Grade 2 Math Curricular Framework

UNIT 1 FOCUS
Addition Within 100: Fluency and Strategies

Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**

- **Topic 1: Fluently Add and Subtract Within 20**
  - Add and subtract within 20
- **Topic 2: Work with Equal Groups**
  - Work with equal groups of objects to gain foundations for multiplication
- **Topic 3: Add Within 100 Using Strategies**
  - Use place value understanding and properties of operations to add and subtract
- **Topic 4: Fluently Add Within 100**
  - Use place value understanding and properties of operations to add and subtract

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE
• **2.OA.A.1** (Topics 1, 2, 3, 4) • **2.OA.B.2** (Topics 1, 2) • **2.OA.C.3** (Topic 2) • **2.OA.C.4** (Topic 2) • **2.NBT.B.5** (Topics 3, 4) • **2.NBT.B.6** (Topics 3, 4) • **2.NBT.B.9** (Topics 3, 4)	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.4** Model with mathematics. **MP.5** Use appropriate tools strategically. **MP.6** Attend to precision. **MP.7** Look for and make use of structure. **MP.8** Look for and express regularity in repeated reasoning.

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INTERDISCIPLINARY CONNECTIONS	UNIT 1 GENERAL ASSESSMENTS

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP6, CRP8, CRP11
 	
Literature Connection:
Interactive Math Stories for each topic from Pearson 2.0
12 Ways to Get to 11
On Beyond a Million
Count to a Million
Equal Shmequal
How Big is a Million?
The King's Commissioners
One Hundred Hungry Ants
 	
STEM Connection:
Math and Science Activities (Topic 1, 2, 3, 4)
	• enVision Grade 2 Placement Test
	• enVision Grade 2 End-of-Year Benchmark Assessment (Pre-Test)
	• enVision Topic 1 Assessment: Fluently Add and Subtract Within 20
	  ○ 2.OA.A.1; 2.OA.B.2
	• enVision Topic 2 Assessment: Work with Equal Groups
	  ○ 2.OA.A.1; 2.OA.B.2; 2.OA.C.4
	• enVision Topic 3 Assessment: Add Within 100 Using Strategies
	  ○ 2.OA.A.1; 2.NBT.B.5; 2.NBT.B.6; 2.NBT.B.9
	• enVision Topic 4 Assessment: Fluently Add Within 100
	  ○ 2.OA.A.1; 2.NBT.B.5; 2.NBT.B.6; 2.NBT.B.9
	
	• Possible Formative Assessments:
	  ○ Lesson's Diagnostic Questions: (indicated in Teacher's Edition - large pink check mark)
	  ○ Exit Ticket: Lesson Quick Check (Digital Resource)
	  ○ Topic Fluency Practice Activity (Student Textbook)
	  ○ Topic Vocabulary Review (Student Textbook)

RESOURCES	**TECHNOLOGY INTEGRATION**
EnVision Materials for Topic 1, 2, 3, 4 including student edition worksheets, problem solving mat, interactive math story, vocabulary cards, and center ideas which are listed in each topic 2.OA.A.1 Pencil and a Sticker 2.OA.B.2 Building toward fluency 2.OA.B.2 Hitting the Target Number 2.OA.C.3 Red and Blue Tiles 2.OA.C.4 Counting Dots in Arrays 2.NBT.B.5 Saving Money 1 2.NBT.B.5 Saving Money 2 2.NBT.B.6 Toll Bridge Puzzle	**STANDARDS** 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **RESOURCES** • Animated Glossary • BrainPop • BrainPop Jr. • Educreations • enVisions 2.0 • Google Classroom • Ixl.com

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2.NBT.B.9 Peyton and Presley Discuss Addition	• Kahoot • Khan Academy • Learn Zillion • Math Playground • Measuring Up Live • Popplet • Prodigy • Scholastic Study Jams • SeeSaw • That Quiz • XtraMath

KEY VOCABULARY

Topic 1: addend, sum, equation, doubles, near doubles, difference
Topic 2: even, odd, array, row, column, bar diagram
Topic 3: tens, ones, open number line, mental math, break apart, compensation
Topic 4: partial sum, regroup, compatible numbers

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
• WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).	• New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is	• Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** • Use of high level academic vocabulary/texts • Problem-based learning

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Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Use a calculator or table of "math facts"

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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	● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

CONTENT STANDARD	SUGGESTED MATHEMATICAL PRACTICES	CRITICAL KNOWLEDGE & SKILLS
● 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)	● MP.1 Make sense of problems and persevere in solving them. ● MP 2 Reason abstractly and quantitatively. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● count on and put together to add to solve one- and two-step word problems. ● take from or take apart to subtract to solve one- and two-step word problems. ● use drawings and equations to represent the problem.
● 2.OA.B.2. Fluently add and subtract within 20 using mental strategies. *By*	● MP 2 Reason abstractly and quantitatively.	*Students will be able to:*

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end of Grade 2, know from memory all sums of two one-digit numbers. *(benchmarked)	• MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	• add within 10 using mental strategies with accuracy and efficiency. • subtract within 10 using mental strategies with accuracy and efficiency.
• 2.OA.C.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	• MP 2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning	*Students will be able to:* • pair up to 20 object, count by 2s and determine whether the group contains an even or odd number of objects. • write an equation to express an even number as a sum of two equal addends.
• 2.OA.C.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	• MP 2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • with objects arranged in an array, use repeated addition to find the total. • with objects arranged in an array, write an equation to express repeated addition.
• 2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)	• MP 2 Reason abstractly and quantitatively. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • with accuracy and efficiency, add and subtract within 50 using strategies based on place value. • with accuracy and efficiency, add and subtract within 50 using strategies based on properties of operations. • with accuracy and efficiency, add and subtract within 50 using strategies based on the relationship between addition and subtraction.
• 2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	• MP 2 Reason abstractly and quantitatively.	*Students will be able to:* • add three two digit numbers using place value strategies and properties of operations.

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	● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	● add four two digit numbers using place value strategies and properties of operations.
● 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	● MP 2 Reason abstractly and quantitatively. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● Explain, using objects and drawings, why addition and subtraction strategies based on place value work. ● Explain, using objects and drawings, why addition and subtraction strategies based on properties of operations work.

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UNIT 2 FOCUS
Subtraction Within 100: Fluency and Strategies

Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

- **Topic 5: Subtract Within 100 Using Strategies**
  - Use place value understanding and properties of operations to add and subtract
- **Topic 6: Fluently Subtract Within 100**
  - Use place value understanding and properties of operations to add and subtract
- **Topic 7: More Solving Problems Involving Addition and Subtraction**
  - Represent and solve problems involving addition and subtraction

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE
• *2.OA.A.1* (Topics 5, 6, 7) • *2.NBT.B.5* (Topics 5, 6) • *2.NBT.B.9* (Topics 5, 6)	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.4** Model with mathematics. **MP.5** Use appropriate tools strategically. **MP.6** Attend to precision. **MP.7** Look for and make use of structure. **MP.8** Look for and express regularity in repeated reasoning.
INTERDISCIPLINARY CONNECTIONS	**UNIT 2 GENERAL ASSESSMENTS**
21st Century Skills: Career Ready Practice Standards: CRP1, CRP2, CRP4, CRP6, CRP8, CRP11	• enVision Topic 5 Assessment: Subtract Within 100 Using Strategies ○ 2.OA.A.1; 2.NBT.B.5; 2.NBT.B.6

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Literature Connection:

Interactive Math Stories for each topic from Pearson 2.0
12 Ways to Get to 11
On Beyond a Million
Count to a Million
Equal Shmequal
How Big is a Million?
The King's Commissioners
One Hundred Hungry Ants

STEM Connection:

Math and Science Activities (Topic 5, 6, 7)

- enVision Topic 6 Assessment: Fluently Subtract Within 100
  - 2.OA.A.1; 2.NBT.B.5; 2.NBT.B.6
- enVision Topic 7: More Solving Problems Involving Addition and Subtraction
  - 2.OA.A.1

- Possible Formative Assessments:
  - Lesson's Diagnostic Questions: (indicated in Teacher's Edition - large pink check mark)
  - Exit Ticket: Lesson Quick Check (Digital Resource)
  - Topic Fluency Practice Activity (Student Textbook)
  - Topic Vocabulary Review (Student Textbook)

RESOURCES	TECHNOLOGY INTEGRATION
EnVision Materials for Topic 5, 6, 7 including student edition worksheets, problem solving mat, interactive math story, vocabulary cards, and center ideas which are listed in each topic 2.OA.A.1 Pencil and a Sticker 2.NBT.B.5 Saving Money 1 2.NBT.B.5 Saving Money 2 2.NBT.B.9 Peyton and Presley Discuss Addition	**STANDARDS** 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **RESOURCES** • Animated Glossary • BrainPop • BrainPop Jr. • Educreations • enVisions 2.0 • Google Classroom • Ixl.com • Kahoot • Khan Academy • Learn Zillion • Math Playground • Measuring Up Live • Popplet

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	• Prodigy • Scholastic Study Jams • SeeSaw • That Quiz • XtraMath

KEY VOCABULARY

Topic 5: No new vocabulary introduced
Topic 6: No new vocabulary introduced
Topic 7: No new vocabulary introduced

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
• WIDA Can Do Descriptors for Grades 2-3* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information	• New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.	• Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities

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● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	**Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class ● Use a calculator or table of "math facts" **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	**Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

CONTENT STANDARD	SUGGESTED MATHEMATICAL PRACTICES	CRITICAL KNOWLEDGE & SKILLS
• 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)	• MP.1 Make sense of problems and persevere in solving them. • MP 2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with mathematics. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • count on and put together to add to solve one- and two-step word problems. • take from or take apart to subtract to solve one- and two-step word problems. • use drawings and equations to represent the problem.
• 2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)	• MP 2 Reason abstractly and quantitatively. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • with accuracy and efficiency, add and subtract <u>within 50</u> using strategies based on place value. • with accuracy and efficiency, add and subtract <u>within 50</u> using strategies based on properties of operations.

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		● with accuracy and efficiency, add and subtract within 50 using strategies based on the relationship between addition and subtraction.
● 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	● MP 2 Reason abstractly and quantitatively. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● Explain, using objects and drawings, why addition and subtraction strategies based on place value work. ● Explain, using objects and drawings, why addition and subtraction strategies based on properties of operations work.

Grade 2 Math Curricular Framework

UNIT 3 FOCUS
Addition and Subtraction Within 1,000 and Measurement

Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

- **Topic 9: Numbers to 1,000**
  - Understand place value
- **Topic 10: Add Within 1,000 Using Models and Strategies**
  - Use place value understanding and properties of operations to add and subtract
- **Topic 11: Subtract Within 1,000 Using Models and Strategies**
  - Use place value understanding and properties of operations to add and subtract
- **Topic 12: Measuring Length**
  - Measure and estimate lengths in standard units

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE
• **2.NBT.A.1a, b** (Topic 9) • **2.NBT.A.2** (Topic 9) • **2.NBT.A.3** (Topic 9) • **2.NBT.A.4** (Topic 9) • **2.NBT.B.7** (Topics 10, 11) • **2.NBT.B.8** (Topics 9, 10, 11) • *2.NBT.B.9* (Topics 10, 11) • **2.MD.A.1** (Topic 12) • **2.MD.A.2** (Topic 12) • **2.MD.A.3** (Topic 12) • **2.MD.A.4** (Topic 12)	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.4** Model with mathematics. **MP.5** Use appropriate tools strategically. **MP.6** Attend to precision. **MP.7** Look for and make use of structure. **MP.8** Look for and express regularity in repeated reasoning.

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• **2.MD.B.5** (Topic 12)	
INTERDISCIPLINARY CONNECTIONS	**UNIT 3 GENERAL ASSESSMENTS**

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP6, CRP8, CRP11
 	
Literature Connection:
Interactive Math Stories for each Topic from Pearson 2.0
The Great Graph Contest by Loreen Leedy
Family Reunion by Bonnie Bader (graphing)
 	
STEM Connection:
Math and Science Activities (Topic 9, 10, 11, 12)
	• enVision Topic 9 Assessment: Numbers to 1,000
	  ○ 2.NBT.A.1a, b; 2.NBT.A.2; 2.NBT.A.3; 2.NBT.A.4; 2.NBT.B.8
	• enVision Topic 10 Assessment: Add Within 1,000 Using Models and Strategies
	  ○ 2.NBT.B.7; 2.NBT.B.8; 2.NBT.B.9
	• enVision Topic 11 Assessment: Subtract Within 1,000 Using Models and Strategies
	  ○ 2.NBT.B.7; 2.NBT.B.8; 2.NBT.B.9
	• enVision Topic 12: Assessment: Measuring Length
	  ○ 2.MD.A.1; 2.MD.A.2; 2.MD.A.3; 2.MD.A.4; 2.MD.B.5
	
	• Possible Formative Assessments:
	  ○ Lesson's Diagnostic Questions: (indicated in Teacher's Edition - large pink check mark)
	  ○ Exit Ticket: Lesson Quick Check (Digital Resource)
	  ○ Topic Fluency Practice Activity (Student Textbook)
	  ○ Topic Vocabulary Review (Student Textbook)

RESOURCES	**TECHNOLOGY INTEGRATION**
EnVision Materials for Topic 9, 10, 11, and 12 including student edition worksheets, problem solving mat, interactive math story, vocabulary cards, and center ideas which are listed in each topic 2.NBT.A.1 Making 124 2.NBT.A.1 Largest Number Game 2.NBT.A.3 Looking at Numbers Every Which Way 2.NBT.A.4 Ordering 3-digit numbers 2.NBT.B.7 How Many Days Until Summer Vacation? 2.NBT.B.8 Choral Counting	**STANDARDS** 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **RESOURCES** • Animated Glossary • BrainPop • BrainPop Jr. • Educreations • enVisions 2.0

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2.NBT.B.9 Peyton and Presley Discuss Addition 2.MD.A.1,3,4 Determining Length 2.MD.B.5 High Jump Competition	• Google Classroom • Ixl.com • Kahoot • Khan Academy • Learn Zillion • Math Playground • Measuring Up Live • Popplet • Prodigy • Scholastic Study Jams • SeeSaw • That Quiz • XtraMath

KEY VOCABULARY

Topic 9: hundred, thousand, digits, place-value chart, expanded form, standard form, word form, compare, greater than, less than, equals, increase, decrease
Topic 10: No new vocabulary introduced
Topic 11: No new vocabulary introduced
Topic 12: estimate, inch (in), foot (ft), yard (yd), length, height, nearest inch, centimeter (cm), meter (m), nearest centimeter

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- Personal glossary
- Text-to-speech
- Extended time
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Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
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Timing accommodations:
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Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

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Grade 2 Math Curricular Framework

	• Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

CONTENT STANDARD	SUGGESTED MATHEMATICAL PRACTICES	CRITICAL KNOWLEDGE & SKILLS
• 2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.A.1.a. 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.A.1.b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five,	• MP 2 Reason abstractly and quantitatively. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • represent 100 as a bundle of ten *tens.* • represent the number of *hundreds*, *tens*, and *ones* in a 3-digit number.

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six, seven, eight, or nine hundreds (and 0 tens and 0 ones).		
● 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)	● MP 2 Reason abstractly and quantitatively. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning. ●	*Students will be able to:* ● count by fives within 1000. ● count by tens within 1000. ● count by hundreds within 1000.
● 2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	● MP 2 Reason abstractly and quantitatively. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● read numbers to 1000 written using base-ten numerals. ● read number names to 1000. ● read numbers to 1000 written in expanded form. ● write numbers to 1000 using base-ten numerals, number names, and expanded form.
● 2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	● MP 2 Reason abstractly and quantitatively. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning	*Students will be able to:* ● use the number of the hundreds, tens and/or ones digits to compare two three-digit numbers. ● write the results of the comparison using >, =, or <.
● 2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens,	● MP 2 Reason abstractly and quantitatively. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● add and subtract within 1000, using concrete models or drawings. ● add and subtract within 1000 using strategies based on place value. ● add and subtract within 1000 using properties of operations or the relationship between addition and subtraction. ● relate the strategies to a written method.

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ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
● 2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	● MP 2 Reason abstractly and quantitatively. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● Mentally add 10 or 100 from any given number between 100 and 900. ● Mentally subtract 10 or 100 from any given number between 100 and 900.
● 2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	● MP 2 Reason abstractly and quantitatively. ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● Explain, using objects and drawings, why addition and subtraction strategies based on place value work. ● Explain, using objects and drawings, why addition and subtraction strategies based on properties of operations work.
● 2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure.	*Students will be able to:* ● measure lengths of objects using rules, yardsticks, meter sticks and measuring tapes.
● 2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	● MP 2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. ● MP.5 Use appropriate tools strategically.	*Students will be able to:* ● measure the length of an object using different units of measure. ● compare the measurements and explain how they relate to each unit.

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	● MP.6 Attend to precision. ● MP.7 Look for and make use of structure.	
● 2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters	● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure.	*Students will be able to:* ● estimate lengths of objects.
● 2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision.	*Students are able to:* ● Measure objects, comparing to determine how much longer one object is than another. ● Express the difference in length in terms of a standard unit of measure.
● 2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem	● MP.1 Make sense of problems and persevere in solving them. ● MP 2 Reason abstractly and quantitatively. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically.	*Students will be able to:* ● add and subtract, within 100, to solve word problems involving lengths (lengths are given in the same units). ● use drawings to represent the problem. ● use number sentences with a symbol for the unknown to represent the problem.

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UNIT 4 FOCUS
Measurement, Time, Money, Data, and Shapes

Unit Pacing: 4th Marking Period - **End of March - Middle of June**

- **Topic 13: More Addition, Subtraction, and Length**
  - Relate addition and subtraction to length
- **Topic 8: Work with Time and Money**
  - Work with time and money
- **Topic 14: Graphs and Data**
  - Represent and interpret data
- **Topic 15: Shapes and Their Attributes**
  - Reason with shapes and their attributes

STANDARDS FOR MATHEMATICAL CONTENT	STANDARDS FOR MATHEMATICAL PRACTICE
• *2.OA.A.1* (Topics 13, 8, 14) • *2.OA.C.4* (Topic 15) • *2.NBT.A.2* (Topic 8) • *2.MD.A.1* (Topic 14) • *2.MD.B.5* (Topic 13) • **2.MD.B.6** (Topic 13) • **2.MD.C.7** (Topic 8) • **2.MD.C.8** (Topic 8) • **2.MD.D.9** (Topic 14) • **2.MD.D.10** (Topic 14) • **2.G.A.1** (Topic 15)	**MP.1** Make sense of problems and persevere in solving them. **MP.2** Reason abstractly and quantitatively. **MP.3** Construct viable arguments and critique the reasoning of others. **MP.4** Model with mathematics. **MP.5** Use appropriate tools strategically. **MP.6** Attend to precision. **MP.7** Look for and make use of structure. **MP.8** Look for and express regularity in repeated reasoning.

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• **2.G.A.2** (Topic 15) • **2.G.A.3** (Topic 15)	
INTERDISCIPLINARY CONNECTIONS	**UNIT 4 GENERAL ASSESSMENTS**

21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP6, CRP8, CRP11
 	
Literature Connection:
Interactive Math Stories for each Topic from Pearson 2.0
Telling Time
Hershey's Weight and Measures
Sunflowers Measure Up
Keep Your Distance!
A Second is a Hiccup
Pigs on the Move
How Long, How Wide a Measuring Guided
How Much, How Many, How Far, How Heavy ..is 1000?
What Time is It, Mr. Crocodile?
 	
STEM Connection:
Math and Science Activities (Topic 13, 8, 14, 15)
How Old is That Tree? (measurement)
	• enVision Grade 2 End-of-Year Benchmark Assessment
	• enVision Topic 13 Assessment: More Addition, Subtraction, and Length
	  ○ 2.OA.A.1; 2.MD.B.5; 2.MD.B.6
	• enVision Topic 8 Assessment: Work with Time and Money
	  ○ 2.OA.A.1; 2.NBT.A.2; 2.MD.C.7; 2.MD.C.8
	• enVision Topic 14 Assessment: Graphs and Data
	  ○ 2.OA.A.1; 2.MD.A.1; 2.MD.D.9; 2.MD.D.10
	• enVision Topic 15 Assessment: Shapes and Their Attributes
	  ○ 2.OA.C.4; 2.G.A.1; 2.G.A.2; 2.G.A.3
	
	• Possible Formative Assessments:
	  ○ Lesson's Diagnostic Questions: (indicated in Teacher's Edition - large pink check mark)
	  ○ Exit Ticket: Lesson Quick Check (Digital Resource)
	  ○ Topic Fluency Practice Activity (Student Textbook)
	  ○ Topic Vocabulary Review (Student Textbook)

RESOURCES	**TECHNOLOGY INTEGRATION**
EnVision Materials for Topic 13, 8, 14, and 15 including student edition worksheets, problem solving mat, interactive math story, vocabulary cards, and center ideas which are listed in each topic 2.OA.A.1 Pencil and a Sticker 2.OA.C.4 Counting Dots in Arrays	**STANDARDS** 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **RESOURCES** • Animated Glossary

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2.MD.A.1,3,4 Determining Length 2.MD.B.5 High Jump Competition 2.MD.B.6 Frog and Toad on the Number Line 2.MD.C.7 Ordering Time 2.MD.C.8 Delayed Gratification 2.MD.D.9 Hand Span Measures 2.MD.D.9 The Longest Walk 2.MD.D.10 Favorite Ice Cream Flavor 2.G.A.2 Partitioning a Rectangle into Unit Squares	• BrainPop • BrainPop Jr. • Educreations • enVisions 2.0 • Google Classroom • Ixl.com • Kahoot • Khan Academy • Learn Zillion • Math Playground • Measuring Up Live • Popplet • Prodigy • Scholastic Study Jams • SeeSaw • That Quiz • XtraMath

KEY VOCABULARY

Topic 13: No new vocabulary introduced
Topic 8: tally mark, quarter past, half past, quarter to, a.m., p.m., dime, nickel, penny, quarter, half-dollar, cents, greatest value, least value, dollar, dollar sign, dollar bills
Topic 14: data, line plot, bar graph, symbol, picture graph
Topic 15: vertices (vertix), quadrilaterals, pentagon, hexagon, polygon, angle, right angle, cube, face, edge, equal shares, halves, thirds, fourths

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

- WIDA Can Do Descriptors for Grades 2-3*
- WIDA Essential Actions Handbook
- FABRIC Paradigm
- Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Students Receiving Special Education Services

- New Jersey Tiered System of Supports
- National Center on Universal Design for Learning - About UDL
- UDL Checklist
- UDL Key Terms

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker

Advanced Learners

- Knowledge and Skill Standards in Gifted Education for All Teachers
- Pre-K-Grade 12 Gifted Programming Standards
- Gifted Programming Glossary of Terms

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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	● Use a word processor to give responses in class ● Use a calculator or table of “math facts” **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	
At Risk Learners / Differentiation Strategies		
Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

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CONTENT STANDARD	SUGGESTED MATHEMATICAL PRACTICES	CRITICAL KNOWLEDGE & SKILLS
• 2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. *(benchmarked)	• MP.1 Make sense of problems and persevere in solving them. • MP 2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with mathematics. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • count on and put together to add to solve one- and two-step word problems. • take from or take apart to subtract to solve one- and two-step word problems. • use drawings and equations to represent the problem.
• 2.OA.C.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	• MP 2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.7 Look for and make use of structure. • MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* • with objects arranged in an array, use repeated addition to find the total. • with objects arranged in an array, write an equation to express repeated addition.
• 2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)	• MP 2 Reason abstractly and quantitatively.	*Students will be able to:* • count by fives within 1000. • count by tens within 1000.

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	● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning.	● count by hundreds within 1000.
● 2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.7 Look for and make use of structure.	*Students will be able to:* ● measure lengths of objects using rules, yardsticks, meter sticks and measuring tapes.
● 2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem	● MP.1 Make sense of problems and persevere in solving them. ● MP 2 Reason abstractly and quantitatively. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically.	*Students will be able to:* ● add and subtract, within 100, to solve word problems involving lengths (lengths are given in the same units). ● use drawings to represent the problem. ● use number sentences with a symbol for the unknown to represent the problem.
● 2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	● MP.4 Model with mathematics. ● MP 2 Reason abstractly and quantitatively. ● MP.5 Use appropriate tools strategically.	*Students will be able to:* ● use equally spaced points of a number line to represent whole numbers as lengths from 0. ● represent whole number sums within 100 on a number line diagram. ● represent whole number differences within 100 on a number line diagram.
● 2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision.	*Students will be able to:* ● use analog and digital clocks, tell time to the nearest five minutes using a.m. and p.m. ● use analog and digital clocks, write time to the nearest five minutes using a.m. and p.m.

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● 2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	● MP.1 Make sense of problems and persevere in solving them. ● MP 2 Reason abstractly and quantitatively. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● identify dollar bills, quarters, dimes, nickels, and pennies. ● using dollar bills, quarters, dimes, nickels, and pennies, count to determine the total amount of money. ● solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.
● 2.MD.D.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● generate measurement data by measuring lengths, to the nearest whole unit, of several objects or by making repeated measurements of the same object. ● record the measurements in a line plot having a horizontal scale in whole number units.
● 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.	● MP.1 Make sense of problems and persevere in solving them. ● MP 2 Reason abstractly and quantitatively. ● MP.4 Model with mathematics. ● MP.5 Use appropriate tools strategically. ● MP.6 Attend to precision. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● draw a picture graph to represent a data set with up to four categories. ● draw a bar graph to represent a data set with up to four categories. ● use information in a bar graph to solve simple put together, take apart, and compare problems.

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● 2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	● MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● draw shapes having specified attributes (e.g. number of equal faces, number of angles) ● identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
● 2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	● MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. ● MP.8 Look for and express regularity in repeated reasoning.	*Students will be able to:* ● partition a rectangle into rows and columns of same-size squares and count to find the total number.
● 2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	● MP.4 Model with mathematics. ● MP.7 Look for and make use of structure.	*Students will be able to:* ● partition rectangles into two, three, or four equal shares. ● partition two same-sized rectangles to show that equal shares of identical wholes need not have the same shape. ● describe the shares using the words halves, thirds, fourths, half of, a third of, a fourth of, etc. ● recognize and then describe the whole as two halves, three thirds, four fourths.