

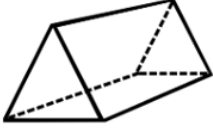
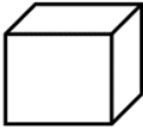
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cycle 2 Week 1 April 13-17, 2020	I can compose two-dimensional shapes based on given properties or attributes. © MATH.2.8D	I can decompose two-dimensional shapes and identify the resulting geometric figures. © MATH.2.8E	I can create two-dimensional shapes based on given attributes. © MATH.2.8A	I can classify and sort quadrilaterals based on attributes using formal geometric language. ® MATH.2.8C	I can classify and sort regular and irregular polygons based on attributes using the formal geometric language. ® MATH.2.8C
Cycle 2 Week 2 April 20-24, 2020	I can classify and sort two-dimensional figures based on attributes using formal geometric language. ® MATH.2.8C	I can compose three-dimensional figures with given properties or attributes. © MATH.2.8D	I can classify three-dimensional prisms using formal geometric language. ® MATH.2.8B	I can classify three-dimensional pyramids using formal geometric language. ® MATH.2.8B	I can classify spheres, cones, and cylinders using formal geometric language. ® MATH.2.8B
Cycle 3 Week 1 April 27 – May 1, 2020	I can classify and sort three-dimensional figures using formal geometric language. © MATH.2.8B	I can classify and sort three-dimensional figures using formal geometric language. © MATH. 2.8B	I can classify and sort two- and three-dimensional figures using formal geometric language. © MATH.2.8B. © MATH.2.8C	I can represent and solve two step addition and subtraction word problems. ® MATH. 2.4A	I can represent and solve two step addition and subtraction word problems. ® MATH. 2.4A
Cycle 3 Week 2 May 4-8, 2020	I can model and describe real-world multiplication situations involving set models. © MATH. 2.6A	I can model and describe real-world multiplication situations involving array models. © MATH. 2.6A	I can model and describe real-world multiplication situations involving area models. ® MATH.2.6B	I can model and describe real-world division situations in which a set of objects is separated into equal shares. ® MATH.2.6B	I can model and describe real-world situations in which a set of objects is separated into equal shares. ® MATH.2.6B

Monday – 30 minutes

Activity

I can classify and sort three-dimensional figures using formal geometric language.

The solids below are sorted based on the attribute of the number of **faces**.

5 Faces	6 Faces
Triangular Prism  Square Pyramid 	Pentagonal Pyramid  Cube 

Images by HISD Curriculum using 1,2,3 Math Fonts

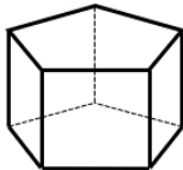
We can sort our solids based on their **attributes**, such as the number of **faces**, **edges**, and **vertices**. When classifying the solids using the table above, I can use the sentence stems below.

A cube has 6 faces.
 A cube has 8 vertices.
 A cube is not a pyramid.

Practice: Write the name of the solid on the line and complete the sentence stems below for each solid.

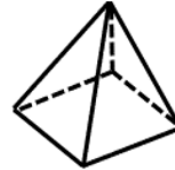
- A has faces.
- A has vertices.
- A is not a .

1.



Name

2.



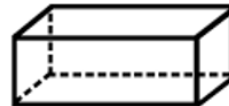
Name

3.



Name

4.



Name

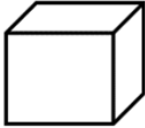
Images by HISD Curriculum using 1,2,3 Math Fonts

Tuesday – 30 minutes

Activity

I can classify and sort three-dimensional figures using formal geometric language.

The solids below are sorted based on the attribute of type of **base**.

Square Base	Not a Square Base
Cube  Square Pyramid 	Pentagonal Pyramid  Rectangular Prism 

Images by HISD Curriculum using 1,2,3 Math Fonts

We can sort our solids based on their **attributes**, such as the type of **base**, number of **edges**, and **vertices**. When classifying the solids using the table above, I can use the sentence stems below.

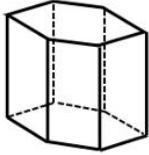
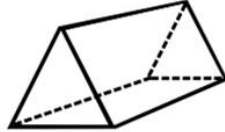
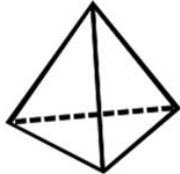
A cube has a square base.

A cube has 8 vertices.

A cube is not a pyramid.

Practice: Complete the sentence stems below for each solid.

- A ____ has a ____ base.
- A ____ has ____ vertices.
- A ____ is not a ____.

1.  Name _____ Hexagonal prism	2.  Name _____ Triangular prism
3.  Name _____ Pentagonal pyramid	4.  Name _____ Triangular pyramid

Images by HISD Curriculum using 1,2,3 Math Fonts

Wednesday – 30 minutes

Activity

I can classify and sort two- and three-dimensional figures using formal geometric language.

The shapes below are sorted. All the shapes in my group are quadrilaterals because they all have 4 sides.

Group's Sort	Possible "Secret Rules"	Another Figure That Can Be Included in The Group
	Quadrilaterals	

Image by HISD Curriculum using MS Word

Write all the possible secret rules for the group sorts below. Think about the attributes of three-dimensional figures. A list of some attributes is listed below.

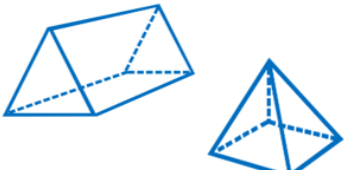
Types of Attributes			
Faces	Vertices	Sides	Bases

Group's Sort	Secret Rule	Another Figure That Can Be Included in The Group
	_____	

Images by HISD Curriculum using 1,2,3 Math Fonts

Group's Sort	Secret Rule	Another Figure That Can Be Included in The Group
	_____	

Images by HISD Curriculum using 1,2,3 Math Fonts

Group's Sort	Secret Rule	Another Figure That Can Be Included in The Group
	_____	

Images by HISD Curriculum using 1,2,3 Math Fonts

Thursday – 30 minutes

Activity

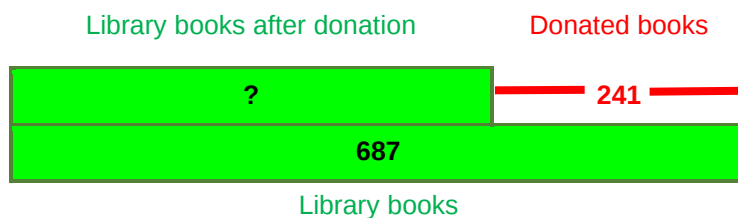
I can represent and solve two step addition and subtraction word problems.

Read the following math story three times:

1. Read the first time and picture what the math story is about.
2. Read the second time and focus on the question and what you need to find out.
3. Read the third time and determine what important information is needed to answer the question.

The school's library has 687 books. They donated 241 books to charity. Then, they bought 325 new books. How many books does the library have now?

Look at this strip diagram on how to model the math story.



Step 1:
Find out how many books the library has after the donation.
 $687 - 241 = 446$



Step 2:
Find out how many books the library has now.
 $446 + 325 = 771$

Represent the following math stories using strip diagrams and solve using your favorite math strategy.

1. A clothing store had 345 shirts on Wednesday. They received a shipment of 308 shirts on Thursday. They will receive a new order of 231 shirts on Friday. How many shirts will the store have then?
2. Ms. Campbell has 324 crayons. Her friend gave her 417 crayons. Ms. Campbell then gave 105 crayons to her students. How many crayons does Ms. Campbell have now?
3. A concert event has 600 tickets for sale. They sold 230 on Monday and 115 on Tuesday. How many tickets do they have left for sale?

Friday – 30 minutes

Activity

I can represent and solve two step addition and subtraction word problems.

Read the following math story three times:

1. Read the first time and picture what the math story is about.
2. Read the second time and focus on the question and what you need to find out.
3. Read the third time and determine what important information is needed to answer the question.

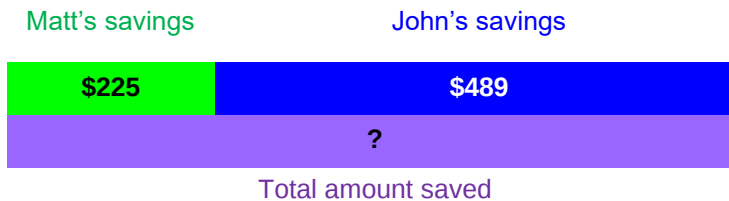
Matt saved \$225. He saved \$264 less than his brother John. How much money did the two brothers save altogether?

Look at this strip diagram on how to model the math story.



Step 1:

Find out how much money John saved.
 $225 + 264 = 489$



Step 2:

Find out how much money was saved in all.
 $225 + 489 = 714$

Represent the following math stories using strip diagrams and solve using your favorite math strategy.

1. Ally has 230 toys. She has 15 more toys than Becky. How many toys do Ally and Becky have altogether?
2. Cassy collected 542 seashells at the beach. Katy collected 302 fewer seashells than Cassy. On the way home, Katy lost 45 seashells. How many seashells does Katy have now?
3. On Wednesday, 657 people attended a museum. On Thursday, 38 fewer people attended the museum than Wednesday. How many people attended the museum on Wednesday and Thursday combined?

Monday – 30 minutes

Activity / Task

I can model and describe real-world multiplication situations involving set models.

Let's look at the vocabulary that we will use for this activity.

Equal groups: Groups that have the same number of objects in each group



4 equal groups of three stars in each group

Repeated addition: joining equal groups of objects

$$3 + 3 + 3 + 3$$

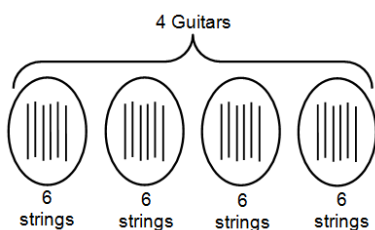
Think of real-life examples of things that come in equal sets or groups. Look at these examples:

Groups of 2	Groups of 4	Groups of 5
Two hands in one person  Hands by zshulidesign is licensed from Adobe Stock	Four tires in a car  Image by Zack Cornejo from Pixabay	Five fingers in one hand  Image by Alexander Lesnitsky from Pixabay
Two socks in one pair  Socks by yime is licensed from Adobe Stock	Four sides in a square 	Five petals in a flower  Image by Clier-Free-Vector-Images from Pixabay

Read this math story.

Katie has 4 guitars. Each guitar has 6 strings. How many strings are there in all?

- How can we model this story?



Each guitar is a group, so there are 4 equal groups.
Each guitar has 6 strings, so each group has 6 strings.

- How can we find the total number of strings in 4 guitars?

We can use repeated addition to count all the strings. We can add the number 6 four times.

$$6 + 6 + 6 + 6 = 24$$

There are 4 groups of 6. Four groups of 6 is the same as 24 altogether.
Katie has a total of 24 strings.

Practice: Find things around the house that come in equal groups. Represent how many items there are in 3 of those groups using pictures and repeated addition. Describe using these sentence frames:

There are ____ groups of _____. ____ groups of _____ is the same as _____ altogether.

Resources

Pencils, scissors, counters, paper

Tuesday – 30 minutes

Activity / Task

I can model and describe real-world multiplication situations involving array models.

Think of examples of things that you can arrange into “rows” and “columns.” There are examples in the table below. Complete the table with another real-life example that represents equal rows or columns.

Rows	Columns
➤ A row of 8 students.  Children by Phantix is licensed from Adobe Stock	➤ Vertical pillars (buildings)  Image by Citer-Free-Vector-Images from Pixabay
➤	➤

Example: Let's create a model where each row has 9 circles.

How can we model 1 row of 9 using circles?



1 row of 9 is the same as 9

What if we had 2 rows of 9?



2 rows of 9 is the same as $9 + 9$

What about 3 rows of 9?



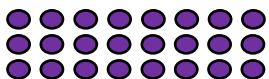
3 rows of 9 is the same as $9 + 9 + 9$
3 rows of 9 is the same as 27 altogether.

There are 3 rows of 9 circles.

I see that 3 rows of 9 is the same as $9 + 9 + 9$.

3 rows of 9 is the same as 27 altogether.

Practice: Using circles, rectangles or triangles represent the descriptions in the table below. Then complete the sentence frames for each model.
(Look at the example. You may create the table on another sheet of paper if you need more space.)

Description	Model	Sentence Frames
3 rows of 8		There are <u>3</u> rows of <u>8</u>. I see that <u>3</u> rows of <u>8</u> is the same as $8 + 8 + 8$. <u>3</u> rows of <u>8</u> is the same as <u>24</u> altogether.
2 rows of 7		
4 rows of 4		
5 rows of 3		

- There are _____ rows of _____.
- I see that _____ rows of _____ is the same as _____.
- _____ rows of _____ is the same as _____ altogether.

Resources

paper, pencil, and real-life objects to use as counters (beans, buttons, pennies, paperclips, etc.)

Wednesday – 30 minutes

Activity / Task

I can model and describe real-world multiplication situations involving area models.

Let's use what we know about equal groups, repeated addition, rows and columns to represent, model and draw math stories.

Read this math story and represent it with objects.

Nicolas is stacking shoe boxes in a room. He makes 6 stacks with 3 shoe boxes in each stack. How many shoe boxes does Nicolas stack?

You can use cubes to represent a stack of boxes. You will need a total of 6 stacks. Each stack will consist of 3 shoe boxes. Let's look at the model below.

Solution:

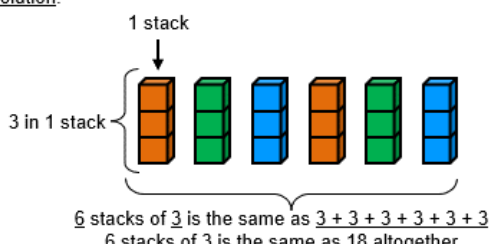


Image by HISD Curriculum using Microsoft Word. A portion of the figure herein contains 1, 2, 3 Math Fonts.

When we push our stacks together we see our area model.



6 columns and 3 rows is the same as $3+3+3+3+3+3$
6 columns of 3 is the same as 18

3 rows and 6 columns is the same as $6+6+6$
3 rows of 6 is the same as 18

Let's answer the question and explain how we found the answer.

- I counted all of the cubes to find the solution, which is 18.
- I can skip count by 3 six times to find the solution, which is 18.
- I can add 3 six times to find the solution, which is 18.

Practice: Represent the following math stories using objects. Then, draw a model and answer the question. Complete the sentence frames below for each number story.

1. Jason is stacking cereal boxes. He makes 7 stacks with 5 cereal boxes in each stack. How many cereal boxes does Jason stack?
2. Bella is stacking books on a table. She makes 3 stacks with 8 books in each stack. How many books does Bella stack?
3. Tim cut out triangles for an art project and placed into stacks. He made 6 stacks with 4 triangles in each stack. How many triangles did Tim stack altogether?
4. Arielle organized coins. She made 2 stacks with 9 coins in each stack. How many coins did Arielle organize into stacks?

- There are _____ stacks of _____.
- I see that _____ stacks of _____ is the same as _____.
- _____ stacks of _____ is the same as _____ altogether.

Repeat this activity using real life objects at your home.

Resources

paper, pencil, and objects

Thursday – 30 minutes

Activity / Task

I can model and describe real-world division situations in which a set of objects is separated into equal shares.

Today we will model dividing objects into groups. Each group will receive an equal share.

➤ Vocabulary:

Equal shares: all the groups have the same number of objects or the same quantity of a whole

Read this math story and then represent using counters.

Ashley shared 16 buttons equally among 8 friends. How many buttons did each friend receive?

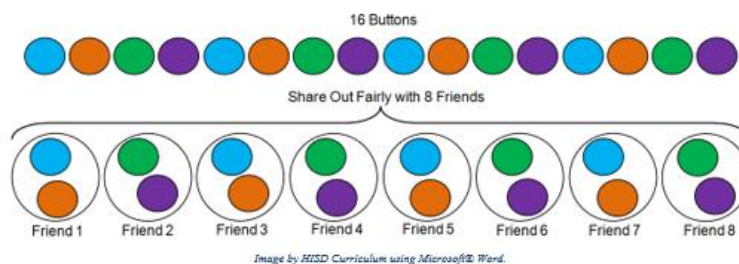


Image by HISD Curriculum using Microsoft Word.

Answer the question and use the sentence frames to explain.

- I will place all the counters to represent a row.
- I am going to begin by making 8 circles to represent my groups.
- Now, I will put the same number of objects in each group.

There are 16 buttons shared equally among 8 groups.

I see that 16 buttons shared equally among 8 groups means there are 2 buttons in each group.

Practice: Represent the following math stories using objects. Then, draw a pictorial model and answer the question. Complete the sentence frames below for each number story.

1. Mary shared 24 pens equally among 8 friends. How many pens did each friend receive?
2. Thirty-six stickers were shared equally among 4 friends. How many stickers did each friend receive?
3. Twelve baseball cards were shared equally among 3 friends. How many baseball cards did each person receive?
4. Ms. Anders baked 30 cookies. She separated the sugar cookies equally among her 6 daughters. How many cookies did each daughter receive?

- There are ____ shared equally among ____ groups.
- I see that ____ shared equally among ____ groups mean there are/is ____ in each group.

Repeat this activity using real life objects at your home.

Resources

paper, pencil, and real-life objects

Friday – 30 minutes

Activity / Task

I can model and describe real-world situations in which a set of objects is separated into equal shares.

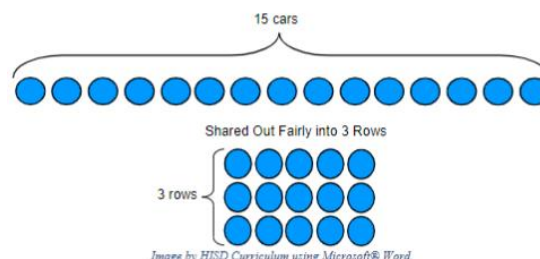
Let's use what we know about **equal shares, rows, and columns** to model division stories.

Example:

Sam lined up 15 toy cars equally into 3 rows. How many cars are there in each row?

Solution:

*I will place all the counters to represent a row.
I am going to begin by making 3 rows.
Now, I will put the same number of counters in each row.*



I see that 15 cars shared equally into 3 rows means there are 5 cars in each row.

Practice: Represent the following number stories using counters such as beans or buttons. Then, draw a pictorial model and answer the question. Complete the sentence frames below for each number story.

- Ms. Rodriguez organized 24 chairs equally into 6 rows. How many chairs are in each row?
- Mr. Perez has 35 desks in his classroom. He wants to place the desks in 5 equal rows. How many desks will be in each row?
- Delaney placed 27 chairs in 3 equal rows in the cafeteria. How many chairs are in each row?
- Rosa has 16 beads to make necklaces for her friends. She places the beads in two rows. How many beads are in each row?

- I see that _____ shared equally into _____ rows means there are _____ in each row.

Repeat this activity using real life objects at your home. For example, line up your toys into equal groups.

Resources

paper, pencil, and real-life objects