

A Planning Guide of

INVESTIGATIONS
IN NUMBER, DATA, AND SPACE®



and the
**Minnesota Academic Standards in
Mathematics, Grade 2**

**A Planning Guide of Investigations in Number, Data, and Space, 3rd Edition
and the Minnesota Academic Standards in Mathematics
Grade 2**

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Unit 1 Coins, Number Strings, and Story Problems	
Investigation 1 Introducing Math Tools and Classroom Routines	
Session 1.1 Today's Number	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 1.2 Counting Cubes and Pattern Blocks	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 1.3 Quick Images	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 1.4 The 100 Chart	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 1.5 How Many Pennies?	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 1.6 Telling Time	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Investigation 2 Does Order Matter?	
Session 2.1: Revisiting Today's Number	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 2.2: Five-in-a-Row with Four Cards	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 2.3: Does Order Matter?	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 2.4: How Many Pockets?	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 2.5: Addition Facts	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.6: Five-in-a-Row: Subtraction with Three Cubes	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 2.7: Quick Images: Ten Frames	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>

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Session 2.8: Number Strings	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Investigation 3 Comparing Quantities and Counting By Groups	
Session 3.1: Introducing Enough for the Class? Problems	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 3.2: Subtraction Facts	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 3.3: Collect 50¢	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and</p>

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	determine combinations of coins that equal a given amount.
Session 3.4: Comparing Two Numbers	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 3.5: Groups of 2, 5, And 10	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 3.6: Tens and Ones	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 3.7: Enough for the Class?	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Investigation 4 Solving Addition and Subtraction Story Problems	
Session 4.1: Introducing Story Problems	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 4.2: Strategies for Solving a Subtraction Story Problem	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Session 4.3: Strategies for Solving an Addition Story Problem	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 4.4: Strategies for Subtracting	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 4.5: Solving Story Problems	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Unit 2 Attributes of Shapes and Parts of a Whole Geometry and Fractions	
Investigation 1 Attributes of 2-D and 3-D Shapes:	
Session 1.1: Describing and Drawing 2-D and 3-D Shapes	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>

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Session 1.2: Geoblocks Faces	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 1.3: Sorting 3-D Shapes	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 1.4: Trace A Face	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 1.5: Attributes Of 3-D Shapes	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>

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Investigation 2 Quadrilaterals, Rectangles, and Squares	
Session 2.1: Sorting Shapes by Number of Sides	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 2.2: Sorting Quadrilaterals	<p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.3: Describing and Building Rectangles	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>

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Session 2.4: Rectangles on the Geoboard	<p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 2.5: 12 Tiles: How Many Rectangles?	<p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p> <p>2.3.1.2: Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.</p>
Session 2.6: Is It a Rectangle?	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.1.1: Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).</p>
Investigation 3 Halves, Quarters, And Thirds	
Session 3.1: What Is a Half?	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.2: Can Halves Look Different?	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.3: Halves of Blocks and Rectangles	This session content lies outside of the Mathematics Standards for Grade 2.

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Investigations in Number, Data, and Space Grade 2	Minnesota Academic Standards in Mathematics, Grade 2
Session 3.4: Fourths of a Square	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.5: Thirds of a Flag	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.6: Fraction Flags	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.7: Fraction Flag Posters	This session content lies outside of the Mathematics Standards for Grade 2.
Session 3.8: Identifying Equal Parts of a Whole and Is It One Third?	This session content lies outside of the Mathematics Standards for Grade 2.
Unit 3 How Many Stickers? How Many Cents? Addition, Subtraction, and the Number System 2	
Investigation 1 Sticker Station	
Session 1.1: Sticker Station	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 1.2: Making Numbers with Strips And Singles	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 1.3: Making Numbers with Dimes and Pennies	<p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 1.4: Roll-A-Square	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 1.5: Sticker Books	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 1.6: Making Numbers with Tens and Ones	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

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Session 1.7: Story Problems About Roll-A-Square	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 1.8: How Many Of Each? And How Many More?	<p>2.1.1.5: Compare and order whole numbers up to 1000.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Investigation 2 Adding And Subtracting Within 100	
Session 2.1: Close to 20	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 2.2: Near-Doubles	<p>2.1.1.5: Compare and order whole numbers up to 1000.</p> <p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>

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Session 2.3: Story Problems with Stickers	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 2.4: More Story Problems with Stickers	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.5: Get to 100	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 2.6: 23 Stickers Plus 37 Stickers	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Session 2.7: Collect \$1.00	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 2.8: Strategies for Subtracting	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 2.9: Spend A Dollar	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Investigation 3 Problems with an Unknown Change or an Unknown Start	
Session 3.1: Problems with Unknown Change	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 3.2: 10 Tens Is 100	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 3.3: Numbers To 500	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 3.4: Problems With Start Unknown	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>

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Session 3.5: Plus Or Minus 10: Five-In-A-Row	<p>2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 3.6: A Problem About an Unknown Start	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 3.7: Story Problems With An Unknown Change Or An Unknown Start	<p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Unit 4 Pockets, Teeth and Guess My Rule Modeling With Data	
Investigation 1 Working with Categorical Data	
Session 1.1: Guess My Rule and Picture Graphs	Supporting: 2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
Session 1.2: Yekttis: Identifying Attributes and Categories	(2.3.1.1) Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).
Session 1.3: Yekttis: Representing Data with Shared Attributes	2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts. 2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.
Session 1.4: Using Bar Graphs	2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts. 2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
Session 1.5: Representing Data About Favorite Weekend Activities	2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts. 2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.
Session 1.6: Organizing, And Representing Food Data	2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts. 2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.
Investigation 2 Working With Numerical Data	
Session 2.1: Pocket Towers and Line Plots	Supporting: 2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.

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Session 2.2: How Many Teeth Have You Lost?	<p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 2.3: Collecting Teeth Data from Other Classes	<p>Supporting:</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.4: Representing and Describing Teeth Data	<p>Supporting:</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p>
Session 2.5: Mystery Teeth Data: Interpreting Data	<p>Supporting:</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p>
Session 2.6: How Many Books in A Week?	<p>Supporting:</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Unit 5 How Many Tens? How Many Hundreds? Addition, Subtraction, and the Number System 3	
Investigation 1 Combinations of 100	
Session 1.1: Plus 9 Or Minus 9 Bingo	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 1.2: Capture 5: Adding and Subtracting Tens and Ones	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 1.3: How Many Stickers? How Many More To Get To 100?	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 1.4: Make a Dollar	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>

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Session 1.5: How Much to \$1.00? How Much To 100?	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 1.6: How Much More to \$100	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.3: Estimate sums and differences up to 100.</p>
Investigation 2 Adding Within 100, And Counting to 1,000	
Session 2.1: Close To 100	<p>2.1.2.1: Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>

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Session 2.2: Numbers to 1,000	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 2.3: Stickers: Hundreds, Tens, and Ones	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p> <p>2.1.1.5: Compare and order whole numbers up to 1000.</p>
Session 2.4: Plus or Minus 10 or 100	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p>
Session 2.5: What Do You Know About 345?	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.3: Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.</p>

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Session 2.6: Ten Hundreds Is One Thousand	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Investigations 3 Fluency Within 100 Session 3.1: Strategies for Addition	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 3.2: Comparison Problems with a Bigger Amount Unknown	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Session 3.3: Capture 5 in the 1,000 Book	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 3.4: Adding Tens and Ones	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 3.5: Adding One Number on in Parts	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Session 3.6: Enough for the Grade?	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 3.7: Fluency with Addition	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 3.8: Adding within 100, Counting within 1,000	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

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Unit 6 How Far Can You Jump? Linear Measurement	
Investigation 1 The Land of Inch	
Session 1.1: How Far Can You Jump?: Measuring With Different Units	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p>
Session 1.2: Comparing Longest and Shortest Jumps	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p>
Session 1.3: Comparing All of Our Jump	<p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 1.4: The Land of Inch	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Session 1.5: Measuring with the Inch-Brick Tool	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>

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Session 1.6: A Measurement Disagreement	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Investigation 2 Two Measurement Systems	
Session 2.1: Rulers and Body Benchmarks	<p>2.1.1.5: Compare and order whole numbers up to 1000.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Session 2.2: Measurement Strategies	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Session 2.3: Moving to Metric	<p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Session 2.4: Measuring with Metric Units	<p>2.1.1.5: Compare and order whole numbers up to 1000.</p> <p>2.1.2.6: Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>

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Session 2.5: Inches and Centimeters	<p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.6: Measuring and Comparing Lengths	<p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.2.1: Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.</p> <p>2.3.2.2: Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.</p>
Unit 7 Partners, Teams, and Other Groups Foundations of Multiplication	
Investigation 1 Evens And Odds	
Session 1.1: Partners And Teams	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p>
Session 1.2: Defining Even and Odd	<p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 1.3: Linda and Ebony: Can They Share It Equally?	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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Session 1.4: Is It Even or Odd?	This session content lies outside of the Mathematics Standards for Grade 2.
Investigation 2 Exploring Equal Groups	
Session 2.1: How Many Floors? How Many Rooms? Representing Equal Groups with Arrays	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 2.2: When You Add A Floor, You Add 5 More Rooms	<p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 2.3: Comparing Different Buildings with Same Size Equal Groups	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p>
Session 2.4: Building with Equal Groups	<p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>

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	2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.
Session 2.5: One Hexagon: How Many Triangles?	<p>2.2.1.1: Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 2.6: Sums Of Equal Groups	<p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>

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Unit 8 Enough For The Class? Enough for The Grade? Addition, Subtraction, and the Number System 4	
Investigation 1 Subtraction: Fluency within 100	
Session 1.1: Comparison Problems with the Smaller Amount Unknown	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 1.2: The Remaining Facts	
Session 1.3: It Only Says Who Has More	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 1.4: Spend \$1.00	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p> <p>2.3.3.2: Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.</p>
Session 1.5: Get to 0	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

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Session 1.6: Pinching Paper Clips	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 1.7: Subtracting in Parts	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 1.8: Adding Up or Subtracting Back	<p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p> <p>2.3.3.1: Tell time to the quarter-hour and distinguish between a.m. and p.m.</p>
Session 1.9 Subtraction Strategies	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>

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Session 1.10 Other Strategies for Subtractions	<p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 1.11 Paper Clips and Cherries	<p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.3: Estimate sums and differences up to 100.</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Investigation 2 Models for Adding and Subtracting Larger Numbers	
Session 2.1: Adding Hundreds, Tens, and Ones	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>
Session 2.2: How Many Pencils	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.3: Estimate sums and differences up to 100</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>

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Session 2.3: Enough For The Grade?	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 2.4: Strategies For Adding 3-Digit Numbers	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.2.3: Estimate sums and differences up to 100</p> <p>2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.</p>
Session 2.5: Where Did the tens and Ones Go?	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>

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Session 2.6: Subtracting a 3-Digit Number in Parts	<p>2.1.1.1: Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.2.2.2: Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p>
Session 2.7: Subtracting 3-Digit Numbers: Decomposing Ten, Decomposing a Hundred	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p>
Session 2.8: Subtracting 3-Digit Numbers: Decomposing a Hundred and a Ten	<p>2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.</p> <p>2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p>2.1.2.2: Demonstrate fluency with basic addition facts and related subtraction facts.</p>

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Session 2.9: Adding and Subtracting 3-Digit Numbers	2.1.1.2: Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds. 2.1.2.4: Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences. 2.1.2.5: Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.