

Module 6: Foundations of Multiplication and Division (Trimester 3: 24 Days)

Topic A	Formation of Equal Groups		2.OA.4, 2.NBT.2, 2.NBT.6
Topic B	Arrays and Equal Groups		2.OA.4, 2.NBT.2
Topic C	Rectangular Arrays as a Foundation for Multiplication and Division		2.OA.4, 2.G.2
ASSESSMENT	2.G.2	Reporting Strand: Reasons with shapes and their characteristics	Report Card: 0-4
ASSESSMENT	2.OA.4	Reporting Strand: Adds and subtracts in word problems and uses grouping strategies	Report Card: 0-4
Topic D	The Meaning of Even and Odd Numbers		2.OA.3
ASSESSMENT	2.OA.3	Reporting Strand: Adds and subtracts in word problems and uses grouping strategies	Report Card: 0-4

2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s: write an equation to express an even number as a sum of two equal addends.

2.OA.4 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

2.G.2 Partition a rectangle into rows and columns of same size squares and count to find the total number of them.

Reporting Strand: Adds and subtracts in word problems and uses grouping strategies

CCSS	4 – Mastery	3- Proficient	2 – Basic	1 – Below Basic	0 – No Evidence
2.OA.3	Can extend thinking beyond the standard, including tasks that may involve one of the following:	Determine whether a group of objects (up to 20) is odd or even by pairing them into groups of two and writing an equation as a sum of two equal groups.	Determine whether a group of objects (up to 20) is odd or even by pairing them into groups of two or writing an equation as a sum of two equal groups.	Determine whether a group of objects (up to 20) is odd or even	<p>Little evidence of reasoning or application to solve the problem</p> <p>Does not meet the criteria in a level 1</p>
2.OA.4	<ul style="list-style-type: none"> • Designing • Connecting • Synthesizing • Applying • Justifying • Critiquing • Analyzing • Creating • Proving 	Use repeated addition to find the total number of objects in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as repeated addition.	Use addition to find the total number of objects in rectangular arrays with up to 5 rows and up to 5 columns	Use addition to find the total number of objects in rectangular arrays with less than 5 rows and less than 5 columns.	

Reporting Strand: Reasons with shapes and their characteristics

CCSS	4 – Mastery	3- Proficient	2 – Basic	1 – Below Basic	0 – No Evidence
2.G.2	<p>Can extend thinking beyond the standard, including tasks that may involve</p> <ul style="list-style-type: none"> • Designing • Connecting • Synthesizing • Applying • Justifying • Critiquing • Analyzing • Creating • Proving 	Divide a rectangle into rows and columns to create equal sized squares and count to find the total number of them.	Divide a rectangle into rows and columns to create smaller rectangles and count to find the total number of them.	Given a rectangle partitioned into equal sized squares, find the number of squares.	<p>Little evidence of reasoning or application to solve the problem</p> <p>Does not meet the criteria in a level 1</p>

Suma y resta en problemas de palabras y utiliza estrategias de agrupación

CCSS	4 – Dominio	3- Apto	2 – Básico	1 – Por debajo de lo Básico	0 – No hay Evidencia
2.OA.3	Puede pensar más allá del estándar, incluyendo tareas que puedan involucrar uno de los siguientes aspectos:	Determina si un grupo de objetos (hasta 2) es par o impar emparejándolos <u>y</u> escribe una ecuación como la suma de dos grupos iguales.	Determina si un grupo de objetos (hasta 2) es par o impar <u>emparejándolos o escribe una ecuación como la suma de dos grupos iguales.</u>	Determina si un grupo de objetos (hasta 2) es par o impar	Hay poca evidencia de razonamiento o aplicación para resolver el problema No reúne los criterios del nivel 1
2.OA.4	<ul style="list-style-type: none"> • Diseñar • Conectar • Sintetizar • Aplicar • Justificar • Criticar • Analizar • Crear • Demostrar 	Averiguar el número total de objetos en matrices rectangulares de hasta 5 filas y hasta 5 columnas <u>y escribir expresiones para expresar el total como la suma repetida.</u>	Averiguar el número total de objetos en matrices rectangulares de hasta 5 filas y hasta 5 columnas <u>y identificar expresiones para expresar el total como la suma repetida.</u>	Averiguar el número total de objetos en matrices rectangulares con <u>hasta 5 filas y hasta 5 columnas</u>	

Razone con formas y sus características

CCSS	4 – Dominio	3- Apto	2 – Básico	1 – Por debajo de lo Básico	0 – No hay Evidencia
2.G.2	Puede pensar más allá del estándar, incluyendo tareas que puedan involucrar uno de los siguientes aspectos:	Divide un rectángulo en filas y columnas <u>para crear cuadrados de igual tamaño</u> y contar para encontrar el número total de ellos.	Divide un rectángulo en filas y columnas <u>para crear cuadrados más pequeños</u> y contar para encontrar el número total de ellos.	Dado un rectángulo dividido en cuadrados iguales, encuentra el número de cuadrados	Hay poca evidencia de razonamiento o aplicación para resolver el problema No reúne los criterios del nivel 1
	<ul style="list-style-type: none"> • Diseñar • Conectar • Sintetizar • Aplicar • Justificar • Criticar • Analizar • Crear • Demostrar 				