

Wylie ISD Curriculum

Subject Area	Math	Bundle #:	1
Grade/Level	2	Weeks:	1-3
Overview			
Patterns in number / Fact Families			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations	2.5A Find patterns in numbers including in a 100s chart.	Including but not limited to: <ul style="list-style-type: none"> • identify pattern in columns, rows, diagonals • associate skip counting to pattern (count forward and backward) 	
	2.5C Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) including $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.	Including but not limited to: <ul style="list-style-type: none"> • develop strategies for addition and subtraction involving even and odd combinations including even plus an even always yields an even sum • create and extend patterns and describe the rule in words • use composing and decomposing strategies including doubles plus or minus one, sums of ten, etc • generate another fact from that fact family when given one fact • use patterns to find addition sentences with given sums to 18 (all the ways to make 10, etc) • Generate all members of the fact family <p style="text-align: center;">Use Patterns to Represent Basic Subtraction Facts</p> <ul style="list-style-type: none"> ▪ Use patterns to develop strategies to solve basic subtraction problems. 	
2.6 Patterns, relationships, and algebraic thinking. The student uses patterns to describe relationships and make predictions.	2.6A Generate a list of paired numbers based on a real-life situation	Including but not limited to: <ul style="list-style-type: none"> • creates a table of ordered pairs based on real-life situation • completes(unknown – beginning, middle, or end) or extends list or table based given real- 	

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		life situation
	2.6B Identify patterns in a list of related number pairs based on a real-life situation and extend the list.	<p>Including but not limited to:</p> <ul style="list-style-type: none"> complete t-charts showing patterns of related numbers creates a table of ordered pairs based on real-life situation <p>Note: This is the first time students extend patterns using numbers</p>
	2.6C Identify, describe, and extend repeating and additive patterns to make predictions and solve problems	<p>Including but not limited to:</p> <ul style="list-style-type: none"> completes(unknown – beginning, middle, or end) or extends list or table based given real-life situation <p>Including but not limited to:</p> <ul style="list-style-type: none"> demonstrate the difference between an additive (growing pattern) and repeating pattern using concrete objects <p>repeated addition of the same number produces a growing pattern (ex: $6 + 6 = 12$)</p> <ul style="list-style-type: none"> demonstrate the difference between an additive (growing pattern) and repeating pattern using concrete objects repeated addition of the same number produces a growing pattern (ex: $6 + 6 = 12$)
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12D Use tools including real objects, manipulatives, and technology to solve problems.	
2.14 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	2.14 The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	

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Subject Area	Math	Bundle #:	2
Grade/Level	2	Weeks:	4-6
Overview			
Addition / subtraction facts to 18, problem solving and strategies			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.	2.3A Recall and apply basic addition and subtraction facts to (18).	Including but not limited to: <ul style="list-style-type: none"> • Be able to add and subtract whole numbers to solve problems and recall facts. • Use recognition of fact families to help recall 	
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12 A Identify the mathematics in everyday situations.		
	2.12 B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
	2.12 C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		

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Subject Area	Math	Bundle #:	3
Grade/Level	2	Weeks:	7-9
Overview			
Place Value 0-999			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.1 Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers.	2.1 A Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways	Construct and create concepts of number sense by using multiple representations of whole numbers up to 999 Including but not limited to: <ul style="list-style-type: none"> • construct and create concepts of number sense by using multiple representations of whole numbers up to 999 • create a model that is more or less than a given number (ex: 50) • differentiate between odd and even numbers Vocabulary: <ul style="list-style-type: none"> • odd • even 	
	2.1 B Use place value to read, write, and describe the value of whole numbers to 999.	Including but not limited to: <ul style="list-style-type: none"> • Represent place value concepts using whole numbers with numerals, expanded notation and concrete objects Note: "Write" refers to the use of numerals. Words are introduced in third grade. <ul style="list-style-type: none"> • create a model that is more or less than a given number (ex: 50) • differentiate between odd and even numbers • be able to use expanded notation to describe the value of numbers • determine place value through visual clues and creation of concrete representation 	
	2.1 C Use place value to compare and	Including but not limited to:	

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	<p>order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p>	<ul style="list-style-type: none"> • determine whole numbers before, after, and between ("what number comes before 7", etc.) • record equations using greater than, less than and equal to symbols (comparative symbols) ▪ Record comparisons of whole numbers 0-999 using symbols, such as >, <, and =. <p>Order Whole Numbers 0-999</p> <ul style="list-style-type: none"> ▪ Use place value to order whole numbers 0-999.
<p>2.5 Patterns, relationships, and algebraic thinking. The student uses patterns in numbers and operations</p>	<p>2.5 B Use patterns in place value to compare and order whole numbers through 999.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Use concrete models, numerals and words to represent place value through 999 <p>Note: This is under the patterns strand; use patterns to teach comparison.</p> <ul style="list-style-type: none"> • be able to use simple counting practices to compare and order numbers, such as 50 comes before 80 because 5 comes before 8.

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Subject Area	Math	Bundle #:	4
Grade/Level	2	Weeks:	10-12
Overview			
Addition / Subtraction Without Regrouping			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.	2.3 B Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers	Including but not limited to: <ul style="list-style-type: none"> • use multiple strategies to solve addition and subtraction problems. • represent and use whole numbers in flexible ways by composing and decomposing numbers (expanded notation $523 = 500 + 20 + 3$) • model real situations when start (beginning), change (middle), or result (end) is unknown • use equation (number sentence) to represent addition or subtraction problem solving situations • Describe in words an explanation of strategy Note: During this grade, the student is introduced to \pm in the concrete, then connect it to the pictorial, and finally to the abstract	
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12 A Identify the mathematics in everyday situations.		
	2.12 B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
	2.12 C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		
	2.12 D Use tools including real objects, manipulatives, and technology to solve problems.		
2.13 Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	2.13 A Explain and record observations using objects, words, pictures, numbers, and technology.	Including but not limited to: <ul style="list-style-type: none"> • model and explain addition or subtraction problems using concrete materials in contextual situations 	

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Subject Area	Math	Bundle #:	5
Grade/Level	2	Weeks:	13-15
Overview			
Addition With Regrouping and Problem Solving			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.	2.3 B Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers	Including but not limited to: <ul style="list-style-type: none"> • use multiple strategies to solve addition problems. • model real situations when start (beginning), change (middle), or result (end) is unknown • use equation (number sentence) to represent addition problem solving situations 	
	2.3 C Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.	Including but not limited to: <ul style="list-style-type: none"> • use multiple strategies with and without regrouping • model and explain addition or subtraction problems using concrete materials in contextual situations • model real situations when start (beginning), change (middle), or result (end) is unknown <p>Note: Two digit \pm two digit is new to 2nd grade. Concept of regrouping is new to 2nd grade.</p>	
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12 A Identify the mathematics in everyday situations.		
	2.12 B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
	2.12 C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		
	2.12 D Use tools including real objects, manipulatives, and technology to solve problems.		
2.13 Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	2.13 A Explain and record observations using objects, words, pictures, numbers, and technology		

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Subject Area	Math	Bundle #:	6
Grade/Level	2	Weeks:	16-18
Overview			
Subtraction with Regrouping and Problem Solving			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.	2.3 B Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers	Including but not limited to: <ul style="list-style-type: none"> use multiple strategies to solve subtraction problems. describe in words an explanation of strategy model real situations when start (beginning), change (middle), or result (end) is unknown 	
	2.3 C Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.	Including but not limited to: <ul style="list-style-type: none"> use multiple strategies with and without regrouping model and explain addition or subtraction problems using concrete materials in contextual situations model real situations when start (beginning), change (middle), or result (end) is unknown <p>Note:</p> <ul style="list-style-type: none"> The concept of regrouping is new to second grade. <p>Two digit \pm two digit is new to 2nd grade</p>	
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12 A Identify the mathematics in everyday situations.	<ul style="list-style-type: none"> Explain their mathematical thinking using objects, pictures, words, or numbers. 	
	2.12 B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
	2.12 C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.		
	2.12 D Use tools including real objects, manipulatives, and technology to solve problems.		
2.13 Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	2.13 A Explain and record observations using objects, words, pictures, numbers, and technology.		

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Subject Area	Math	Bundle #:	7
Grade/Level	2	Weeks:	19-21
Overview			
Geometric Figures			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.7 The student uses attributes to identify two-and three-dimensional geometric figures. The student compares and contrasts two-and three-dimensional geometric figures or both.	2.7 A Describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures including circles, polygons, spheres, cones, cylinders, prisms and pyramids, etc.	Including but not limited to: <ul style="list-style-type: none"> • identify common attributes involving two- and three-dimensional geometric figures 	
	2.7 B Use attributes to describe how 2 two-dimensional or 2 three-dimensional geometric figures are alike or different.	Including but not limited to: <ul style="list-style-type: none"> • use attributes (edges, face, shapes of bases or sides) to describe and compare geometric figures (Ex: A cylinder will roll and a prism will not or a square and a rectangle have four sides. 	
	2.7C Cut two-dimensional geometric figures apart and identify the new geometric figures formed.	<ul style="list-style-type: none"> • create new shapes by combining or cutting apart existing shapes 	
2.13 Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	2.13 B Relate informal language to mathematical language and symbols.	<ul style="list-style-type: none"> ▪ Describe attributes of three-dimensional geometric figures. 	

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Subject Area	Math	Bundle #:	8
Grade/Level	2	Weeks:	22-24
Overview			
Time, Temperature, and Number Lines			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.8 Geometry and spatial reasoning. The student recognizes that a line can be used to represent a set of numbers and its properties.	2.8 Use whole numbers to locate and name points on a number line	Including but not limited to: <ul style="list-style-type: none"> • interpret the increments of one, two, five, and ten on a number line Note: This is the first time the number line is introduced in the TEKS	
2.10 <i>Measurement</i> . The student uses standard tools to estimate and measure time and temperature (<u>in degrees Fahrenheit</u>).	2.10 A Read a thermometer to gather data.	Including but not limited to: <ul style="list-style-type: none"> • identify the tool to measure temperature (thermometer) • estimate temperature before measuring • read scale on thermometer to determine degrees Fahrenheit • determine reasonableness of temperature (i.e. wearing a coat at 40 degrees; swimming at 90 degrees) Note: This is the first time thermometer is introduced <ul style="list-style-type: none"> • Including reading to the nearest two degrees or when each division on the thermometer equals two degrees. 	
	2.10 B Read and write times shown on an analog and digital clock using five-minute increments	Including but not limited to: <ul style="list-style-type: none"> • identifies hour hand and minute hand • models the direction that hands move on a clock • understand the position of the hour hand • according to the position of the minute hand (2:15 vs 2:55) Note: This is the first time students are accountable for writing times shown on a clock.	

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	2.10C Describe activities that take approximately one second, one minute, and one hour.	
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12A Identify the mathematics in everyday situations.	
	2.12B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.	
	2.12C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.	

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Subject Area	Math	Bundle #:	9
Grade/Level	2	Weeks:	25-27
Overview			
Measurement, Length, Weight, Capacity, Area, and Perimeter			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.9 <i>Measurement</i> . The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units (from both SI, also known as metric and customary systems) of length, weight/mass, capacity, and time.	2.9 A Identify concrete models that approximate standard units and use them to measure length.	Including but not limited to: <ul style="list-style-type: none"> • estimation before measuring with approximate standard units • associate concrete models that represent standard units (color tile is about an inch) and use these standards units to describe and measure the lengths of objects 	
	2.9 B Select a non-standard unit of measure, including square tiles or triangles to determine the area of a two-dimensional surface.	Including but not limited to: <ul style="list-style-type: none"> • identify tools used to measure area • measure perimeter using nonstandard units • Determine that the number of rows and columns have a direct correlation to the size of the area covered • identify tools used to measure area 	
	2.9 C Select a non-standard unit of measure, including a bathroom cup or a jar, to determine the capacity of a given container.	Including but not limited to: <ul style="list-style-type: none"> • use estimation before measuring capacity • identify tools used to measure capacity • use a benchmark capacity to decide if another object is greater in capacity 	
	2.9 D Select a non-standard unit of measure including beans or marbles to determine the weight/mass of a given object.	Including but not limited to: <ul style="list-style-type: none"> • estimate weight/mass before measuring • use uniform objects in the environment to measure weight/mass <p>Note:</p> <ul style="list-style-type: none"> • The difference between weight and mass is 	

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		<p>introduced in 4th grade</p> <ul style="list-style-type: none"> • “Weight” refers to the gravitational pull on an object. • “Mass” is the amount of matter something contains. Mass can be measured using a balance (ex: pan balance). • Use a balance scale with an object(s) in each container. If the arm of the balance is perfectly horizontal, then the mass of the object(s) in each container is equal. If the arm of the balance is not perfectly horizontal, the mass of the object(s) in one of the containers is greater than or less than the mass of the other container.
<p>2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school</p>	<p>2.12D Use tools including real objects, manipulatives, and technology to solve problems.</p>	
<p>2.14 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</p>		

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Subject Area	Math	Bundle #:	10
Grade/Level	2	Weeks:	28-30
Overview			
Multiplication / Division and Money			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.3 Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems. The student is expected to:	2.3 D Determine the value of a collection of coins up to one dollar.	Including but not limited to: <ul style="list-style-type: none"> • Represent the collection of coins using cent symbol, dollar symbol and decimal point • Counting on using multiple coin values (25, 10, 5, • Use the same value of money and represent it in several ways using symbols. Ex: thirty five cents 35¢ \$0.35 • Determine the value of a collection of coins less than one dollar. Note: Adding coins is introduced in 2 nd grade.	
	2.3 E Describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.		
2.4 Number, operation, and quantitative reasoning. The student models multiplication and division.	2.4 A Model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.	Including but not limited to: <ul style="list-style-type: none"> • Interpret multiplication as repeated addition and division as equal groupings • Create and explain multiplication problems using concrete materials in contextual situations. • interpret multiplication as repeated addition and division as equal groupings 	
	2.4 B Model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.	Including but not limited to: <ul style="list-style-type: none"> • model and explain division problems using concrete materials in contextual situations. • Differentiate between counting the number of equal groups and counting the equivalent 	

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		number of members in each group
2.12 Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	2.12A Identify the mathematics in everyday situations.	
	2.12C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.	
	2.12 D Use tools including real objects, manipulatives, and technology to solve problems.	

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Subject Area	Math	Bundle #:	11
Grade/Level	2	Weeks:	31-33
Overview			
Fractions			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.2 Number, operation, and quantitative reasoning. The student describes how fractions are used to name parts of whole objects or sets of objects. The student is expected to:	2.2A Use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less)	Including but not limited to: <ul style="list-style-type: none"> • use "out of" when distinguishing part versus whole (ex: one out of three equal parts) • identify part to whole relationships including one-half means one out of two equal parts • recognize fractions are represented by equal size parts of a whole or of a set of objects • relates fraction symbol to model 	
	2.2B Use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less).	Including but not limited to: <ul style="list-style-type: none"> • model with real world objects including marbles, tiles, counters, etc. 	
	2.2C Use concrete models to determine if a fractional part of a whole is closer to 0, 1/2 or 1	Including but not limited to: <ul style="list-style-type: none"> • Use a concrete model and determine whether it is closer to 1 whole or 0, or 1/2. 	
2.13 Underlying processes and mathematical tools. The student communicates about Grade 2 mathematics using informal language.	2.13A Explain and record observations using objects, words, pictures, numbers, and technology. Record using multiple representations and use math journals to record data.		
2.14 Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.			

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Subject Area	Math	Bundle #:	12
Grade/Level	2	Weeks:	34-36
Overview			
Probability, Review, Addition / Subtraction with and Without Regrouping and Problem Solving			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.11 Probability and statistics. The student organizes data to make it useful for interpreting information.	2.11 A Construct picture graphs and bar-type graphs.	Including but not limited to: <ul style="list-style-type: none"> • create different ways to collect and sort data • labels graphs appropriately including key/legend • construct both horizontal and vertical bar-type graphs or picture graphs • construct graphs using data gathered on a tally chart graphs Note: <ul style="list-style-type: none"> • A pictograph includes a key to explain the value of each symbol. • On a picture graph each picture represents one piece of data. • Third grade introduces pictographs where one object/picture may represent more than one piece of data. 	
	2.11B Draw conclusions and answer questions based on picture graphs and bar-type gra	Including but not limited to: <ul style="list-style-type: none"> • using graphs labeled in increments of 1, 2, 5, and 10 • on a picture graph each picture graph can represent 1, 2, 5, or 10 pieces of data 	
	2.11C Use data to describe events as more likely or less likely including drawing a certain color crayon from a bag of seven red crayons and three green crayons.	Including but not limited to: <ul style="list-style-type: none"> • use tally charts to record data 	
2.3	2.3 B Model addition and subtraction of	Including but not limited to:	

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<p>Number, operation, and quantitative reasoning. The student adds and subtracts whole numbers to solve problems.</p>	<p>two-digit numbers with objects, pictures, words, and numbers</p>	<ul style="list-style-type: none"> • use equation (number sentence) to represent addition or subtraction problem solving situations • model and explain addition or subtraction problems using concrete materials in contextual situations • model real situations when start (beginning), change (middle), or result (end) is unknown
	<p>2.3C Select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • use multiple strategies with and without regrouping • model and explain addition or subtraction problems using concrete materials in contextual situations • model real situations when start (beginning), change (middle), or result (end) is unknown <p>Note:</p> <ul style="list-style-type: none"> • The concept of regrouping is new to second grade. <p>Two digit \pm two digit is new to 2nd grade</p>