BLOOMINGDALE PUBLIC SCHOOLS

MATHEMATICS
GRADE 2

Adapted from:
New Jersey Student Learning Standards
New Jersey Department of Education Instructional Units for Mathematics

Approval Date:
July 20, 2022

Implementation Date:
2022 - 2023 School Year

Last Updated:
June 2022

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I. OVERVIEW

The fundamental purpose of this course is to give second grade students an understanding of mathematical concepts and a solid mathematical foundation. The course focuses on building skills in the following key areas: comparing numbers by using place value, adding/subtracting numbers fluently, and strategies for solving multi-digit/multi-step problems. The Standards for Mathematical Practice are incorporated in each unit to ensure students are developing procedural fluency, problem solving skills, and productive dispositions towards Mathematics.

II. RATIONALE

This course is the third in the six-year elementary school sequence (K-5) and is aligned with the New Jersey Learning Standards for Mathematics, as well as the 2009 New Jersey Technology Literacy Standards and the district's technology standards. The K-6 mathematics program provides students with content-specific skills and concepts while developing problem-solving skills and strategies, communication, and reasoning. Lessons are prepared and implemented developmentally, sequentially and with the understanding that learning proceeds from concrete to abstract levels.

III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT

Bloomingdale Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

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As a result of a Bloomingdale Mathematics education, students will be able to...

- Synthesize mathematical skills across disciplines
- Develop into confident mathematicians
- Learn at their own pace and advance their understanding in a variety of ways
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Effectively approach, analyze, plan, and apply appropriate strategies for problem solving in ambitious contexts with accommodations for those who need it.
- Persevere through difficult situations and tasks and maintain a growth mindset despite adversity.
- Draw on knowledge from a wide variety of mathematical topics with flexibility to approach the same problem from different mathematical perspectives or represent the mathematics in different ways.
- Evaluate situations, draw logical conclusions, and develop, describe and apply solutions.
- Construct and support arguments.
- Evaluate their own reasoning and critique the reasoning of others.
- Assess the reasonableness of a solution with respect to the given construct or problem context.
- Use effective communication to engage in peer collaboration, reflecting on whether or not a solution is viable.
- Create appropriate representations of mathematical situations across a variety of mediums. These models will support the student's ability to demonstrate and explain their mathematical understanding.
- Use mathematical tools to explore and deepen their understanding of mathematical concepts.
- Make effective choices regarding the use of any available tools.
- Make appropriate use of technology as a tool that is constantly changing and evolving.
- Attend to precision in their mathematical calculations and in their communication.
- Calculate accurately and efficiently and express numerical answers with a degree of precision that is appropriate to the given context.
- Develop precision in their use of mathematical language.
- Look closely to determine patterns and structures within mathematics.
- Make meaningful connections between their knowledge from previous experiences and the content they are currently exploring.
- Develop deep understandings of mathematical concepts such that these understandings become applicable building blocks for future learning.
- Use their mathematical understandings to make generalizations that apply to various mathematical circumstances.
- Identify patterns in mathematics that can be used to solve problems that are challenging relative to their learning comfort zone.
- Use generalizations to increase the efficiency and manageability of their work.

- Demonstrate growth mindset and grit in effectively approaching ever-rigorous problem solving.
- Apply appropriate strategies with differentiated levels of support.
- Be confident in participating in higher level discussions that will assess and advance the understanding of concepts.
- Learn mathematics through exploring and solving contextual and mathematical problems

V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- 21st Century Life and Careers

VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

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SCOPE AND SEQUENCE
(*Pacing Guide*)

Unit of Study	Estimated Time
Place Value and Three Digit Addition and Subtraction Strategies	18 weeks
Counting, Addition and Subtraction Strategies	12 weeks
Measuring Length	12 weeks
Measurement Data and Data Representations	10 weeks

UNIT 1
Unit 1: Place Value and Three Digit Addition and Subtraction Strategies
UNIT SUMMARY
In this unit, students will...   Be able to build place value understanding for three digit numbers by gaining insight about a number's representation of hundreds, tens, and ones. They will explore and extend their previous knowledge of number sequences to count within 1000. Students will solve both one- and two-step authentic word problems. They will do so by using concrete models, drawings, and strategies, as well as addition and subtraction within 100. In the future, they will use concrete models, drawings, and similar strategies to develop conceptual understanding of addition and subtraction within 1000. Lastly, students will use mathematical discourse to explain how and why the strategies work, while pursuing fluency of addition and subtraction within 20.
NEW JERSEY STUDENT LEARNING STANDARDS MATHEMATICS
Module A: **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **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. **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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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.

Module B:

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.

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.

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 $100 - 900$.

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operation.

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.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards- English Language Arts:

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards- Science 2020:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to

compare the strengths and weaknesses of how each performs.

New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.3: Use a variety of types of thinking to solve problems
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
9.4.2.IML.2: Represent data in a visual format to tell a story about the data

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
A. Civic Responsibility	**A. Career Awareness (K-2)**	A. Agriculture
B. Financial Institutions	B. Career Awareness and Planning (3-5)	B. Architecture
C. Financial Psychology	C. Career Awareness and Planning (6-8)	C. Arts,A/V, Technology
D. Planning and Budgeting	D. Career Awareness and Planning (9-12)	D. Business Management
E. Risk Management and Insurance		E. Education
F. Civic Financial Responsibility		F. Finance
G. Credit Profile		G. Government
H. Economic and Government		H. Health Science
		I. Hospital & Tourism
		J. Human Services
		K. Information Tech.

Influences I. Credit and Debt Management	**9.4 Life Literacies and Key Skills** A. Creativity and Innovation B Critical Thinking and Problem-solving C. Digital Citizenship D. Global and Cultural Awareness E. Information and Media Literacy F. Technology Literacy	L. Law and Public Safety M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Trans./Logistics

TECHNOLOGY STANDARDS

8.1: Computer Science A. Computing systems B. Networks and the Internet C. Impacts of Computing D. Data & Analysis E. Algorithms & Programming	**8.2 Design Thinking** A. Engineering Design B. Interaction of Technology and Humans C. Nature of Technology D. Effects of Technology on the Natural World E. Ethics & Culture

ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
● Learners will read, write, and compare three-digit numbers. ● Learners will explore the base-10 system. ● Learners will solve multi-step addition and subtraction word problems.	● How can we use place value attributes to identify, analyze, and compare three-digit numbers? ● How can we compose and decompose three-digit numbers by bundling/exchanging ones, tens, and hundreds? ● How can we use models, drawings, and strategies to solve authentic word problems? ● How can we use mental math strategies to solve problems?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…

Module A
- Skip-count by 5s, 10s, and 100s within 1000.
- Read and write numbers using base-ten numerals to 1000.

- Each digit in a three-digit number represents an amount of hundreds, tens, and ones.
- Place value is a base-10 system (ex: a bundle of ten tens is called a "hundred")
- Read and write numbers using expanded form to 1000.
- Compare two three-digit numbers using the symbols >, =, <.

Module B
- Use drawings and equations to solve a word problem.
- Solve one and two-step addition and subtraction word problems within 20.
- Only digits in the same place value can be added or subtracted to or from each other when solving three-digit problems.
- Sometimes it is necessary to exchange tens and/or hundreds when adding and subtracting three-digit numbers.
- Use and relate concrete models/drawings and a place value strategy to add and subtract within 1000.
- Use and relate concrete models/drawings and a strategy based on the relationship between addition and subtraction within 1000.
- Mentally add/subtract 10 or 100 from any given number between 100 and 900.
- Explain why addition and subtraction strategies work based on place value and properties of operations.
- Know all sums of two one-digit numbers.
- Add and subtract within 20 using mental strategies to improve fact fluency.

SUGGESTED ACTIVITIES

- Math Centers/Choice Boards
- Reflex Math
- Desmos Online Activities
- Partner Work
- 100 Facts Quiz (mental math)
- Interactive Powerpoints ( ) --
  - Learning Doubles Facts - Addition and Subtraction: https://share. .com/e/epxm1aAL0db
  - One-step adding/subtracting word problems (matching pairs): https://share. .com/e/HwmGsOUK0db
- Number Grids (add/subtract 10 to 2-digit or 3-digit numbers)
  - Extra practice with Number Grids: https://www.mathplayground.com/hundreds_chart_patterns.html
- Fact Fluency:
  - Addition/Subtraction Bingo (timed): https://toytheater.com/bingo/
- Pencil and a Sticker
- Building toward fluency
- Making 124
- Largest Number Game
- Looking at Numbers Every Which Way
- Ordering 3-digit Numbers
- Choral Counting
- Small Group Projects

EVIDENCE OF LEARNING

Formative Assessments:
Classroom Discussion
Math Message (warm-up)
Math Journal pages/Math Boxes
Exit Slip/Home Links
Checklists
Peer Assessment
Rubrics
Participation and teacher observation
Whiteboard Responses
Think-Pair-Share

Summative Assessment:
Unit Tests
End-of-Trimester Test

Benchmark Assessment:
iReady
Unit Benchmarks

Alternative Assessments:
Project
Portfolio

INSTRUCTIONAL RESOURCES

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Core Instructional Resource: HMH Into Math	Teacher Created materials Presentations	Supplemental Resources: Reflex Math Choice Boards

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 2
Unit 2: Counting, Addition and Subtraction Strategies
UNIT SUMMARY

In this unit, students will...
    Continue to skip count by hundreds in efforts to develop counting skills to 1000. Students will explore the foundations of multiplication through the use of repeated addition. They will find the total number of objects arranged in rectangular arrays. Students will tell and write time to the nearest five minutes, half hour, and hour.
    Addition and subtraction concepts will be reinforced in a variety of authentic contexts. Students will solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. They will solve one- and two-step word problems and begin to add up to four two-digit numbers. Lastly, students will pursue addition/subtraction fluency within 20 or 100 using various mental strategies, as well as properties of operations.

NEW JERSEY STUDENT LEARNING STANDARDS MATHEMATICS

Module A:
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
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.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.MD.C.7 Tell and write time from f and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Module B:
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.
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.
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards- English Language Arts:
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.3: Use a variety of types of thinking to solve problems
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
9.4.2.IML.2: Represent data in a visual format to tell a story about the data

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.

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3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
J. Civic Responsibility K. Financial Institutions L. Financial Psychology M. Planning and Budgeting N. Risk Management and Insurance O. Civic Financial Responsibility P. Credit Profile Q. Economic and Government Influences R. Credit and Debt Management	**G. Career Awareness (K-2)** H. Career Awareness and Planning (3-5) I. Career Awareness and Planning (6-8) J. Career Awareness and Planning (9-12) **9.4 Life Literacies and Key Skills** A. Creativity and Innovation B Critical Thinking and Problem-solving C. Digital Citizenship D. Global and Cultural Awareness K. Information and Media Literacy L. Technology Literacy	Q. Agriculture R. Architecture S. Arts,A/V, Technology T. Business Management U. Education V. Finance W. Government X. Health Science Y. Hospital & Tourism Z. Human Services AA. Information Tech. BB. Law and Public Safety CC. Manufacturing DD. Marketing EE. Science, Technology, Engineering & Math FF. Trans./Logistics

TECHNOLOGY STANDARDS

8.1: Computer Science	8.2 Design Thinking
A. Computing systems B. Networks and the Internet C. Impacts of Computing D. Data & Analysis E. Algorithms & Programming	A. Engineering Design B. Interaction of Technology and Humans C. Nature of Technology D. Effects of Technology on the Natural World

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	E. Ethics & Culture
ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
- Learners will relate repeated addition to multiplication. - Operations create relationships between numbers. - The relationships among the operations and their properties encourage fact fluency. - There can be different strategies to solve a problem, but some are more effective and efficient than others are. - The ability to solve problems is the heart of mathematics.	- How can we show repeated addition or multiplication using arrays? - How do mathematical operations relate to each other? - How do I know which mathematical operation (+, -, x, ÷, etc.) to use? - How do I know which computational strategy (mental math, estimation, etc.) to use? - How do I decide which strategy will work best in a given problem situation? - What is the relationship between solving problems and computation? - Why is the ability to solve problems so significant in mathematics?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…

Module A
- Skip count by fives, tens, and hundreds within 1000.
- Use repeated addition to find the total number of objects arranged in rectangular arrays.
- Write a repeated addition number model or a multiplication number model to express the total number of objects arranged in an array.
- Determine whether a group of objects is odd or even.
- Two equal addends will yield an equal sum by writing a number model.
- Tell time to the nearest five minutes using A.M. and P.M.
- Count combinations of dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately.

Module B
- Add/subtract within 20 using mental strategies.
- Add/subtract within 100 using strategies based on place value and/or the relationship between addition and subtraction.

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- Use place value strategies and properties of operations to add four numbers that have two digits.
- Use drawings and equations to solve one- and two-step word problems within 100.

SUGGESTED ACTIVITIES

- Math Centers/Choice Boards
- Reflex Math
- Desmos Online Activities
- Partner Work
- 100 Facts Quiz (mental math)
- Hitting the Target Number
- Red and Blue Tiles
- Counting Dots in Arrays
- Partitioning a Rectangle into Unit Squares
- Toll Bridge Puzzle
- How Many Days Until Summer Vacation?
- Peyton and Presley Discuss Addition
- Small Group Projects
- Interactive Powerpoints ( )

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
Classroom Discussion	Unit Tests
Math Message (warm-up)	End-of-Trimester Test
Math Journal pages/Math Boxes	
Exit Slip/Home Links	
Checklists	
Peer Assessment	
Rubrics	
Participation and teacher observation	
Whiteboard Responses	
Think-Pair-Share	
Benchmark Assessment:	**Alternative Assessments:**
iReady	Project
Unit Benchmarks	Portfolio

INSTRUCTIONAL RESOURCES

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Core Instructional Resource:	Teacher Created materials:	Supplemental Resources:
HMH Into Math	Presentations	Reflex Math Choice Boards

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

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UNIT
Unit 3: Measuring Length
UNIT SUMMARY

In this unit, students will...
   Continue to solve one- and two-step word problems involving addition and subtraction. They will use concrete models and drawings to develop conceptual understanding of addition and subtraction within 1000. Once again, students will use repeated addition and rectangular arrays to further develop their understanding of multiplication.
   Students will select and use appropriate measuring tools such as rulers, yardsticks, meter sticks, and measuring tapes. They will represent and compare lengths on the number line. Lastly, students will use addition and subtraction to solve word problems involving lengths within 100.

NEW JERSEY STUDENT LEARNING STANDARDS MATHEMATICS
Module A: **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. **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. **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **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.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. Module B: **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. **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.

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.

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.

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.

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.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards- English Language Arts:
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

New Jersey Student Learning Standards- Science 2020:
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills (2020)
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.3: Use a variety of types of thinking to solve problems
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
9.4.2.IML.2: Represent data in a visual format to tell a story about the data

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21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy
S. Civic Responsibility
T. Financial Institutions
U. Financial Psychology
V. Planning and Budgeting
W. Risk Management and Insurance
X. Civic Financial Responsibility
Y. Credit Profile
Z. Economic and Government Influences
AA. Credit and Debt Management

9.2: Career Awareness, Exploration & Preparation, and Training
M. Career Awareness (K-2)
N. Career Awareness and Planning (3-5)
O. Career Awareness and Planning (6-8)
P. Career Awareness and Planning (9-12)

9.4 Life Literacies and Key Skills
A. Creativity and Innovation
B   Critical Thinking and Problem-solving
C. Digital Citizenship
D. Global and Cultural Awareness
Q. Information and Media Literacy
R. Technology Literacy

9.3: Career and Technical Education
GG. Agriculture
HH. Architecture
II. Arts,A/V, Technology
JJ. Business Management
KK. Education
LL. Finance
MM. Government
NN. Health Science
OO. Hospital & Tourism
PP. Human Services
QQ. Information Tech.
RR. Law and Public Safety
SS. Manufacturing
TT. Marketing
UU. Science, Technology, Engineering & Math
VV. Trans./Logistics

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TECHNOLOGY STANDARDS	
8.1: Computer Science A. Computing systems B. Networks and the Internet C. Impacts of Computing D. Data & Analysis E. Algorithms & Programming	**8.2 Design Thinking** A. Engineering Design B. Interaction of Technology and Humans C. Nature of Technology D. Effects of Technology on the Natural World E. Ethics & Culture
ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
- In certain measurement situations, an estimate is very useful. - Measurement describes the attributes and lengths of objects. - Standard units of measurement help people interpret results or data. - Learners will relate repeated addition to multiplication.	- When is it appropriate to use estimation and/or approximation while measuring? - How important are estimations in real life situations? - How do I make a reasonable estimate? - Why do I measure? - Why do I need standardized units of measurement? - How do I determine which unit of measurement to use? - How do we show repeated addition or multiplication using arrays?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…

Module A
- Represent and solve one/two step word problems using drawings and equations within 100.
- Use concrete models, drawings, and a place value strategy to add and subtract within 1000, and relate the written strategy to the model/drawing.
- Use concrete models, drawings, and a strategy based on the relationship between addition and subtraction within 100 and then within 1000, and relate the written strategy to the model/drawing.
- Skip count by fives, tens, and hundreds within 1000.
- Use repeated addition to find the total number of objects arranged in rectangular arrays.
- Write a repeated addition number model or a multiplication number model to express the total number of objects arranged in an array.

Module B

- Select appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to measure lengths of objects.
- Use units of inches, feet, centimeters, or meters to estimate lengths of objects.
- Identify the difference in length between two objects using a standard unit of length.
- Measure the length of an object using different units of measure (ex: inches and centimeters), and describe how those measurements relate to the size of the measurement units.
- Solve addition/subtraction word problems involving lengths of the same units.
- Represent the problem using number models and drawings.
- Use a number line to represent whole numbers as lengths from 0.
- Represent whole number sums/differences within 100 on a number line.

SUGGESTED ACTIVITIES

- Math Centers/Choice Boards
- Reflex Math
- Desmos Online Activities
- Partner Work: Measurement Activities (door, desk, chair, etc.)
- Interactive Powerpoints ( )
  - Measurement (Length in Inches): https://share. .com/e/0DSDzPxL0db
- Determining Length
- High Jump Competition
- Frog and Toad on the Number Line
- Ordering Time
- Small Group Projects

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
Classroom Discussion	Unit Tests
Math Message (warm-up)	End-of-Trimester Test
Math Journal pages/Math Boxes	
Exit Slip/Home Links	
Checklists	
Peer Assessment	
Rubrics	
Participation and teacher observation	
Whiteboard Responses	
Think-Pair-Share	
Benchmark Assessment:	**Alternative Assessments:**
iReady	Project
Unit Benchmarks	Portfolio

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INSTRUCTIONAL RESOURCES		
Core Instructional Resource: HMH Into Math	**Teacher Created materials:** Presentations	**Supplemental Resources:** Reflex Math Choice Boards

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers

UNIT 4
Unit 4: Measurement Data and Data Representations
UNIT SUMMARY

In this unit, students will...
 	
    Partition rectangles and circles into equal shares. They will expand their abilities to solve word problems involving money, tell time to the nearest five minutes, and revisit repeated addition and multiplication.
 	
    Students will collect measurement data and organize the data in line plots, or picture/bar graphs. They will measure lengths of several objects to the nearest whole unit, or measure one object multiple times to gather data. Lastly, students will demonstrate fact fluency by being able to add/subtract two one-digit numbers within 20 using mental strategies.

NEW JERSEY STUDENT LEARNING STANDARDS MATHEMATICS
Module A: **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.   **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.   **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 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.   **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 B: **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.   **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.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.   **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.

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

INTERDISCIPLINARY CONNECTIONS

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2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
BB. Civic Responsibility	**S. Career Awareness (K-2)**	WW. Agriculture
CC. Financial Institutions	T. Career Awareness and Planning (3-5)	XX. Architecture
DD. Financial Psychology	U. Career Awareness and Planning (6-8)	YY. Arts,A/V, Technology
EE. Planning and Budgeting	V. Career Awareness and Planning (9-12)	ZZ. Business Management
FF. Risk Management and Insurance		AAA. Education
GG. Civic Financial Responsibility		BBB. Finance
HH. Credit Profile		CCC. Government
II. Economic and Government Influences	**9.4 Life Literacies and Key Skills**	DDD. Health Science
JJ. Credit and Debt Management	A. Creativity and Innovation	EEE. Hospital & Tourism
	B Critical Thinking and Problem-solving	FFF. Human Services
	C. Digital Citizenship	GGG. Information Tech.
	D. Global and Cultural Awareness	HHH. Law and Public Safety
	W. Information and Media Literacy	III. Manufacturing
	X. Technology Literacy	JJJ. Marketing
		KKK. Science, Technology, Engineering & Math
		LLL. Trans./Logistics

TECHNOLOGY STANDARDS	
8.1: Computer Science	**8.2 Design Thinking**
A. Computing systems	A. Engineering Design

B. Networks and the Internet C. Impacts of Computing D. Data & Analysis E. Algorithms & Programming	B. Interaction of Technology and Humans C. Nature of Technology D. Effects of Technology on the Natural World E. Ethics & Culture

ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
● Analyzing geometric relationships develops reasoning and rationalizing skills. ● There can be different strategies to solve a problem, but some are more effective and efficient than others are. ● Real world situations can be represented symbolically and graphically.	● How are geometric shapes and objects classified? ● How do I decide what strategy will work best in a given problem situation? ● How do I use different types of graphs to analyze or solve problems?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that…

Module A
- Measure the lengths of multiple objects to the nearest whole unit to generate measurement data.
- Measure the length of one object multiple times to generate measurement data.
- Organize/record measurements in a line plot using whole number units.
- Draw a picture graph and bar graph to represent a data set with up to four categories
- Use information from a bar graph to solve simple addition/subtraction problems.
- Solve addition/subtraction word problems that involve lengths of the same units within 100.
- Use number models and drawings to represent the problem.
- Use place value and the relationship between addition and subtraction to add/subtract within 100 accurately and efficiently.
- Use mental math to add and subtract two one-digit numbers within 20.

Module B
- Skip count by fives, tens, and hundreds within 1000.
- Use repeated addition to find the total number of objects arranged in rectangular arrays.
- Write a repeated addition number model or a multiplication number model to express the total number of objects arranged in an array.

- Identify and draw shapes based on their attributes (ex: number of angles, number of equal faces). These shapes include cubes, triangles, quadrilaterals, pentagons, and hexagons
- Partition circles and rectangles into two, three, or four equal shares and identify them as halves, thirds, fourths.
- Describe the whole as two halves, three thirds, and four fourths.
- Recognize that equal shares of identical wholes do not always have the same shape.
- Tell time to the nearest five minutes using A.M. and P.M.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately.

SUGGESTED ACTIVITIES

- Math Centers/Choice Boards
- Reflex Math
- Desmos Online Activities
- Interactive Virtual Geoboards:
  https://apps.mathlearningcenter.org/geoboard/
- Partner Work: Fraction Activities
- "My Name in Fractions" project
- Telling Time Extra Practice (can select "to the nearest hour," "nearest half hour," or "nearest 5 minutes"):
  https://mathsframe.co.uk/en/resources/resource/116/telling-the-time
- Delayed Gratification
- Hand Span Measures
- The Longest Walk
- Saving Money 1
- Saving Money 2
- Small Group Projects
- Interactive Powerpoints ( )

EVIDENCE OF LEARNING

Formative Assessments:	Summative Assessment:
Classroom Discussion	Unit Tests
Math Message (warm-up)	End-of-Trimester Test
Math Journal pages/Math Boxes	
Exit Slip/Home Links	
Checklists	
Peer Assessment	
Rubrics	
Participation and teacher observation	
Whiteboard Responses	
Think-Pair-Share	
Benchmark Assessment:	**Alternative Assessments:**

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iReady Unit Benchmarks	Project Portfolio

INSTRUCTIONAL RESOURCES		
Core Instructional Resource: HMH Into Math	**Teacher Created Materials:** Presentations	**Supplemental Resources:** Reflex Math Choice Boards

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:
Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:
Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:
Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating

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Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:
Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans
Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers