Grade 2 Math Unit 2

Content Area: **Mathematics**
Course(s):
Time Period: **Trimester 2**
Length: **59 Days**
Status: **Published**

Summary

In this unit, students will explore concepts of money with coins and denominations of bills. Children will also extend their understanding of time and reading a clock as they explore duration and passage of time. Students are introduced to the concept of place value as it applies to three-digit numbers. Place value with two-digit numbers is reinforced as students add and subtract two-digit numbers. They will use models to recognize one hundred as 100 ones or 10 tens. Students will expand their understanding of numbers and place value as they explore three-digit numbers. They will model, read, and write three-digit numbers in various forms, attending to the additional place value-position of the hundreds. Students further explore the concepts of equality and inequality as they measure and compare lengths. Students will also extend their fluency to counting, adding, and subtracting with three-digit numbers. The children will develop mental math strategies for addition and subtraction, and they will recognize number patterns to solve problems. They will add and subtract three-digit numbers using models, expanded form, and skip-counting. Students will also add and subtract three-digit numbers through the application of place value concepts to find sums and differences within 1,000. Children will add three or more addends with and without regrouping tens and ones. This will occur through number models, break apart strategies and making tens and hundreds.

Revision Date: August 2024

Essential Questions/Enduring Understandings

Essential Questions:

- How does numeric reasoning involve fluency and facility with numbers?
- How does taking apart and combining numbers using a variety of strategies help in computation?
- How can you count, read, and show numbers to 1,000?
- How can you use different strategies for adding and subtracting numbers to 1,000?
- Why is it important to understand time and money in real-life?

Enduring Understandings:

- Students will understand and compare the physical features and relative values of coins, count collections of coins, select coins to acquire a given amount, and make change as they engage in authentic problem solving involving money.
- Students will associate A.M. and P.M. with events before noon and after noo respectively as they

apply telling time to authentic real world situations.

- Students will understand the value of a digit in a number depends on its place in the number.
- Students will understand that you can use what you know about place value to mentally add 10 or 100 to numbers or subtract 10 or 100 from numbers.
- Students will understand that knowing about place value will help you break apart numbers as a strategy for adding and subtracting.

Students Will Know/Students Will Be Skilled At

Students will know:

- How to tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- How to solve word problems involving dollar bill, quarters, dimes, nickels, and pennies, using the dollar and cents symbol appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- How to fluently add and subtract within 20 using mental strategies and know from memory all sums of two one-digit numbers.
- That there are a variety of strategies for solving addition and subtraction problems through 20 including those done mentally.
- That in addition and subtraction, digits in the ones place are added and subtracted; and then, digits in the tens place are added and subtracted.
- How to mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100 - 900.
- How to explain why addition and subtraction properties work, using place value and the properties of operations (Explanations can be supported by drawings or objects.).
- That when adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- How to represent a 3-digit number as specific amounts of 100s, 10s, and 1s.
- How to identify ten tens as 100 and represent two hundred, three hundred, …, nine hundred with 2, 3, …, 9 hundred bundles (with zero tens and zero ones).
- How to skip count by 5s and 10s up to 100...beginning at any multiple of 5.
- How to count within 1000; skip-count by 5s, 10s, and 100s.
- How to read numbers to 1000 using base-ten numerals, number names, and expanded form.

- How to write numbers to 1000 using base-ten numerals, number names, and expanded form.
- How to use symbols >, =, <, to record the results of comparing two 3-digit numbers by decomposing the number into a number of 100s, 10s, and 1s.
- That the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: - 100 can be thought of as a bundle of ten tens - called a hundred; - the numbers 100, 200, 300-refer to one, two, three hundreds (and 0 tens and 0 ones) base-ten numerals, number names, and expanded form are ways to read and write numbers to 1000.
- That two three-digit numbers can be compared based on meanings of the hundred, tens, and ones digits using >, =, < symbols to record the results of comparisons.
- That Addition and subtraction within 100 can be used to solve one- and two- step word problems involving situations as adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions; e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- How to 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 and relate the strategy to a written method.

Students will be skilled at:

- Telling and writing time from analog and digital clocks to the nearest five-minutes, using AM and PM.
- Knowing the relationships of time, including seconds in a minute, minutes in an hour,
- hours in a day, days in a week, a month and a year; and weeks in a month and year.
- Solving word problems involving dollar bills, quarters, dimes, nickels, and pennies using the appropriate symbols for dollars and cents.
- Recognizing that the three digits of a three-digit number represent amounts of
- hundreds, tens and ones.
- Recognizing that 100 can be thought of as a bundle of ten tens – called a “hundred”.
- Knowing that the numbers 100, 200…900, refer to one, two…nine hundreds (and 0 tens and 0 ones).
- Counting within 1,000 by 1’s, 5’s, 10’s and 100’s.
- Reading and writing numbers to 1,000 using base-ten numerals, number names, and expanded form.
- Comparing two three-digit numbers based on meanings of hundreds, tens and ones digits, using the >, < and = symbols and words to record the results of comparisons.
- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Adding up to four two-digit numbers using strategies based on place value and properties of operations.
- Adding and subtracting within 1,000, using concrete models or drawings and
- strategies based on place value, properties of operations and/or the relationship between addition and subtraction.
- Recognizing that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose 10's or 100's.
- Mentally adding10 or 100 to a given number 100-1,000.
- Mentally subtracting 10 or 100 from a given number 100-1,000.
- Explaining why addition and subtraction strategies work, using place value and the properties of operations. (Explanations can be supported by drawings or objects.)

Learning Plan

Daily Warm-ups (5-10 minutes):

*As an opening to each math lesson, the instructor can use these different routines

- Number Talks- District Created Resource- District Created Number Talk Slides
- Quick Images- This routine helps students to subitize, or "instantly see how many". The teacher should briefly show an image of a quantity (using dot cards, ten frames, etc.). Students are then asked to identify the quantity they saw and to describe the image.
- Number Strings- This routine helps to build students' mental math capabilities. The teacher writes a problem horizontally on the board in a whole group or small setting. The students mentally solve the problem and share with the whole group how they solved it. They must justify and defend their reasoning. The teacher records the students' thinking in an open number line and poses extended questions to draw out deeper understanding for all. The teacher can have students share other students' strategies to the whole group or with turn and talk. Eventually provide a few number sentences on the board to solve within 20 and model how you can use mental math strategies to solve them in a snap just like they would on a fact test, then let them try solving in a snap as you point to each number sentence.
- Buzz- Have students stand in a large circle around the room. Students will count around the room however, one number will be the "Buzz Number". When a student says the "Buzz Number" that child is "out" and will sit down, and the counting sequence begins again. Keep playing until there is only one student left.
- Partner Counting- The first partner will tell their partner a number to start counting from. The partner will start counting- using hand signals, the first partner can signal to partner to stop counting, begin counting backward and then forward again. (Hand signals: Fist = Stop, Pointing up = Count Up,

Pointing Down= Count Down) They can count for 30 seconds and then switch partner roles.

- Counting Around the Room- Have students stand in a large U-Shape around the room (each child should be able to see the board). Have the students count around the room by a particular number. (If counting by 10s, the first person says "17", the next person says "27", the next "37", and so forth). Have students discuss what is happening with the numbers. While the students are counting, the teacher can be writing the numbers on the board as the students say each number for a visual to help with scaffolding and discussion. Take note of the patterns of each place value in the discussions.

***Second graders need to be fluent in adding and subtracting within 20. This is a skill that should be worked on throughout the year utilizing the Ready Math Program and supplemental resources that are located under materials.**

1. **Before teaching Lesson 10**, the instructor can review necessary prerequisite skills for identifying and counting money. (1-6 days)

    a. Identifying Coin Strategies include:

        i. Providing visual and tangible support for what the money looks like for pennies, nickels, dimes and quarters.

        ii. Review the values of each coin matching the visual with the money amount: penny = 0.01, etc.

    b. Counting Coins Strategies include:

        i. Practicing Skip counting: Not just skip counting but switching between counting by 10s, 5s and 1s. Also include repeat counting by 25s. Do this as a class in a circle or with songs such as Count By Tens by Jack Hartmann. (Count By Fives and Count By Twenty-Five)

        ii. Count Some Coins: Start with skip counting groups of the same coin: For example 5 dimes: 10, 20, 30, 40, 50

2. **Solve Word Problems Involving Money**- Instruct students to learn to identify, name and count the values of pennies, nickels, dimes, and quarters. Instruct students to count on to find the value of a set of coins and combine coins to equal the value of other coins. Instruct students on how to determine the coins needed to equal one dollar, and use notation to label dollars and cents.

    a. Complete Lesson 10, Sessions 1-6: (2-5 days)

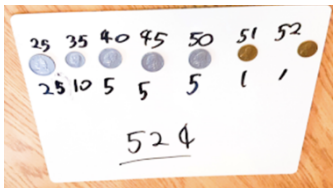
    b. Strategies for solving word problems with money:

        i. Count Some Coins: Start with skip counting groups of the same coin. From there, instruct students to order the coins from highest value to least then label to skip count.

For example:

25 35 40 45 50 51 52

25 10 5 5 5 1 1



ii. Act It Out: Instruct students to use 'money' to act out the word problems to determine the actions of what is happening with the money.

c. Lesson Vocabulary: cent, dime, dollar, nickel, penny, quarter

3. **Tell and Write Time-** Instruct students to expand on their understanding of time and reading a clock as they explore duration and passage of time.

*OPTIONAL: Instructors can prepare for this lesson by reviewing telling and writing time to the half hour on digital and analog clocks. Instruct students to write time using a colon to separate the hour and minutes. (Grade 1, Lesson 23- Tell Time)

a. Complete Lesson 11, Sessions 1-5 (2-4 days)

b. Strategies for Telling and Writing Time:

i. Reading the clock to the nearest five minutes: Practice skip counting by fives. Use the minute hand on the clock while practicing.

ii. Show time on a blank digital and analog clock: Show the hour hand first. Determine if it is pointing directly at an hour or if it is between two hours. This will help them determine what the hour is. Next, show the minute hand.

iii. Difference between AM and PM: Provide real-world examples and encourage the students to ask themselves what would make the most sense in the real world AM or PM. Build on the previous activities by having the students read clocks and show time along with determining if it is a.m. or p.m.

iv. Show and read time in different ways: For example reading a clock, drawing hands on a clock, and using AM and PM. Opportunities should include telling time to the nearest five minutes.

c. Lesson Vocabulary: AM (or a.m.), PM (or p.m.), Skip-count. Review the following terms: digital clock, hour (h), hour hand, minute (min.), minute hand

d. Brain Pop Telling Time Videos: Use these if needed for extra reinforcement.

4. **Understand Three Digit Numbers**- Instruct students to base-ten blocks to understand place value in three-digit numbers and that one hundred can be seen as 100 ones or 10 groups if ten. As students count groups of blocks, they record the number in a chart to aid in connecting the concept that a digit is used to indicate the number of groups of objects within a number. Instruct students that a digit's value is dependent upon its placement in a number. (The 2 in 230 represents 2 groups of one hundred, while the 2 in 23 represents 2 groups of ten.)

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of tens and ones by composing, decomposing, counting, recording and comparing multiple groups of teens and then tens and ones. (Grade 1, Lesson 19- Understand Tens, Lesson 20- Counting to 120, Lesson 21- Understand Tens and Ones)

a. Complete Lesson 12, Sessions 1-3 (3 days)

b. Strategies to teach three digit numbers:

    i. Base Ten Blocks: Showing numbers in different ways for example, 45 can be shown as 4 tens and 5 ones or 2 tens and 25 ones, etc.

    ii. Place Value Chart: Model with base tens blocks and numbers in the chart to the place and value of each digit in a number. For example, 345 the 4 is in the tens place and the value is 40.

c. Lesson Vocabulary: hundreds, place value, digit, ones, skip-count, tens

5. **Read and Write Three-Digit Numbers**- Instruct the students as they continue to make sense of the place-value system through active involvement. Instruct students to recognize a digit as a symbol that tells the number of groups of hundreds, tens, or ones in a number, and then read the numbers accurately.

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of tens and ones by composing, decomposing, counting, recording and comparing multiple groups of teens and then tens and ones. (Grade 1, Lesson 20- Counting to 120, Lesson 21- Understand Tens and Ones)

a. Complete Lesson 13, Sessions 1-3 (5 days)

b. Lessons should include:

    i. Reading three-digit numbers aloud

    ii. Writing three-digit numbers in expanded form: Use value and the place value chart to help with instruction.

    iii. Writing a three-digit number shown with base-ten blocks. For example, placing out 5 hundreds and 8 ones, the students should write 508 and or 500 + 8 and read five-hundred eight.

c. Lesson Vocabulary: expanded form, digit, place value

6. **Compare Three-Digit Numbers-** Instruct students to compare three-digit numbers through picture models, charts, and by using the terms greater than and less than. Numbers are applied to a variety of settings, extending the concept of number beyond the physical quantity. Students model situations involving inequalities using the appropriate symbol > or <.

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of tens and ones by composing, decomposing, counting, recording and comparing multiple groups of teens and then tens and ones. (Grade 1, Lesson 22- Compare Numbers, Grade 2-Lesson 12- Understand Three-Digit Numbers, Lesson 13- Read and Write Three-Digit Numbers)

a. Complete Lesson 14, Sessions 1-5 (5 days)

b. Comparing Numbers:

   i. Review terms greater than and less than and the corresponding symbols.

   ii. Use place value models and place value charts to aid in comparing three-digit numbers.

   iii. Discuss which place value helps you determine which number is greater than or less than and why this differs in different sets of numbers.

   iv. Pose correct and incorrect problems as true or false sorts so students can discuss why the set is correct or incorrect using what they know about numbers and place value. Students will be encouraged to use what they know about place value to explain their thinking. For example:

      1. True or False: 345 > 645

      2. True or False 233 < 199

c. Lesson Vocabulary: Review: greater than symbol (>), less than symbol (<). Review the following key terms: compare, equal sign (=)

7. **Mental Addition and Subtraction**- Instruct students to apply counting by fives and tens from 0 to 60 to skip-counting by fives and tens and hundreds within 1,000. Instruct students to relate counting by fives, tens, and hundreds, to addition and subtraction with two-and three-digit numbers.

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of ten more and ten less and build on counting on skills mentally finding 10 more and 10 less than a number. (Grade 1, Lesson 26- Understand 10 More and 10 Less, Grade 2-Lesson 12- Understand Three-Digit Numbers, Lesson 13- Read and Write Three-Digit Numbers)

a. Complete Lesson 15, Sessions 1-5 (5 days)

b. Mental Math Strategies:

i. Review skip counting: Begin at numbers other than 5, 10 or 100. For example: start at 65 and count the next four numbers (75, 85, 95, 100) or start at 56 and count up by the next six 10s (66, 76, 86, 96, 106, 116).

ii. Look for patterns when skip counting or in a string of numbers. For instance, 123, 133, 143, 153, what do you notice about how these numbers are increasing? Reverse the skip count: 278, 268, 258 and ask how they decrease, etc. A hundreds chart is a great tool for this.

iii. Use real-world problems to add and subtract by 10 and 100. For example: Mrs. Smith has 567 sheets of construction paper. She orders a pack of 100 sheets. How many sheets of construction paper does Mrs. Smith have now?

iv. Use a hundreds chart to show the count if needed.

c. Lesson Vocabulary: difference, regroup, skip-count, sum

8. **Add Three-Digit Numbers**- Instruct students to add three-digit numbers with and without regrouping a hundred or a ten. Instruct students to break apart numbers to add and record the addition as partial addends before calculating the sum. Instruct students to apply models to addition and select models they find most meaningful

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of adding two numbers with and without regrouping. (Grade 1, Lesson 29- Add Two Numbers)

a. Complete Ready Math Lesson 16, Sessions 1-5 (5 days)

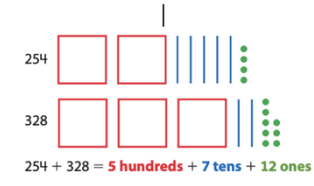
b. Strategies to Add Three-Digit Numbers:

i. Picture Models

ii. Open Number Line

iii. Break Apart using Expanded form

Open number Line



Picture Model

254 → 200 + 50 + 4
+ 328 → 300 + 20 + 8
500 + 70 + 12

Partial Addends (Break Apart Addends)

c. Lesson Vocabulary: regroup and sum

9. **Subtract Three-Digit Numbers**- Instruct students to subtract two-and three-digit numbers with and without regrouping a hundred or a ten. Instruct students to analyze subtraction problems to determine when a ten or hundred needs to be decomposed before subtracting. Instruct students to use models and select and use models they find meaningful.

a. Complete Ready Math Lesson 17, Sessions 1-5 (5 days)

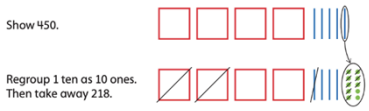
b. Strategies to Focus On:

i. Picture Models

ii. Subtract by Place Value

iii. Break Apart (Expanded Form)

iv. Open Number Line



Picture Model

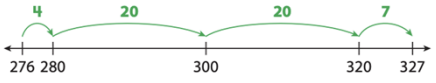
Think: 218 = 200 + 10 + 8

450
− 200
250
− 10
240
− 8
?

Subtract By Place Value

40 + 10
450 → 400 + 50 + 0
− 218 → 200 + 10 + 8
200 + 30 + 2

Break Apart (Expanded Form)



Open number Line

d. Lesson Vocabulary: (Review) difference, regroup

10. **Use Addition and Subtraction Strategies with Three Digit Numbers**- Instruct students to continue to explore addition and subtraction with three-digit numbers. Instruct students to use place value to subtract from three-digit numbers with zeros. Instruct students to use and explain strategies for solving addition and subtraction problems and use addition to check the solution to the subtraction problem.

*OPTIONAL: Instructors can prepare for this lesson by reviewing the concept of using models to add and subtract. As well as write equations to represent word problems. (Grade 2, Lesson 8- Add Two Numbers)

a. Complete Ready Math Lesson 18, Sessions 1-5 (5 days)

b. Use real-world problems for students to solve. For example: Mr. Jenks had 492 pencils for his class. His students used 261 of them. How many pencils does Mr. Jenks have left?

c. Strategies to Focus On:

i. Break Apart

ii. Count by Tens and Hundreds (Open-Number Line)

iii. Place Value Concepts (Break Apart, Picture Models, etc.)

d. Lesson Vocabulary: (Review) difference, regroup, sum

11. **<u>Add Several Two-Digit Numbers</u>**- Instruct students to add three or more two-digit numbers with and without regrouping ones and/or tens. Instruct students to interpret number models and explore strategies including break apart numbers and making tens and hundreds.

a. Complete Ready Math Lesson 19, Sessions 1-4 (4 days)

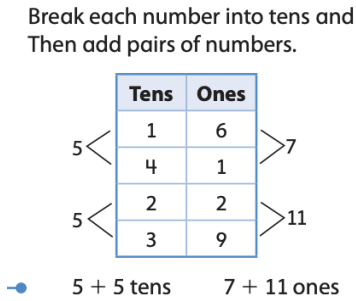
b. Present Students with real-life (relatable word problems) with and without charts for adding several two digit numbers. For example: video game scores, pages read per night, etc.

c. Strategies to Focus On:

i. Number Models

ii. Break Apart

iii. Making tens and ones



d. Lesson Vocabulary: ones, tens

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments.

Evidence/Performing Tasks

Formative Assessment:

- Fact Fluency Practice Assessments
- Administer Ready Math Lesson Quizzes at the end of each Lesson
- Administer Comprehension Check (digital)

Summative Assessments:

- Administer Ready Math Mid-Unit Assessments
- Administer Ready Math End of Unit Assessments

Benchmark Assessments:

- iReady Diagnostic
- Fact Fluency Assessment
- Acadience Assessment

Alternative Assessments:

- Informal Observation
- Small Group Observation
- Exit Tickets
- Math Journal
- Oral and Written Explanations of Reasoning

Materials

The following are approved resources that teachers can include to further unit related objectives:

Core Book List

- Ready Math Teacher Toolbox Resources
    - Whole Class Instruction
        - Teach: Instruction & Practice, Interactive Tutorials,
        - Assess: Lesson Quizzes & Unit Assessments
    - Small Group Differentiation
        - Prepare: Prerequisite Lessons
        - Reteach: Tools for Instruction
        - Reinforce: Math Center Activities
        - Extend: Enrichment Activities
- Ready Math Workbook
- Ready Math Slides
- Digital Math Tools
- iReady My Path
- Learning Games
- Manipulatives: counters, tens frames, connecting cubes, base 10 blocks
- White boards
- Number paths
- Hundred charts
- Blank Bar Models
- Grid Paper
- Blank Number Bonds
- CPS District Mathematics Google Drive Folder

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Standards

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.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.
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
MATH.K-12.4	Model with mathematics
MATH.K-12.5	Use appropriate tools strategically
MATH.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:
MATH.K-12.6	Attend to precision
MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MATH.K-12.7	Look for and make use of structure
MATH.2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MATH.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MATH.K-12.8	Look for and express regularity in repeated reasoning
MATH.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
ELA.L.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
MATH.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.
MATH.2.NBT.B.5	With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MATH.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MATH.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, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MATH.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.
MATH.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
MATH.2.M.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MATH.2.M.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
ELA.SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
ELA.SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.2.CI	Creativity and Innovation

Suggested Strategies for Modification

Integrated Accommodations and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

Possible accommodations/modification for Grade 2

Note: Teachers can find more specific modifications for English learners, learners with special needs, learners reading below grade level, and advanced learners on the Ready Math website.