Unit 1: Numbers to 20 and Data

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for students to be able to fluently add and subtract within 20, determine even and odd numbers, represent equal groups and collect and interpret data.

ESSENTIAL QUESTIONS

Module 1: Fluency for Addition and Subtraction within 20

1. How can we use doubles facts to find the sums for other facts?
2. How can we write and solve related addition and subtraction facts?
3. How can I make a ten to find sums?
4. How can we use a number line to solve differences?

Module 2: Equal Groups

1. How can we determine if a group has an even or odd number of objects?
2. How can we write an equation using even addends?
3. How can we use tools or objects to show equal groups?

Module 3: Data

1. How can we collect and use data to solve problems?
2. How can picture graphs help solve problems?
3. How can bar graphs help solve problems?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

2.OA.B.2

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

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.

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.

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 problems4 using information presented in a bar graph.

New Jersey (NJSLS) - Grade 1 - Mathematics (2020)

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.
MA.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.
MA.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
MA.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.
MATH.2.DL.A.1	Understand that people collect data to answer questions. Understand that data can vary.
MA.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.
MATH.2.DL.A.2	Identify what could count as data (e.g., visuals, sounds, numbers).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

MATH.2.DL.A.1	Understand that people collect data to answer questions. Understand that data can vary.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.

PRE-ASSESSMENTS

Module 1-Fluency for Addition and Subtraction within 20, Are you ready?, pg.4
Module 2-Equal Groups, Are you ready?, pg. 40
Module 3-Data, Are you ready?, pg. 64

INSTRUCTIONAL PLAN

MODULE 1

MODULE 1: Fluency for Addition and Subtraction within 20

LESSON 1.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.1- We are learning to use doubles facts as a strategy for finding sums for near doubles facts.
Student Learning Strategies	Students will use mental math strategies (known doubles facts, doubles +1, doubles -1) to fluently add within 20.
Success Criteria	I can use doubles facts to find sums for other facts.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 5 and 6 - Check for understanding p7

	- On your own p8
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 5B & Spark Your Learning, pg. 5D **Mini Lesson:** Build Your Understanding, pgs. 6-7 **Guided Practice**: Check Understanding, pg. 7 **Independent Practice:** On Your Own, page 8 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-Pg. 5c **Small Group Options-** On Track: - pg. 5c activity Almost There: -pg. 5c activity Ready for more: -pg. 5c activity **Math Center Option-** On Track: - More practice for 1.1 - Interactive glossary Almost There: -Reteach 1.1 - Interactive reteach 1.1 Ready for More: - Challenge 1.1 - Interactive Challenge 1.1

MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

LESSON 1.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.2- We are learning to recall sums for basic facts using strategies and properties.

Student Learning Strategies	- Students will use mental math strategies (known doubles facts, doubles +1, doubles -1) to fluently add within 20. - Addition strategies (order of addends, +0, counting on).
Success Criteria	I can add in any order, add 0, and use strategies to find sums.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 9 and 11 - Check for understanding p12 - On your own p13
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 9B & Spark Your Learning, pg. 9D **Mini Lesson:** Build Your Understanding, pgs. 10-11 **Guided Practice**: Check Understanding, pg. 12 **Independent Practice:** On Your Own, page 13 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 9c **Small Group Options-** On Track: - pg. 9c activity Almost There: -pg. 9c activity Ready for more: -pg. 9c activity **Math Center Option-** On Track: - More practice/ homework 1.2 - Interactive glossary (addends, count on, related facts) - Game: Poggles MX Addition and Subtraction Level 3 Almost There: -Reteach 1.2 - Interactive reteach 1.2 Ready for More: - Challenge 1.2 - Interactive Challenge 1.2

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

LESSON 1.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.3-We are learning to use the inverse relationship of addition and subtraction to recall basic facts.
Student Learning Strategies	- Students will Fluently add and subtract within 20 using mental strategies - Recognize and use the relationship between addition and subtraction.
Success Criteria	I can write and solve related addition and subtractior facts.
Formative Assessment (drives instructional decisions)	- Turn and talk p16 - Check for understanding p17 - On your own p18
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 15B & Spark Your Learning, pg. 15D **Mini Lesson:** Build Your Understanding, pg.16 **Guided Practice**: Check Understanding, pg.17 **Independent Practice:** On Your Own, page 18 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 15c **Small Group Options-** On Track: - pg. 15c activity Almost There: -pg. 15c activity Ready for more: -pg. 15c activity **Math Center Option-** On Track: - More practice/ homework 1.3 - Interactive glossary (difference) - My Learning Summary - Reader: Game Time Almost There: -Reteach 1.3 - Interactive reteach 1.3 - Game: Poggles MX Addition and Subtraction Level 3 Ready for More: - Challenge 1.3

	- Interactive Challenge 1.3

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

LESSON 1.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.4- We are learning to recall differences for basic facts using mental strategies.
Student Learning Strategies	- Students will fluently add and subtract within 20. - Students will use related addition facts to recall differences within 20.
Success Criteria	I can use related addition facts or count back to find differences.
Formative Assessment (drives instructional decisions)	- Turn and talk p20 - Check for understanding p22 - On your own p23
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 19B & Spark Your Learning, pg. 19D **Mini Lesson:** Build Your Understanding, pg.20 **Guided Practice**: Check Understanding, pg.22 **Independent Practice:** On Your Own, pgs. 23-24 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 19c **Small Group Options-** On Track: - pg. 19c activity Almost There: -pg. 19c activity Ready for more: -pg. 19c activity **Math Center Option-** On Track: - More practice/ homework 1.4 - Interactive glossary (count back) Almost There: -Reteach 1.4 - Interactive reteach 1.4 Ready for More:

	- Challenge 1.4 - Interactive Challenge 1.4

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

LESSON 1.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.5- We are learning to recall sums for addition facts using the make a ten strategy
Student Learning Strategies	- Students will fluently add and subtract within 20. -Std Use the make a 10 strategy to find sums.
Success Criteria	I can make a ten to find sums.
Formative Assessment (drives instructional decisions)	- Turn and talk p26 - Check for understanding p27 - On your own p28
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 25B & Spark Your Learning, pg. 25D **Mini Lesson:** Build Your Understanding, pg.26 **Guided Practice**: Check Understanding, pg.27 **Independent Practice:** On Your Own, pg. 28 & Exi Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 25c **Small Group Options-** On Track: - pg. 25c activity Almost There: -pg. 25c activity Ready for more: -pg. 25c activity **Math Center Option-** On Track: - More practice/ homework 1.5 - Game: Poggles MX Addition and Subtraction Level 5 Almost There: -Reteach 1.5 - Interactive reteach 1.5

	Ready for More: - Challenge 1.5 - Interactive Challenge 1.5

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

LESSON 1.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.6- We are learning to find differences on a number line to develop the mental strategy of decomposing to simplify facts.
Student Learning Strategies	-Students will fluently add and subtract within 20. -Students will represent whole numbers and differences on a number line diagram. - Students will use a tens fact to subtract.
Success Criteria	I can use a number line and tens facts to find differences.
Formative Assessment (drives instructional decisions)	- Turn and talk p30 - Check for understanding p31 - On your own p32
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 29B & Spark Your Learning, pg. 29D **Mini Lesson:** Build Your Understanding, pg.30 **Guided Practice**: Check Understanding, pg.31 **Independent Practice:** On Your Own, pg. 32 & Exi Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 29c **Small Group Options-** On Track: - pg. 29c activity Almost There: -pg. 29c activity Ready for more: -pg. 29c activity **Math Center Option-** On Track: - More practice/ homework 1.6

	Almost There: -Reteach 1.6 - Interactive reteach 1.6 Ready for More: - Challenge 1.6 - Interactive Challenge 1.6

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

LESSON 1.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.7- We are learning to find sums of three addends by applying the commutative property and associative property of addition.
Student Learning Strategies	- Students will fluently add and subtract within 20. -Students will use properties to change the order of addends and the order in which the addends are added to add three numbers.
Success Criteria	I can find the sums of three addends.
Formative Assessment (drives instructional decisions)	- Turn and talk p34 - Check for understanding p35 - On your own p36
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 33B & Spark Your Learning, pg. 33D **Mini Lesson:** Build Your Understanding, pg.34 **Guided Practice**: Check Understanding, pg.35 **Independent Practice:** On Your Own, pg. 36 & Exi Ticket Online **Resources:** Into Math Teacher Edition Module 1
Suggested Modifications	Plan for differentiated instruction-pg. 33c **Small Group Options-** On Track: - pg. 33c activity Almost There: -pg. 33c activity Ready for more: -pg. 33c activity **Math Center Option-** On Track: - More practice/ homework 1.7

	- My Learning Summary - Poggles MX Addition and Subtraction Level 10 - Standards Practice: Fluently add and subtract within 20 using mental strategies. Almost There: -Reteach 1.7 - Interactive reteach 1.7 Ready for More: - Challenge 1.7 - Interactive Challenge 1.7

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

MODULE 2

MODULE 2: Equal Groups

LESSON 2.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.1- We are learning to classify numbers up to 20 as even or odd.
Student Learning Strategies	- Students will make pairs or count by twos to determine whether a group of objects is even or odd - Students will write equations to express an even number as a sum of two equal addends.
Success Criteria	I can decide if a group of objects has an even or odd number of objects by making pairs or counting by twos.
Formative Assessment (drives instructional decisions)	- Turn & talk p41-42 - Check for Understanding p43 - On Your Own p44
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 41B & Spark Your Learning, pg. 41D **Mini Lesson:** Build Your Understanding, pgs. 42-43 **Guided Practice**: Check Understanding, pg. 43

	Independent Practice: On Your Own, page 44 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 41c **Small Group Options-** On Track: - pg. 41c activity Almost There (RTI): - pg. 41c activity Ready for More: - pg. 41c activity **Math Center Options-** On Track: - More Practice/ Homework 2.1 - Interactive glossary (even, odd) - Fluency Maintenance: Grade 1 Addition Almost There: - Reteach 2.1 - Interactive reteach 2.1 Ready for More: - Challenge 2.1 - Interactive Challenge 2.1

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.
MA.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.

LESSON 2.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.2- We are learning to write equations w equal addends to represent even numbers.
Student Learning Strategies	-Students will explain how an even number can b shown as the sum of two equal addends. -Students will explain that equations with two equ addends always have the same sum.

Success Criteria	I can write an equation to model an even number the sum of two equal addends.
Formative Assessment (drives instructional decisions)	- Turn & talk p46 - Check for Understanding p47 - On Your Own p48
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 45B & Spark Your Learning, pg. 45D **Mini Lesson:** Build Your Understanding, pg. 46, Step It Out pg.47 **Guided Practice**: Check Understanding, pg. 47 **Independent Practice:** On Your Own, page 48 · Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 45c **Small Group Options-** On Track: - pg. 45c activity Almost There (RTI): - pg. 45c activity Ready for More: - pg. 45c activity **Math Center Options-** On Track: - More Practice/ Homework 2.2 - My Learning Summary - Interactive glossary (addends, addition equatior Almost There: - Reteach 2.2 - Interactive reteach 2.2 Ready for More: - Challenge 2.2 - Interactive Challenge 2.2

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.
MA.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.

LESSON 2.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.3- We are learning to represent and solve problems involving equal groups.
Student Learning Strategies	- Students will count to find the total number of objects arranged in equal groups (arrays of up to 5 rows and 5 columns). -Students will write an equation to express the total as a sum of equal addends.
Success Criteria	I can use tools or drawings to show equal groups of objects and find how many objects in all.
Formative Assessment (drives instructional decisions)	- Turn & Talk p50 - Check for Understanding p51 - On Your Own p52
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 49B & Spark Your Learning, pg. 49D **Mini Lesson:** Build Your Understanding, pg. 50, Step It Out pg.51 **Guided Practice**: Check for Understanding, pg. 51 **Independent Practice:** On Your Own, page 52 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 49c **Small Group Options-** On Track: - pg. 49c activity Almost There (RTI): - pg. 49c activity Ready for More: - pg. 49c activity **Math Center Options-** On Track: - More Practice/ Homework 2.3 - Fluency Maintenance: Grade 1 Addition and Subtraction

	- Fluency Builder: Addition Level 1 Almost There: - Reteach 2.3 - Interactive reteach 2.3 Ready for More: - Challenge 2.3 - Interactive Challenge 2.3

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

LESSON 2.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.4- We are learning to write equations using repeated addition to find the total number of objects in arrays.
Student Learning Strategies	- Students will use addition to find the total number of objects arranged in equal groups (arrays of up to 5 rows and 5 columns). -Students will write an equation to express the total as a sum of equal addends.
Success Criteria	I can write an addition equation to find the total number of objects in equal groups.
Formative Assessment (drives instructional decisions)	- Turn & Talk p54 - Check for Understanding p55 - On Your Own p56
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 53B & Spark Your Learning, pg. 53D **Mini Lesson:** Build Your Understanding, pg. 54, Step It Out pg.54 **Guided Practice**: Check for Understanding, pg. 55 **Independent Practice:** On Your Own, page 56 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2

Suggested Modifications	Plan for differentiated instruction-Pg. 53c **Small Group Options-** On Track: - pg. 53c activity Almost There (RTI): - pg. 53c activity Ready for More: - pg. 53c activity **Math Center Options-** On Track: - More Practice/ Homework 2.4 - Fluency Builder: Addition and Subtraction Level 1 Almost There: - Reteach 2.4 - Interactive reteach 2.4 Ready for More: - Challenge 2.4 - Interactive Challenge 2.4

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

LESSON 2.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.5- We are learning to practice writing equations using repeated addition to find the total number of objects in an array.
Student Learning Strategies	-Students will explain how objects can be shown in an array. - Students will explain how to use repeated addition to write equations.
Success Criteria	I can write an addition equation to find the total number of objects in equal groups shown in other ways.
Formative Assessment (drives instructional decisions)	- Turn & Talk p58 - Check for Understanding p58 - On Your Own p59
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 57B & Spark Your Learning, pg. 57D

	Mini Lesson: Step It Out pgs. 57-58 **Guided Practice**: Check for Understanding, pg. 58 **Independent Practice:** On Your Own pg. 59-60 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 2
Suggested Modifications	Plan for differentiated instruction-Pg. 57c **Small Group Options-** On Track: - pg. 57c activity Almost There (RTI): - pg. 57c activity Ready for More: - pg. 57c activity **Math Center Options-** On Track: - More Practice/ Homework 2.5 - My Learning Summary Almost There: - Reteach 2.5 - Interactive reteach 2.5 Ready for More: - Challenge 2.5 - Interactive Challenge 2.5

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

MODULE 3

MODULE 3: Data

LESSON 3.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.1-We are learning to collect data in a survey and record that data in a tally chart.

Student Learning Strategies	- Students will survey classmates to collect data. - Students will use a tally chart to represent a data set with up to 4 categories. -Students will solve problems using information presented in a tally chart.
Success Criteria	I can collect data, record the data in a tally chart, an use the tally chart to solve problems.
Formative Assessment (drives instructional decisions)	- Turn & Talk p66 - Check for Understanding p67 - On Your Own p68
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 65B & Spark Your Learning, pg. 65 **Mini Lesson:** Build Your Understanding, pg. 66, Step It Out pg. 67 **Guided Practice**: Check for Understanding, pg. 67 **Independent Practice:** On Your Own pg. 68 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 65c **Small Group Options-** On Track: - pg. 65c activity Almost There (RTI): - pg. 65c activity Ready for More: - pg. 65c activity **Math Center Options-** On Track: - More Practice/ Homework 3.1 -Interactive Glossary (tally chart, tally mark, data, survey) - Game: Race to the Finish Almost There: - Reteach 3.1 - Interactive reteach 3.1 Ready for More: - Challenge 3.1 - Interactive Challenge 3.1

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

LESSON 3.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.2-We are learning to interpret data in picture graphs and use that information to solve problems.
Student Learning Strategies	- Students will draw picture graphs and bar graphs t represent a data set with up to 4 categories. -Students will solve simple problems using information presented in a bar graph.
Success Criteria	I can read a picture graph and use it to solve problems.
Formative Assessment (drives instructional decisions)	- Turn & Talk p70 - Check for Understanding p71 - On Your Own p72
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 69B & Spark Your Learning, pg. 69 **Mini Lesson:** Build Understanding, pg. 70, Step It Out pg. 71 **Guided Practice**: Check for Understanding, pg. 71 **Independent Practice:** On Your Own pg. 72 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 69c **Small Group Options-** On Track: - pg. 69c activity Almost There (RTI): - pg. 69c activity Ready for More: - pg. 69c activity **Math Center Options-** On Track: - More Practice/ Homework 3.2 -Interactive Glossary (picture graph, key) Almost There: - Reteach 3.2 - Interactive reteach 3.2

	Ready for More: - Challenge 3.2 - Interactive Challenge 3.2

MA.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.
MA.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.

LESSON 3.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.3-We are learning to draw a picture graph to represent data.
Student Learning Strategies	-Students will draw a picture graph to represent a data set with up to 4 categories. -Students will solve simple problems using information presented in a picture graph.
Success Criteria	I can draw a picture graph to show data and then use the graph to solve problems.
Formative Assessment (drives instructional decisions)	- Turn & Talk p74 - Check for Understanding p75 - On Your Own p76
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 73B & Spark Your Learning, pg. 73D **Mini Lesson:** Build Understanding, pg. 74, Step It Out pg. 75 **Guided Practice**: Check for Understanding, pg. 75 **Independent Practice:** On Your Own pg. 76 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 73c **Small Group Options-** On Track: - pg. 73c activity Almost There (RTI): - pg. 73c activity

	Ready for More: - pg. 73c activity **Math Center Options-** On Track: - More Practice/ Homework 3.3 - Fluency Builder: Addition Level 1 - My Learning Summary Almost There: - Reteach 3.3 - Interactive reteach 3.3 Ready for More: - Challenge 3.3 - Interactive Challenge 3.3

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

LESSON 3.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.4-We are learning to interpret data in bar graphs and use that information to solve problems.
Student Learning Strategies	-Students will draw a bar graph to represent a data set with up to 4 categories. -Students will solve simple problems using information presented in a bar graph.
Success Criteria	I can read a bar graph and use it to solve problems.
Formative Assessment (drives instructional decisions)	- Turn & Talk p78 - Check for Understanding p79 - On Your Own p80
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 77B & Spark Your Learning, pg. 77D **Mini Lesson:** Build Understanding, pg. 78, Step It Out pg. 79 **Guided Practice**: Check for Understanding, pg. 79 **Independent Practice:** On Your Own pg. 80 & Exit Ticket Online

	Resources: Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 77c **Small Group Options-** On Track: - pg. 77c activity Almost There (RTI): - pg. 77c activity Ready for More: - pg. 77c activity **Math Center Options-** On Track: - More Practice/ Homework 3.4 - Interactive Glossary (bar graph) - Game: Race to the Finish Almost There: - Reteach 3.4 - Interactive reteach 3.4 Ready for More: - Challenge 3.4 - Interactive Challenge 3.4

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.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.

LESSON 3.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.5-We are learning to draw bar graphs to represent data.
Student Learning Strategies	-Students will draw a bar graph to represent a data set with up to 4 categories. -Students will solve simple problems using information presented in a bar graph.
Success Criteria	I can draw a bar graph to show data and then use the graph to solve problems.
Formative Assessment (drives instructional decisions)	- Turn & Talk p82 - Check for Understanding p83 - On Your Own p84

Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 81B & Spark Your Learning, pg. 81D **Mini Lesson:** Build Understanding, pg. 82, Step It Out pg. 83 **Guided Practice**: Check for Understanding, pg. 83 **Independent Practice:** On Your Own pg. 84 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 3
Suggested Modifications	Plan for differentiated instruction-Pg. 81c **Small Group Options-** On Track: - pg. 81c activity Almost There (RTI): - pg. 81c activity Ready for More: - pg. 81c activity **Math Center Options-** On Track: - More Practice/ Homework 3.5 - My Learning Summary - Game: Race to the Finish - Standards Practice: Draw a picture graph and a ba graph to show data. Almost There: - Reteach 3.5 - Interactive reteach 3.5 Ready for More: - Challenge 3.5 - Interactive Challenge 3.5

MA.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.
MA.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.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.