



# ThinkUp!™

## MATH

Correlation of  
ThinkUp! Math (NCSCOS-aligned) to the  
NC Collaborative Instructional Framework  
**Grade 2**

# Correlation of ThinkUp! Math (NCSCOS-aligned) to the NC Collaborative Instructional Framework

## I Grade 2 Mathematics

The purpose of this document is to connect the resources in ThinkUp! Math (Aligned to North Carolina Standard Course of Study) to the Second Grade Instructional Framework developed by the North Carolina Collaborative for Mathematics Learning (NC2ML). This correlation assists educators in planning effective instruction for the standards identified in the NCSCoS for Grade 2 Mathematics using the clusters and sequencing suggested in the framework. When using the correlation, note the following points.

- ✔ The ThinkUp! Math Teacher Edition (TE) and Student Edition (SE) are meant to be used together to provide engaging instructional activities coupled with reinforcement of the concepts and skills. The TE provides instructional activities, formative assessment ideas, interventions, and extensions to assist in the instruction of the identified standard(s). The SE provides focused practice in a variety of formats while also addressing critical thinking through the application of the 9 Traits of Critical Thinking™.
- ✔ Instruction of the Standards for Mathematical Practice is integrated into the instruction of the content standards. The Getting Started page of each unit in the TE outlines the mathematical practices that are addressed in that unit. Note that this does not imply that the identified practices are the only mathematical practices that students may use while engaging in the rich mathematical tasks and activities offered by ThinkUp! Math.
- ✔ The use of activities and practice pages in ThinkUp! Math is designed to be flexible. Teachers do not have to use all activities or assign all unit pages to deliver effective instruction. Teachers may choose to use some activities multiple times, increasing the content rigor as appropriate.
- ✔ Though suggested student groupings and categories of activities are recommended in the ThinkUp! Math Teacher Edition, flexible use and delivery of the content allows an educator to scaffold instruction for greater student success. For example, an activity recommended for small-group instruction may be adapted for individual or large-group instruction as needed. A TE activity listed under “Interventions” might be used in the instruction of the large group if additional explorations with models are needed. The materials in ThinkUp! Math were written by seasoned educators and were purposefully designed for flexible use in the classroom.
- ✔ The NC Collaborative Instructional Framework occasionally includes boundaries for standards, while the units in ThinkUp! Math are built to comprehensively cover each standard in its entirety. Asterisks have been placed next to the impacted unit titles to inform educators of content that may need modification to fit within the scope of the framework.

**Cluster 1: Building a Mathematical Community While Working with Numbers Within 20** (Duration: 3–4 weeks)

**NCSCoS**

**ThinkUp! Math (NCSCoS-aligned)**

**NC.2.MD.6**

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 20, on a number line diagram.

**Unit 19 – Represent Whole Numbers on a Number Line \***

**Teacher Edition**

- Getting Started (pp. 203–204) \*
- Instruction: Concept Exploration and Formative Assessment (p. 205)
- Instruction: Vocabulary Mastery term list, Activity, and Formative Assessment (p. 206)
- Instruction: Literature Connection (p. 206) \*
- Instruction: Concept Development Activities and Formative Assessment (p. 207) \*
- Instruction: Concept Application/Concept Practice (p. 208) \*
- Assessment: Concept Check and Test-Taking Tips (p. 87)
- Intervention Activities and Formative Assessment (pp. 209–210) \*
- Extension: Reflect on My Learning (p. 210)
- Extension: Extending Student Thinking Activity (p. 211) \*
- Extension: Home Connection (p. 211) \*
- Extension: Teacher Reflection (p. 211)
- Answer Keys and Codings (pp. 212–213)

**Student Edition**

- Getting Started (p. 181) \*
- Instruction: Concept Exploration (p. 182)
- Instruction: Vocabulary Mastery (p. 183)
- Instruction: Concept Development (p. 184) \*
- Instruction: Concept Application (p. 185) \*
- Instruction: Concept Practice (p. 186) \*
- Instruction: Motivation Station (p. 187)
- Extension: Math Challenge (p. 188) \*
- Extension: Reflection on My Learning (p. 188)
- Extension: Reflection on Critical Thinking (p. 188)
- Assessment: Concept Check (pp. 189–190) \*

*\*Note: Limit activities to sums and differences within 20. (Substitute similar questions and modify activities as needed to address the target range within 20.)*

**NC.2.OA.2**

Demonstrate fluency with addition and subtraction, within 20, using mental strategies.

**Unit 2 – Use Mental Strategies to Add and Subtract Within 20**

- Teacher Edition (pp. 12–23)
- Student Edition (pp. 11–20)

**Cluster 1: Using Numbers to Explore Our Mathematical Community** (Duration: 3–4 weeks)

**NCSCoS**

**ThinkUp! Math (NCSCoS-aligned)**

**NC.2.OA.3**

Determine whether a group of objects, within 20, has an odd or even number of members by:

- Pairing objects, then counting them by 2s.
- Determining whether objects can be placed into two equal groups.
- Writing an equation to express an even number as a sum of two equal addends.

*The Standards for Mathematical Practice are integrated into the instruction of the content standards.*

**Unit 3 – Understand Odd and Even Numbers to 10**

**Teacher Edition**

- Teacher Edition (pp. 24–34)
- Student Edition (pp. 21–30)

**Cluster 2: Adding and Subtracting Within 100** (Duration: 5–6 Weeks)

**NCSCoS**

**NC.2.OA.1**

Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

One-Step problems

- Add to/Take from - Start Unknown
- Compare - Bigger Unknown
- Compare - Smaller Unknown

**ThinkUp! Math (NCSCoS-aligned)**

**Unit 1 – Solve Word Problems: Addition and Subtraction \***

**Teacher Edition**

- Getting Started (pp. 1–2) \*
- Instruction: Concept Exploration and Formative Assessment (p. 3) \*
- (Substitute a book with simpler problems such as *Animals on Board* by Stuart J. Murphy to emphasize one-step problems.)
- Instruction: Vocabulary Mastery term list, Activity, and Formative Assessment (p. 4)
- Instruction: Literature Connection (p. 4) \*
- Instruction: Concept Development Activities and Formative Assessment (p. 5) \*
- Instruction: Concept Application/Concept Practice (p. 6) \*
- Assessment: Concept Check and Test-Taking Tips (p. 7)
- Intervention Activities and Formative Assessment (pp. 7–8) \*
- Extension: Reflect on My Learning (p. 9)
- Extension: Extending Student Thinking Activity (p. 9)
- Extension: Home Connection (p. 10) \*
- Extension: Teacher Reflection (p. 10)
- Answer Keys and Codings (p. 11)

**Student Edition**

- Getting Started (p. 1) \*
- Instruction: Concept Exploration (p. 2)
- Instruction: Vocabulary Mastery (p. 3)
- Instruction: Concept Development (p. 4) \*
- Instruction: Concept Application (p. 5) \*
- Instruction: Concept Practice (p. 6) \*
- Instruction: Motivation Station (p. 7)
- Extension: Math Challenge (p. 8) \*
- Extension: Reflection on My Learning (p. 8)
- Extension: Reflection on Critical Thinking (p. 8)
- Assessment: Concept Check (pp. 9–10) \*

*\*Note: Limit problems or amend activities to focus on one-step addition and subtraction word problems*

**Cluster 2: Adding and Subtracting Within 100** (Duration: 5–6 Weeks)

**NCSCoS**

**NC.2.NBT.2**

Count within 100; skip-count by 5s and 10s

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**Unit 6 – Count and Skip Count Within 1,000**

**Teacher Edition**

- Getting Started (pp. 57–58) \*
- Instruction: Concept Exploration and Formative Assessment (p. 59)
- Instruction: Vocabulary Mastery term list, Activity, and Formative Assessment (p. 60) \*
- Instruction: Literature Connection (p. 60)
- Instruction: Concept Development Activities and Formative Assessment (p. 61) \*
- Instruction: Concept Application/Concept Practice (p. 62) \*
- Assessment: Concept Check and Test-Taking Tips (p. 63)
- Intervention Activities and Formative Assessment (p. 63) \*
- Extension: Reflect on My Learning (p. 64)
- Extension: Extending Student Thinking Activity (p. 64) \*
- Extension: Home Connection (p. 65) \*
- Extension: Teacher Reflection (p. 65)
- Answer Keys and Codings (pp. 66–67)

**Student Edition**

- Getting Started (p. 51) \*
- Instruction: Concept Exploration (p. 52)
- Instruction: Vocabulary Mastery (p. 53)
- Instruction: Concept Development (p. 54) \*
- Instruction: Concept Application (p. 55) \*
- Instruction: Concept Practice (p. 56) \*
- Instruction: Motivation Station (p. 57) \*
- Extension: Math Challenge (p. 58)
- Extension: Reflection on My Learning (p. 58)
- Extension: Reflection on Critical Thinking (p. 58)
- Assessment: Concept Check (pp. 59–60) \*

*\*Note: Limit to counting by 5s and 10s within 100*

**NC.2.NBT.5**

Demonstrate fluency with addition and subtraction, within 100, by:

- Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Comparing addition and subtraction strategies and explaining why they work.
- Selecting an appropriate strategy in order to efficiently compute sums and differences.

**Unit 9 – Add and Subtract Within 100**

- ✓ Teacher Edition (pp. 91–101)
- ✓ Student Edition (pp. 81–90)

**Unit 10 – Explain Addition and Subtraction Strategies**

- ✓ Teacher Edition (pp. 102–111)
- ✓ Student Edition (pp. 91–100)

**Cluster 2: Adding and Subtracting Within 100** (Duration: 5–6 Weeks)

**NCSCoS**

**NC.2.NBT.6**

Add up to three two-digit numbers using strategies based on place value and properties of operations [within 100].

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**Unit 11 – Add Up to Three Two-Digit Numbers**

**Teacher Edition**

- Getting Started (pp. 112–112) \*
- Instruction: Concept Exploration and Formative Assessment (p. 114) \*
- Instruction: Vocabulary Mastery term list, Activity, and Formative Assessment (p. 115)
- Instruction: Literature Connection (p. 115) \*
- Instruction: Concept Development Activities and Formative Assessment (p. 116) \*
- Instruction: Concept Application/Concept Practice (p. 117) \*
- Assessment: Concept Check and Test-taking Tips (p. 118)
- Intervention Activities and Formative Assessment (p. 118)
- Extension: Reflect on My Learning (p. 119) \*
- Extension: Extending Student Thinking Activity (p. 119) \*
- Extension: Home Connection (p. 120) \*
- Extension: Teacher Reflection (p. 120)
- Answer Keys and Codings (pp. 121–122)

**Student Edition**

- Getting Started (p. 101) \*
- Instruction: Concept Exploration (p. 102)
- Instruction: Vocabulary Mastery (p. 103)
- Instruction: Concept Development (p. 104)
- Instruction: Concept Application (p. 105) \*
- Instruction: Concept Practice (p. 106) \*
- Instruction: Motivation Station (p. 107) \*
- Extension: Math Challenge (p. 108) \*
- Extension: Reflection on My Learning (p. 108)
- Extension: Reflection on Critical Thinking (p. 108)
- Assessment: Concept Check (pp. 109–110) \*

*\*Note: Limit activities and items to problems within 100.*

**Cluster 2: Adding and Subtracting Within 100** (Duration: 5–6 Weeks)

**NCSCoS**

**NC.2.NBT.8**

Mentally add 10 to a given number [within] 100, and mentally subtract 10 from a given number [within] 100.

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**Unit 13 – Mentally Add or Subtract 10 or 100**

**Teacher Edition**

- Getting Started (pp. 135–136) \*
- Instruction: Concept Exploration and Formative Assessment (p. 137) \*
- Instruction: Vocabulary Mastery term list, Activity, and Formative Assessment (p. 138) \*
- Instruction: Literature Connection (p. 138)
- Instruction: Concept Development Activities and Formative Assessment (pp. 139–140) \*
- Instruction: Concept Application/Concept Practice (p. 140) \*
- Assessment: Concept Check and Test-taking Tips (p. 141)
- Intervention Activities and Formative Assessment (p. 141) \*
- Extension: Reflect on My Learning (p. 142) \*
- Extension: Extending Student Thinking Activity (p. 142) \*
- Extension: Home Connection (p. 143) \*
- Extension: Teacher Reflection (p. 143)
- Answer Keys and Codings (pp. 144–145)

**Student Edition**

- Getting Started (p. 121) \*
- Instruction: Concept Exploration (p. 122) \*
- Instruction: Vocabulary Mastery (p. 123) \*
- Instruction: Concept Development (p. 124) \*
- Instruction: Concept Application (p. 125) \*
- Instruction: Concept Practice (p. 126) \*
- Instruction: Motivation Station (p. 127) \*
- Extension: Math Challenge (p. 128) \*
- Extension: Reflection on My Learning (p. 128)
- Extension: Reflection on Critical Thinking (p. 128)
- Assessment: Concept Check (pp. 129–130) \*

*\*Note: Adapt activities to limit items to mentally adding 10 to a given number within 100 and mentally subtracting 10 from a given number 100 or less*

**NC.2.MD.6**

Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.

*The Standards for Mathematical Practice are integrated into the instruction of the content standards.*

**Unit 19 – Represent Whole Numbers on a Number Line \***

- ☑ Teacher Edition (pp. 203–213)
- ☑ Student Edition (pp. 181–190)

*\*Note: Extend activities and items to problems within 100*



**Cluster 3: Skip Counting in Multiple Contexts** (Duration: 1–2 Weeks)

NCSCoS	ThinkUp! Math (NCSCoS-aligned)
<p><b>NC.2.MD.7</b></p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p><b>Unit 20 – Tell Time to the Nearest Five Minutes</b></p> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 214–226)</li><li>✔ Student Edition (pp. 191–200)</li></ul>
<p><b>NC.2.NBT.2</b></p> <p>Count within 1,000; skip-count by 5s, and 10s.</p>	<p><b>Unit 6 – Count and Skip Count Within 1,000</b></p> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 57–67) *</li><li>✔ Student Edition (pp. 51–60) *</li></ul> <p><i>*Note: Limit skip counting to 5s and 10s in this cluster. Activities in the TE that were used in cluster 2 can be repeated and extended to numbers greater than 100 up to 1,000.</i></p>
<p><b>NC.2.OA.4</b></p> <p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p><i>The Standards for Mathematical Practice are integrated into the instruction of the content standards.</i></p>	<p><b>Unit 4 – Use Addition with Arrays</b></p> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 35–45)</li><li>✔ Student Edition (pp. 31–40)</li></ul>

**Cluster 4: Understanding Place Value to Read, Write, and Compare Numbers** (Duration: 4–5 Weeks)

**NCSCoS**

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**NC.2.NBT.1**

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.

- Unitize by making a hundred from a collection of ten tens.
- Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
- Compose and decompose numbers using various groupings of hundreds, tens, and ones.

**Unit 5 – Understand Hundreds, Tens, and Ones**

- ✔ Teacher Edition (pp. 46–56)
- ✔ Student Edition (pp. 41–50)

**NC.2.NBT.2**

Count within 1,000; skip-count by 5s, 10s, and 100s.

**Unit 6 – Count and Skip Count Within 1,000 \***

- ✔ Teacher Edition (pp. 57–67) \*
- ✔ Student Edition (pp. 51–60) \*

*\*Note that TE activities may be used again, extending skip-counting by 100s.*

**NC.2.NBT.3**

Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.

**Unit 7 – Read and Write Numbers Within 1,000**

- ✔ Teacher Edition (pp. 68–79)
- ✔ Student Edition (pp. 61–70)

**NC.2.NBT.4**

Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**Unit 8 – Compare Three-Digit Numbers**

- ✔ Teacher Edition (pp. 80–90)
- ✔ Student Edition (pp. 71–80)

*The Standards for Mathematical Practice are integrated into the instruction of the content standards.*

**Cluster 5: Adding and Subtracting Within 1,000** (Duration: 4–5 Weeks)

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<p><b>NC.1.NBT.6</b></p> <p>Add up to three two-digit numbers using strategies based on place value and properties of operations. (Sums greater than 100 are possible.)</p>	<p><b>Unit 11 – Add Up to Three Two-Digit Numbers *</b></p> <ul style="list-style-type: none"><li>☑ Teacher Edition (pp. 112–122)</li><li>☑ Student Edition (pp. 101–110)</li></ul> <p><i>*Note that activities may be used again, extending problems to sums greater than 100.</i></p>
<p><b>NC.2.NBT.7</b></p> <p>Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"><li>• Concrete models or drawings</li><li>• Strategies based on place value</li><li>• Properties of operations</li><li>• Relationship between addition and subtraction</li></ul>	<p><b>Unit 12 – Add and Subtract Within 1,000</b></p> <ul style="list-style-type: none"><li>☑ Teacher Edition (pp. 123–134)</li><li>☑ Student Edition (pp. 111–120)</li></ul>
<p><b>NC.2.NBT.8</b></p> <p>Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p>	<p><b>Unit 13 – Mentally Add or Subtract 10 or 100 *</b></p> <ul style="list-style-type: none"><li>☑ Teacher Edition (pp. 135–145)</li><li>☑ Student Edition (pp. 121–130)</li></ul> <p><i>*Note that activities may be used again, extending problems to mentally add 100 to a given number up to 900, and mentally subtract 100 from a given number up to 900</i></p>
<p><b>NC.2.OA.1</b></p> <p>Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <p>One-Step problems:</p> <ul style="list-style-type: none"><li>• Add to/Take from - Start Unknown</li><li>• Compare - Bigger Unknown</li><li>• Compare - Smaller Unknown</li></ul> <p>Two-Step problems involving single digits:</p> <ul style="list-style-type: none"><li>• Add to/Take from - Change Unknown</li><li>• Add to/Take from - Result Unknown</li></ul> <p><i>The Standards for Mathematical Practice are integrated into the instruction of the content standards.</i></p>	<p><b>Unit 1 – Solve Word Problems: Addition and Subtraction *</b></p> <ul style="list-style-type: none"><li>☑ Teacher Edition (pp. 1–11)</li><li>☑ Student Edition (pp. 1–10)</li></ul> <p><i>*Note: Problems in Cluster 2 were limited to focus on one-step addition and subtraction word problems. In this cluster, two-step problems are limited to single digits.</i></p>

## Cluster 6: Working with Linear Measurement (Duration: 2–3 Weeks)

NCSCoS	ThinkUp! Math (NCSCoS-aligned)
<b>NC.2.MD.1</b> Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>Unit 14 – Select the Best Tool to Measure Length</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 146–156)</li><li>✔ Student Edition (pp. 131–140)</li></ul>
<b>NC.2.MD.2</b> 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.	<b>Unit 15 – Measure Lengths in Different Units</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 157–169)</li><li>✔ Student Edition (pp. 141–150)</li></ul>
<b>NC.2.MD.3</b> Estimate the lengths in using standard units of inches, feet, yards, centimeters, and meters.	<b>Unit 16 – Estimate Lengths</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 170–180)</li><li>✔ Student Edition (pp. 151–160)</li></ul>
<b>NC.2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard-length unit.	<b>Unit 17 – Measure to Find Differences in Lengths</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp.181–191)</li><li>✔ Student Edition (pp. 161–170)</li></ul>
<b>NC.2.MD.5</b> Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.	<b>Unit 18 – Solve Word Problems Involving Lengths</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 192–202)</li><li>✔ Student Edition (pp. 171–180)</li></ul>
<b>NC.2.OA.1</b> Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:  One-Step problems: <ul style="list-style-type: none"><li>• Add to/Take from - Start Unknown</li><li>• Compare - Bigger Unknown</li><li>• Compare - Smaller Unknown</li></ul> Two-Step problems involving single digits: <ul style="list-style-type: none"><li>• Add to/Take from - Change Unknown</li><li>• Add to/Take from - Result Unknown</li></ul> <i>The Standards for Mathematical Practice are integrated into the instruction of the content standards.</i>	<b>Unit 1 – Solve Word Problems: Addition and Subtraction*</b> <ul style="list-style-type: none"><li>✔ Teacher Edition (pp. 1–11)</li><li>✔ Student Edition (pp. 1–10)</li></ul> <p><i>*Note that two-step problems are limited to single digits. This standard is also reinforced in the activities of NC.2.MD.5.</i></p>

**Cluster 7: Data and Two Step Problem Solving** (Duration: 1–2 Weeks)

**NCSCoS**

**ThinkUp! Math (NCSCoS-aligned)**

**NC.2.MD.10**

Organize, represent, and interpret data with up to four categories.

- Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
- Solve simple put-together, take apart, and compare problems using information presented in a picture and a bar graph.

**NC.2.OA.1**

Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

One-Step problems:

- Add to/Take from - Start Unknown
- Compare - Bigger Unknown
- Compare - Smaller Unknown
- Two-Step problems involving single digits:
  - Add to/Take from - Change Unknown
  - Add to/Take from - Result Unknown

*The Standards for Mathematical Practice are integrated into the instruction of the content standards.*

**Unit 22 – Create and Interpret Picture Graphs and Bar Graphs**

- ☑ Teacher Edition (pp. 240–250)
- ☑ Student Edition (pp. 211–220)

**Unit 1 – Solve Word Problems: Addition and Subtraction This standard is reinforced through the problem solving in NC.2.MD.10 in this cluster.**

*Note that the content found in the teacher edition and the student edition in Unit 1 can also be used to support instruction and spiral review by:*

- utilizing activities not presented during prior lessons or repeating activities with added rigor
- reintroducing and reteaching using original content
- creating student problems with similar wording and content for further practice
- placing activities in workstations for continued reinforcement and practice

**Cluster 8: Problem Solving with Money** (Duration: 1–2 Weeks)

**NCSCoS**

**ThinkUp! Math (NCSCoS-aligned)**

**NC.2.MD.8**

Solve word problems involving:

- Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately
- Whole dollar amounts, using the \$ symbol appropriately

**NC.2.OA.1**

Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

One-Step problems:

- Add to/Take from - Start Unknown
- Compare - Bigger Unknown
- Compare - Smaller Unknown

Two-Step problems involving single digits:

- Add to/Take from - Change Unknown
- Add to/Take from - Result Unknown

*The Standards for Mathematical Practice are integrated into the instruction of the content standards.*

**Unit 21 – Solve Word Problems Involving Money**

- ☑ Teacher Edition (pp. 227–239)
- ☑ Student Edition (pp. 211–210)

**Unit 1 – Solve Word Problems: Addition and Subtraction This standard is reinforced through the problem solving in NC.2.MD.8 in this cluster.**

*Note that the content found in the teacher edition and the student edition in Unit 1 can also be used to support instruction and spiral review by:*

- utilizing activities not presented during prior lessons or repeating activities with added rigor
- reintroducing and reteaching using original content
- creating student problems with similar wording and content for further practice
- placing activities in workstations for continued reinforcement and practice