting by ones within 1- een 751 and 1,000. We have b number's value for the hundreds oday our number chart will end to 999, the numbers represent th es. Today we will reach 1,000 of ds value is to the left of the hund to know that the place value to t	750. Today we een practicing s, tens, and at one ne ones, the n our chart. This dreds, and is he left of the
Guided Pra 1,000. We l place value the chart. A when we rea Now you an and check fo	ctice: "Today we will unave been practicing the to 1,000 with students. s I say the number, foll ach 999 on the chart, the d your partner select a br understanding.	use a chart that begins at 751 ar is week counting by ones up to ) Put your finger on the 991 in t low along by moving your finger he next place value will begin, w row and practice counting." Mo	nd ends at 1,000. (Review he last row of (Explain that hich is 1,000.) nitor students
Independer Remember the top of th	<b>It Practice:</b> "You now to count on by ones fro e page as a reference	will complete Problems 1-5 inde m the given number. You may guide."	ependently. use the chart at
Review: Resolution.	eview Problems 1-5 wit	h the students. Discuss the rea	soning for each
Closure: "T	oday we practiced cou	inting on by ones within 751-1,0	00."
Answers:	1. 776, 777, 778, 7 2. 810, 811, 812, 8 3. 878, 879, 880, 8 4. 920, 921, 923, 9 5. 996, 997, 998, 1	779 313 381 924 1,000	

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#### Sample Student Lesson

	Domain: Standard:	Number a 2.NBT.2	nd Place Va : Count with	alue nin 1,000	<u>F</u> ; skip cour	<u>ocus</u> : Co it by 5s, 1	unt Within 0s, and 10	1,000 D0s		Lesson:
	Examp									
	999 + 1	= 1,000	D							
	Thousa	ands   F	lundreds	Tens	Ones					
	1		0	0	0					
	Chart:						-	-		
	<b>7</b> 51	<b>7</b> 52	<b>7</b> 53	<b>7</b> 54	<b>7</b> 55	<b>7</b> 56	<b>7</b> 57	<b>7</b> 58	<b>7</b> 59	<b>7</b> 60
	<b>7</b> 61	<b>7</b> 62	<b>7</b> 63	<b>7</b> 64	<b>7</b> 65	<b>7</b> 66	<b>7</b> 67	<b>7</b> 68	<b>7</b> 69	<b>7</b> 70
	771	<b>7</b> 72	<b>7</b> 73	<b>7</b> 74	<b>7</b> 75	<b>7</b> 76	<b>7</b> 77	<b>7</b> 78	<b>7</b> 79	<b>7</b> 80
	781	782	783	784	785	786	787	788	789	790
After	791	792	793	794	795	796	<b>1</b> 97	798	799	800
Anter	<b>8</b> 01	802 910	<b>8</b> 03	<b>8</b> 04	805 915	806 916	<b>8</b> 07	<b>8</b> 08	809	810
students	<b>0</b> 11 <b>0</b> 21	012 022	013 022	014 024	010 025	010 026	017 027	010 020	<b>0</b> 19 <b>0</b> 20	020 020
	<u>8</u> 31	832	833	834	835	836	837	838	830	<b>8</b> 40
complete	841	842	<b>8</b> 43	<b>8</b> 44	<b>8</b> 45	846	847	<b>8</b> 48	<b>8</b> 49	850
danandant	851	852	<b>8</b> 53	854	855	856	857	858	<b>8</b> 59	<b>8</b> 60
lependent	<b>8</b> 61	862	<b>8</b> 63	<b>8</b> 64	865	<b>8</b> 66	<b>8</b> 67	<b>8</b> 68	<b>8</b> 69	<b>8</b> 70
Practice,	871	872	<b>8</b> 73	874	<b>8</b> 75	<b>8</b> 76	877	<b>8</b> 78	<b>8</b> 79	<b>8</b> 80
	<b>8</b> 81	<b>8</b> 82	<b>8</b> 83	<b>8</b> 84	<b>8</b> 85	<b>8</b> 86	<b>8</b> 87	<b>8</b> 88	<b>8</b> 89	<b>8</b> 90
review	<b>8</b> 91	<b>8</b> 92	<b>8</b> 93	<b>8</b> 94	<b>8</b> 95	<b>8</b> 96	<b>8</b> 97	<b>8</b> 98	<b>8</b> 99	<b>9</b> 00
ach item	<b>9</b> 01	<b>9</b> 02	<b>9</b> 03	<b>9</b> 04	<b>9</b> 05	<b>9</b> 06	<b>9</b> 07	<b>9</b> 08	<b>9</b> 09	<b>9</b> 10
achitem	<b>9</b> 11	<b>9</b> 12	<b>9</b> 13	<b>9</b> 14	<b>9</b> 15	<b>9</b> 16	<b>9</b> 17	<b>9</b> 18	<b>9</b> 19	<b>9</b> 20
check for	<b>9</b> 21	<b>9</b> 22	<b>9</b> 23	<b>9</b> 24	<b>9</b> 25	<b>9</b> 26	<b>9</b> 27	<b>9</b> 28	<b>9</b> 29	<b>9</b> 30
. P	<b>9</b> 31	<b>9</b> 32	<b>9</b> 33	<b>9</b> 34	<b>9</b> 35	<b>9</b> 36	<b>9</b> 37	<b>9</b> 38	<b>9</b> 39	<b>9</b> 40
erstanding.	<b>9</b> 41	<b>9</b> 42	<b>9</b> 43	<b>9</b> 44	<b>9</b> 45	<b>9</b> 46	<b>9</b> 47	<b>9</b> 48	<b>9</b> 49	<b>9</b> 50
	<b>9</b> 51	<b>9</b> 52	<b>9</b> 53	<b>9</b> 54	<b>9</b> 55	<b>9</b> 56	<b>9</b> 57	<b>9</b> 58	<b>9</b> 59	<b>9</b> 60
	<b>9</b> 61	962	<b>9</b> 63	<b>9</b> 64	<b>9</b> 65	<b>9</b> 66	<b>9</b> 67	968	<b>9</b> 69	<b>9</b> 70
	9/1	9/2	<b>9</b> 73	9/4	9/5 005	9/6	9//	9/8	<b>9</b> 79	980
	<b>9</b> 81	982 002	983	984 004	985 005	986	987 007	988 009	<b>9</b> 89	990
	Direction chart at	ons: Co	ontinue co a referen	ounting ice tool	by ones	s from th	ne numb	pers give	en. Use	e the
	1. 77	73, 774,	775,		,		_,	,		
	2. 80	07, 808	809,		,		_,			·
	3. 87	76, 877,		,		,		,		_
	4. 9′	19,	,		, g	922,		,	,	-
	5				,	,	999,			

### Sample Assessment - Teacher Page

Dama alima Misuna la	Standards Plus <sup>®</sup> – Mathematics – Grade 2
Domain: Numo	per and Place Value <u>Focus</u> : Count Within 1,00
	Assessment. #2
This asses	sment may be used in the following ways:
• As a f	formative assessment of the students' progress
<ul> <li>As an</li> </ul>	additional opportunity to reinforce the vocabulary concepts and
knowl	edge presented in the previous 4 lessons
Standard:	2.NBT.2 Count within 1,000; skip county by 5s, 10s, and 100s.
Procedure	: Read the directions aloud and ensure that students understand
how to resp	ond to each item.
<ul> <li>If you</li> </ul>	are using this as a formative assessment, have the students
comp	lete the evaluation independently.
<ul> <li>If you</li> </ul>	are using this to reinforce the week's instruction, determine the
items	that will be completed as guided practice, and those that will be
comp	leted as independent practice.
Additional Ti	ips:
All St	andards Plus assessments are available in an interactive digital format in the
	Jalus Plus Digital Plation.
autor	natically creates intervention groups and recommends additional printable
inter	vention lessons.
You	can also access the printable intervention lessons from the home screen in the
digita	Il platform.
<b>D</b> oviour D	aviau the correct answers with students as seen as they are
Review: R	eview the correct answers with students as soon as they are
finiahad	
finished.	
finished.	1 (2 NRT 2) 99 100 101 102
finished.	1. (2.NBT.2) 99, 100, 101, 102 2. (2.NBT.2) 347, 348, 350, 351
finished.	1. (2.NBT.2) 99, 100, 101, 102 2. (2.NBT.2) 347, 348, 350, 351 3. (2.NBT.2) 501, 502, 503, 505
finished.	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
finished.	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

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#### Sample Assessment - Student Page

<u>Domain</u> :	Number and Place	e Value <u>Asse</u>	ssment: #2	<u>Focus</u> :	Count Within 1,0
Direc	tions: Fill in	the blanks by	ones from th	e numbers (	given.
1. 96,	97, 98,	7	,	,,	
2. 345	5, 346,	,	, 349,		
3. 500	),	_,	P	_, 504,	
4	, 89	90,	_,	,	
5. Wh	ich numbers	fill the blanks	correctly?		
		7	,		, 1,000
	A. 1,001, 1	,002, 1,003, 1,	,004		
	B. 96, 97, 9	98, 99			
	C.996,997	7, 998, 999			
		h			



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