

**Swedesboro-Woolwich School District's MathCurriculum Guidance Document**  
**GRADE 2– Unit 2 - Numbers Within 100 (Addition, Subtraction, Time and Money)**

<b>Mission Statement</b>
<p>The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.</p> <p>Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.</p>

<b>Unit/Module Overview</b>
<p>In unit 2, students will learn to:</p> <ul style="list-style-type: none"><li>• Add two digit numbers.</li><li>• Add tens and ones.</li><li>• Regroup ones as a ten and decompose a ten.</li><li>• Subtract two digit numbers.</li><li>• Solve one and two step word problems by adding or subtracting two digit numbers.</li><li>• Solve word problems involving money.</li></ul>

- Tell and write time to the nearest 5 minutes.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- |         |  |
|---------|--|
| 2.OA.A  | Represent and solve problems involving addition and subtraction  |
| 2.NBT.B | Use place value understanding and properties of operations to add and subtract   |
| 2.M.C.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.                      |
| 2.M.C.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. |

**Learning Targets**

- I can explain why addition and subtraction strategies work, using place value and the properties of operations.
- I can fluently add and subtract within 100 using strategies based on place-value, properties of operations, and/or the relationship between addition and subtraction.
- I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and cents symbols appropriately.
- I can tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.
- I can 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 within unknowns in all positions.

**Essential Questions**

- What strategies can I use to help me add and subtract?
- How can I use what I know about relationships between addition and subtraction to help me solve problems?
- Why is it important to know how to tell time?
- How will understanding how to count money help me with real-world situations?

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	<p><b>Obj. We are learning to:</b> I can fluently add and subtract within 100 using strategies based on place-value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 6</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	<p><b>Obj. We are learning to:</b> I can fluently add and subtract within 100 using strategies based on place-value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 7</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>

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6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	<p><b>Obj. We are learning to:</b> I can explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 8</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
6 Days	<p>2.OA.A. Represent and solve problems involving addition and subtraction</p> <p>2.NBT.B ~ Use place value understanding and properties of operations to add and subtract</p>	<p><b>Obj. We are learning to:</b> I can 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 within unknowns in all positions.</p> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 9</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>
6 Days	2.M.C.8 ~ Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols	<p><b>Obj. We are learning to:</b> I can solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and cents symbols appropriately.</p>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 10</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> </ul> </li> </ul>

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	appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	<b>Suggested Formative Assessment(s):</b> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul>
6 Days	2.M.C.7 ~ Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<b>Obj. We are learning to:</b> I can tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.  <b>Suggested Formative Assessment(s):</b> <ul style="list-style-type: none"> <li>• My Learning Path weekly progress</li> <li>• Lesson Quizzes</li> <li>• Mid-Unit Assessment</li> <li>• Unit Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Texts               <ul style="list-style-type: none"> <li>○ Ready Math - Lesson 11</li> </ul> </li> <li>● Materials               <ul style="list-style-type: none"> <li>○ I-Ready Math Program</li> <li>○ Additional Math Journal</li> <li>○ Student Judy Clocks</li> <li>○ Telling Time Math Games</li> <li>○ Digital Clock Template</li> <li>○ Non-standard units of measurement</li> <li>○ Data Math Games</li> <li>○ Geoboards</li> <li>○ Base-10 blocks</li> </ul> </li> </ul>

Technology Integration	21st Century Skills
<a href="http://www.brainden.com">www.brainden.com</a> Math playground <a href="http://www.adaptedmind.com">www.adaptedmind.com</a>	<ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> </ul>

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Brain Den      www.youtube.com  
 Fun brain      www.mathgametime.com  
 Reflex Math    www.reflexmath.com

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- . 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

WRK.9.1.2.CAP.1      Make a list of different types of jobs and describe the skills associated with each job.

TECH.9.4.2.CT.3      Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

TECH.9.4.2.TL.3      Enter information into a spreadsheet and sort the information.

TECH.9.4.2.IML.1      Identify a simple search term to find information in a search engine or digital resource.

TECH.9.4.2.IML.2      Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

TECH.9.4.2.IML.4      Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)

