

**WEYMOUTH TOWNSHIP MATHEMATICS  
CURRICULUM**

Content Area: Mathematics

Course Title: Elementary School

Grade Level: 2

**Unit 1 Plan:  
Operations and Algebraic Thinking**

**September/November  
Ongoing**

**Unit 2 Plan:  
Number and Operations in Base Ten**

**November/January  
Ongoing**

**Unit 3 Plan:  
Measurement and Data**

**January/March  
Ongoing**

**Unit 4 Plan:  
Geometry**

**March/June  
Ongoing**

**Date Created:**

August, 2022

Revised:

**Board Approved on:**

August 2023

## Gr –2nd Grade Unit 1-Operations and Algebraic Thinking

### Unit Overview

*Content topic and skill focus:* **Operations and Algebraic Thinking**

*Standard, Strand, and Content statements (CPIs listed below)*

Learning in this unit will focus on: **Operations and Algebraic Thinking**

**Standard** MA.2.OA.A.1, MA.2.OA.B.2, MA.2.OA.C.3, MA.2.OA.C.4

**Content Statement:** Students will 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. Students will fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. Students will be able to 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. Students will 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.

**Instructional Focus:** Operations and Algebraic Thinking

**Lesson #:** Sections 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 12.1, 13.2, 13.3, 13.4, 13.5, 13.7, 15.2, 15.5

#### Essential Questions:

- How can you tell whether a number is even or odd?
- How can you use an addition equation to model even and odd numbers?
- How can you determine the total number of objects in equal groups?
- How can you determine the total number of objects in an array?
- How can you make an array to solve a word problem?
- How can you add in any order to find a sum?
- How can you use the *doubles plus 1* and *doubles minus 1* strategies to find a sum?
- How can you add three numbers?
- How can you use the *make a 10* strategy to add two numbers?
- How can you use the *count on* and *count back* strategies to find a difference?
- How can you write related addition and subtraction equations?
- How can you use the *get to 10* strategy to subtract?
- How can you add and subtract within 20?
- How can you solve addition and subtraction word problems?
- How can you use an open number line to add tens?
- How can you use an open number line to add tens and ones?
- How can you use place value to add two numbers?
- How can you break apart a number to add?
- How can you use compensation to add?
- How do you choose a strategy to add two numbers?
- How can you solve two-step addition problems?
- How can you use partial sums to add?
- How do you use regrouping to add?
- How do you use regrouping when needed to add?
- How do you add two-digit numbers?
- How can you add up to 3 two-digit numbers?
- How do you solve one- and two-step addition problems?

- How can you use an open number line to subtract tens?
- How can you use an open number line to subtract tens and ones?
- How can you use addition to subtract on an open number line?
- How do you break apart one-digit numbers to subtract?
- How do you break apart two-digit numbers to subtract?
- How do you use compensation to subtract?
- How do you choose a strategy to subtract?
- How can you solve two-step subtraction problems?
- How do you use models and regrouping to subtract a one-digit number from a two-digit number?
- How do you use models to subtract a one-digit number from a two-digit number?
- How do you use models to subtract a two-digit number from a two-digit number?
- How do you subtract a one-digit number from a two-digit number?
- How can you use addition to check subtraction?
- How do you subtract two-digit numbers?
- How do you solve one- and two-step problems?
- How can you use a number line to solve length word problems?
- How can you understand the data shown by a picture graph?
- How can you use data to make picture graphs?
- How can you understand the data shown by a bar graph?
- How do you use data to make a bar graph?
- How can you use data to make line plots?
- How can you measure objects and make line plots?

**Student Learning Objectives: STUDENTS WILL BE ABLE TO:**

- MA.2.OA [Domain] - Operations and Algebraic Thinking
- MA.2.OA.A Represent and solve problems involving addition and subtraction.
  - MA.2.OA.A.1 [Standard] - 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.
- MA.2.OA.B Add and subtract within 20.
  - MA.2.OA.B.2 [Standard] - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- See standard 1.OA.6 for a list of mental strategies.
- MA.2.OA.C Work with equal groups of objects to gain foundations for multiplication.
  - MA.2.OA.C.3 [Standard] - 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 [Standard] - 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.

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Introduction videos</li> <li>● XtraMath</li> <li>● Graphic organizers</li> <li>● Scavenger hunts</li> <li>● Flash cards</li> <li>● Online textbook lesson</li> <li>● Online questions correlated to textbook</li> <li>● Stem videos</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● Big Ideas Math Textbook copyright 2022</li> <li>● Big Ideas record and practice journal</li> <li>● Big Ideas resource by chapter workbook</li> <li>● Big Ideas skills review handbook</li> <li>● Teacher made materials</li> <li>● Instructional videos</li> <li>● Quizzes</li> <li>● Online chapter review</li> <li>● Online practice test</li> <li>● Online test</li> <li>● Cumulative assessments</li> <li>● Benchmark tests</li> <li>● Performance assessment</li> </ul>
<p><b>Pacing: approx # of class periods: 69 days</b></p>	

**NJ Student Learning Standards for Math: MA.2.OA.A.1, MA.2.OA.B.2, MA.2.OA.C.3, MA.2.OA.C.4**

**Interdisciplinary Connections**

**Language Arts Literacy** LA.RL.2.1, LA.RF.2.4.C, LA.W.2.1, LA.W.2.2, LA.W.2.4, LA.L.2.2.B, LA.2.3.A, LA.L.2.4.C, LA.L.2.6

**Career Readiness-Personal Financial Literacy** PFL.9.1.4.B.1, PFL.9.1.4.D.1, PFL.9.1.4.B.3, PFL.9.1.4.E.2, PFL.9.1.4.F.1

**Career Awareness, Exploration, and Training** WRK.9.1.2.CAP.1

**Life Literacy and Key Skills** TECH.9.4.2.CT.1, TECH.9.4.2.IML.4, TECH.9.4.2.TL.1, TECH. 9.4.2.TL.2, TECH. 9.4.2.TL.3

**Integration of Technology**

Math instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit:

**Computer Science and Design Thinking** CS.K-2.8.1.2.AP.4, CS.K-2.8.1.2.CS.1, CS.K-2.8.1.2.DA.1, CS.K-2.8.2.2.ED.2, CS.K-2.8.2.2.ED.3

**21st Century Life and Career Skills**

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.

X	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

### Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Pretest Unit Project Unit Test Performance Assessment Beginning of the year benchmark Trimester benchmark End of year benchmark	Hand Signals Student Conference Fun and Games Class work/participation Critical Thinking Skill activity Writing about Math Textbook Interactive Activities record and practice journal Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided math strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples

- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning

**Differentiated Instruction, Accommodations & Adaptations**

Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments/books/notebooks/folders

Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>	<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts Spanish pupil editions including assessments	Independent extension research projects Jigsaw cooperative learning activities Student choice Advanced Activities Class grouping
<b><u>At Risk/I&amp;RS</u></b>	<b><u>At Risk/I&amp;RS</u></b>
<b>Presentation accommodations</b> (changes the way information is presented) <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Learn content from videos, and digital media instead of reading print versions</li> </ul>	<b>Common Modifications</b>  <b>Assignment modifications</b> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Write shorter answers to questions</li> </ul>

- Work with fewer items per page or line
- Have a “designated reader”—someone who reads test questions aloud to
- Hear instructions spoken aloud
- Get class notes from teacher
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

**Response accommodations** (changes the way kids complete assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Use a spelling dictionary or digital spell-checker
- Use a laptop to type notes or give answers in class
- Use a calculator or table of “math facts”

**Setting accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Adjust lighting in the classroom
- Take a test in a small group setting

**Timing accommodations**

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects

**Scheduling accommodations**

- Take more time to complete a project
- Take a test in several sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations**

- Mark notes with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive organizational skills instruction

**Internet Resources**

Big Idea Math Series <https://www.bigideasmath.com/>  
 XtraMath [XtraMath - 10 minutes a day for math fact fluency](#)  
 prodigy <https://www.prodigygame.com/>  
 National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>  
 Internet4classrooms [https://www.internet4classrooms.com/skills\\_6th.htm](https://www.internet4classrooms.com/skills_6th.htm)  
 Future Smart Financial Literacy <https://platform.everfi.net/teacher/curriculum/25/demo>

## Gr – 2nd Grade Unit 2-Number and Operations in Base Ten

### Unit Overview

*Content topic and skill focus: Number and Operations in Base Ten*

*Standard, Strand, and Content statements (CPIs listed below)*

Learning in this unit will focus on: **Number and Operations in Base Ten**

**Standard MA.2.NBT.A.1, MA.2.NBT.A.2, MA.2.NBT.A.3, MA.2.NBT.A.4, MA.2.NBT.B.5, MA.2.NBT.B.6, MA.2.NBT.B.7 MA.2.NBT.B.8, MA.2.NBT.B.9**

**Content Statement:** Students will understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens — called a “hundred.” The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). Count within 1000; skip-count by 5s, 10s, and 100s. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Add up to four two-digit numbers using strategies based on place value and properties of operations. 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. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Explain why addition and subtraction strategies work, using place value and the properties of operations.

### Instructional Focus: Number and Operations in Base Ten

**Lesson #:** Sections 1.1, 1.2, 1.3,1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.5, 8.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7

#### Essential Questions:

- How can you tell whether a number is even or odd?
- How can you use an addition equation to model even and odd numbers?
- How can you determine the total number of objects in equal groups?
- How can you determine the total number of objects in an array?
- How can you make an array to solve a word problem?
- How can you add in any order to find a sum?
- How can you use the *doubles plus 1* and *doubles minus 1* strategies to find a sum?
- How can you add three numbers?
- How can you use the *make a 10* strategy to add two numbers?
- How can you use the *count on* and *count back* strategies to find a difference?
- How can you write related addition and subtraction equations?
- How can you use the *get to 10* strategy to subtract?
- How can you add and subtract within 20?
- How can you solve addition and subtraction word problems?
- How can you use an open number line to add tens?
- How can you use an open number line to add tens and ones?

- How can you use place value to add two numbers?
- How do you break apart a number to add?
- How can you use compensation to add?
- How do you choose a strategy to add two numbers?
- How do you solve two-step addition problems?
- How do you use partial sums to add?
- How can you use regrouping to add?
- How can you use regrouping when needed to add?
- How do you add two-digit numbers?
- How do you add up to 3 two-digit numbers?
- How do you solve one- and two-digit addition problems?
- How can you use an open number line to subtract tens?
- How can you use an open number line to subtract tens and ones?
- How can you use addition to subtract on an open number line?
- How can you break apart one-digit numbers to subtract?
- How can you break apart two-digit numbers to subtract?
- How can you use compensation to subtract?
- How do you choose a strategy to subtract?
- How can you solve two-step subtraction problems?
- How can you use models and regrouping to subtract a one-digit number from a two-digit number?
- How can you use models to subtract a one-digit number from a two-digit number?
- How can you use models to subtract a two-digit number from a two-digit number?
- How can you subtract a one- or two-digit number from a two-digit number?
- How do you use addition to check subtraction?
- How do you subtract two-digit numbers?
- How can you solve one- and two step problems?
- How do you identify groups of tens as hundreds?
- How do you model and write numbers to 1,000?
- How can you understand the values of digits in a number?
- How do you write numbers in standard form, expanded form, and word form?
- How do you represent numbers in different ways?
- How do you skip count within 120 in different ways?
- How do you skip count within 1,000 in different ways?
- How can you identify patterns to find missing numbers?
- How do you use symbols to compare two numbers up to 1,000?
- How do you use a number line to compare two numbers up to 1,000?
- How do you use mental math to add 10 and add 100?
- How do you use an open number line to add hundreds and tens?
- How can you use an open number line to add?
- How do you use compensation to add?
- How do you use partial sums to add?
- How can you use models to add?
- How do you add three-digit numbers?
- How do you add up to 4 two-digit numbers?
- How can you choose and explain a strategy to add?
- How do you use mental math to subtract 10 and subtract 100?
- How do you use an open number line to subtract hundreds and tens?
- How can you use a number line to subtract?
- How do you use compensation to subtract?
- How do you use models to subtract?

- How can you subtract three-digit numbers?
- How can you subtract from three-digit numbers with zeros?
- How do you use addition to subtract on an open number line?
- How do you choose and explain a strategy to subtract?
- How do you find the total value of a group of coins?
- How do you order a group of coins to find the total value?
- How can you show money amounts in different ways?
- How do you use coins to make one dollar?
- How do you solve word problems to make change from one dollar?
- How do you find the total value of a group of bills?
- How do you solve money word problems?

**Student Learning Objectives: STUDENTS WILL BE ABLE TO:**

**MA.2.NBT** [*Domain*] - Number and Operations in Base Ten

**MA.2.NBT.A** Understand place value.

**MA.2.NBT.A.1** [*Standard*] - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

**MA.2.NBT.A.1a** 100 can be thought of as a bundle of ten tens — called a “hundred.”

**MA.2.NBT.A.1b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**MA.2.NBT.A.2** [*Standard*] - Count within 1000; skip-count by 5s, 10s, and 100s.

**MA.2.NBT.A.3** [*Standard*] - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**MA.2.NBT.A.4** [*Standard*] - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

**MA.2.NBT.B** Use place value understanding and properties of operations to add and subtract.

**MA.2.NBT.B.5** [*Standard*] - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**MA.2.NBT.B.6** [*Standard*] - Add up to four two-digit numbers using strategies based on place value and properties of operations.

**MA.2.NBT.B.7** [*Standard*] - 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.

**MA.2.NBT.B.8** [*Standard*] - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

**MA.2.NBT.B.9** [*Standard*] - Explain why addition and subtraction strategies work, using place value and the properties of operations.

**Suggested Activities**

- Introduction videos
- XtraMath
- Graphic organizers
- Scavenger hunts
- Flash cards
- Online textbook lesson
- Online questions correlated to textbook
- Stem videos

**Instructional Materials/Resources**

- Big Ideas Math Textbook copyright 2022
- Big Ideas record and practice journal
- Big Ideas resource by chapter workbook
- Big Ideas skills review handbook
- Teacher made materials
- Instructional videos
- Quizzes
- Online chapter review
- Online practice test
- Online test
- Cumulative assessments
- Benchmark tests
- Performance assessment

**Pacing: approx # of class periods:**

**Interdisciplinary Connections**

**Language Arts Literacy** LA.RL.2.1, LA.RF.2.4.C, LA.W.2.1, LA.W.2.2,LA.W.2.4, LA.L.2.2.B, LA.2.3.A, LA.L.2.4.C, LA.L.2.6

**Career Readiness-Personal Financial Literacy** PFL.9.1.4.B.1, PFL.9.1.4.D.1,PFL.9.1.4.B.3, PFL.9.1.4.E.2, PFL.9.1.4.F.1

**Career Awareness, Exploration, and Training** WRK.9.1.2.CAP.1

**Life Literacy and Key Skills** TECH.9.4.2.CT.1, TECH.9.4.2.IML.4, TECH.9.4.2.TL.1, TECH. 9.4.2.TL.2, TECH. 9.4.2.TL.3

**Integration of Technology**

Math instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit:

**Computer Science and Design Thinking** CS.K-2.8.1.2.AP.4, CS.K-2.8.1.2.CS.1, CS.K-2.8.1.2.DA.1, CS.K-2.8.2.2.ED.2, CS.K-2.8.2.2.ED.3

**21st Century Life and Career Skills**

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
X	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

**Evidence of Learning**

<b>Summative and Benchmark Assessments</b>	<b>Formative Assessments and Alternative Activities</b>
--------------------------------------------	---------------------------------------------------------

Unit Pretest	Hand Signals	Lesson Review questions
Unit Project	Student Conference	Reading Check questions
Unit Test	Fun and Games	Share/Pair
Performance Assessment	Class work/participation	Skills Practice
Beginning of the year benchmark	Critical Thinking Skill activity	Study Guide
Trimester benchmark	Writing about Math	Teacher Observation
End of year benchmark	Textbook Interactive Activities	Unit Review
	ixl	Vocabulary Review
	record and practice journal	Graphic Organizers
		Homework and Practice pages
		Writing Connection
		Content Videos
		Online Questions

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided math strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning

### Differentiated Instruction, Accommodations & Adaptations

Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments/books/notebooks/folders

Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers

<p>Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts</p>	
<p><b>ELL</b></p>	<p><b>Gifted &amp; Talented</b></p>
<p>Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts Spanish pupil editions including assessments</p>	<p>Independent extension research projects Jigsaw cooperative learning activities Student choice Advanced Activities Class grouping</p>
<p><b><u>At Risk/I&amp;RS</u></b></p>	<p><b><u>At Risk/I&amp;RS</u></b></p>
<p><b>Presentation accommodations</b> (changes the way information is presented)</p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Learn content from videos, and digital media instead of reading print versions</li> <li>● Work with fewer items per page or line</li> <li>● Have a “designated reader”—someone who reads test questions aloud to</li> <li>● Hear instructions spoken aloud</li> <li>● Get class notes from teacher</li> <li>● See an outline of a lesson</li> <li>● Use visual presentations of verbal material, such as word webs</li> <li>● Get a written list of instructions</li> </ul> <p><b>Response accommodations</b> (changes the way kids complete assignments or tests)</p> <ul style="list-style-type: none"> <li>● Give responses in a form (spoken or written) that’s easier for them</li> <li>● Dictate answers to a scribe who writes or types</li> <li>● Use a spelling dictionary or digital spell-checker</li> <li>● Use a laptop to type notes or give answers in class</li> <li>● Use a calculator or table of “math facts”</li> </ul> <p><b>Setting accommodations</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> </ul>	<p><b>Common Modifications</b></p> <p><b>Assignment modifications</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Write shorter answers to questions</li> <li>● Answer fewer or different test questions</li> <li>● Create alternate projects or assignments</li> </ul> <p><b>Curriculum modifications</b></p> <ul style="list-style-type: none"> <li>● Learn different material (such as continuing to work on multiplication while classmates move on to fractions)</li> <li>● Get graded or assessed using a different standard than other students</li> <li>● Be excused from particular projects</li> </ul> <p><b>Scheduling accommodations</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a project</li> <li>● Take a test in several sessions or over several days</li> <li>● Take sections of a test in a different order</li> <li>● Take a test at a specific time of day</li> </ul> <p><b>Organization skills accommodations</b></p> <ul style="list-style-type: none"> <li>● Mark notes with a highlighter</li> <li>● Use a planner or organizer to help coordinate assignments</li> </ul>

<ul style="list-style-type: none"> <li>• Sit where they learn best (for example, near the teacher)</li> <li>• Adjust lighting in the classroom</li> <li>• Take a test in a small group setting</li> </ul> <p><b>Timing accommodations</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process spoken information and directions</li> <li>• Take frequent breaks, such as after completing a worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Receive organizational skills instruction</li> </ul>
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### Internet Resources

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 XtraMath [XtraMath - 10 minutes a day for math fact fluency](#)  
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 National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>  
 Internet4classrooms [https://www.internet4classrooms.com/skills\\_6th.htm](https://www.internet4classrooms.com/skills_6th.htm)  
 Future Smart Financial Literacy <https://platform.everfi.net/teacher/curriculum/25/demo>  
 Junior Achievement <http://learn.ja.org>

## Gr –2nd Grade Unit 3-Measurement and Data

### Unit Overview

*Content topic and skill focus: Measurement and Data*

*Standard, Strand, and Content statements (CPIs listed below)*

Learning in this unit will focus on: **Measurement and Data**

**Standard MA.2.MD.A.1, MA.2.MD.A.2, MA.2.MD.A.3, MA.2.MD.A.4, MA.2.MD.B.5, MA.2.MD.B.6, MA.2.MD.C.7, MA.2.MD.C.8, MA.2.MD.D.9, MA.2.MD.D.10**

**Content Statement:** Students will measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 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. Estimate lengths using units of inches, feet, centimeters, and meters. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. 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. Fluently add and subtract within 20 using mental strategies. By end of

**Grade 2, know from memory all sums of two one-digit numbers. 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. 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.**

**Instructional Focus: Measurement and Data**

**Lesson #:** Sections 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 12.1, 12.2, 12.3, 12.4, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 14.10

**Essential Questions:**

- How do you measure the length of an object in centimeters?
- How do you measure the length of an object in centimeters or meters?
- How can you estimate the length of an object in centimeters or meters?
- How can you measure the length of an object in inches?
- How can you use an inch ruler, yardstick, or measuring tape to measure an object in inches, feet, or yards?
- How do you measure the same object using two different measurement units?
- How can you compare the lengths of two objects?
- How can you use a number line to solve length word problems?
- How do you solve *compare* length problems?
- How can you solve length word problems to find missing measurements?
- How do you solve length word problems?
- How can you understand the data shown by a picture graph?
- How do you use data to make picture graphs?
- How do you understand the data shown by a bar graph?
- How do you use data to make bar graphs?
- How can you use data to make line plots?
- How do you measure objects and make line plots?
- How can you find the total value of a group of coins?
- How can you order a group of coins to find the total value?
- How can you show money amounts in different ways?
- How can you use coins to make one dollar?
- How do you solve word problems to make change from one dollar?
- How do you find the total value of a group of bills?
- How do you solve money word problems?
- How can you tell time to the nearest five minutes?
- How do you describe the time before or after the hour in different ways?
- How can you describe the time using a.m. and p.m.?

**Student Learning Objectives: STUDENTS WILL BE ABLE TO:**

**MA.2.MD [Domain] - Measurement and Data**

**MA.2.MD.A** Measure and estimate lengths in standard units.

**MA.2.MD.A.1** [*Standard*] - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**MA.2.MD.A.2** [*Standard*] - 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.

**MA.2.MD.A.3** [*Standard*] - Estimate lengths using units of inches, feet, centimeters, and meters.

**MA.2.MD.A.4** [*Standard*] - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**MA.2.MD.B** Relate addition and subtraction to length.

**MA.2.MD.B.5** [*Standard*] - 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.

**MA.2.MD.B.6** [*Standard*] - 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.

**MA.2.MD.C** Work with time and money.

**MA.2.MD.C.7** [*Standard*] - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**MA.2.MD.C.8** [*Standard*] - 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?

**MA.2.MD.D** Represent and interpret data.

**MA.2.MD.D.9** [*Standard*] - 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.

**MA.2.MD.D.10** [*Standard*] - 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.

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Introduction videos</li> <li>● XtraMath</li> <li>● Graphic organizers</li> <li>● Scavenger hunts</li> <li>● Flash cards</li> <li>● Online textbook lesson</li> <li>● Online questions correlated to textbook</li> <li>● Stem videos</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● Big Ideas Math Textbook copyright 2022</li> <li>● Big Ideas record and practice journal</li> <li>● Big Ideas resource by chapter workbook</li> <li>● Big Ideas skills review handbook</li> <li>● Teacher made materials</li> <li>● Instructional videos</li> <li>● Quizzes</li> <li>● Online chapter review</li> <li>● Online practice test</li> <li>● Online test</li> <li>● Cumulative assessments</li> <li>● Benchmark tests</li> <li>● Performance assessment</li> </ul>
<p><b>Pacing: approx # of class periods:</b></p>	

**NJ Student Learning Standards for Math: MA.2.MD.A.1, MA.2.MD.A.2, MA.2.MD.A.3, MA.2.MD.A.4, MA.2.MD.B.5, MA.2.MD.B.6, MA.2.MD.C.7, MA.2.MD.C.8, MA.2.MD.D.9, MA.2.MD.D.10**

**Interdisciplinary Connections**

**Language Arts Literacy** LA.RL.2.1, LA.RF.2.4.C, LA.W.2.1, LA.W.2.2, LA.W.2.4, LA.L.2.2.B, LA.2.3.A, LA.L.2.4.C, LA.L.2.6

**Career Readiness-Personal Financial Literacy** PFL.9.1.4.B.1, PFL.9.1.4.D.1, PFL.9.1.4.B.3, PFL.9.1.4.E.2, PFL.9.1.4.F.1

**Career Awareness, Exploration, and Training** WRK.9.1.2.CAP.1

**Life Literacy and Key Skills** TECH.9.4.2.CT.1, TECH.9.4.2.IML.4, TECH.9.4.2.TL.1, TECH. 9.4.2.TL.2, TECH. 9.4.2.TL.3

**Integration of Technology**

Math instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit:

**Computer Science and Design Thinking** CS.K-2.8.1.2.AP.4, CS.K-2.8.1.2.CS.1, CS.K-2.8.1.2.DA.1, CS.K-2.8.2.2.ED.2, CS.K-2.8.2.2.ED.3

**21st Century Life and Career Skills**

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
X	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

**Evidence of Learning**

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Pretest Unit Project Unit Test Performance Assessment Beginning of the year benchmark Trimester benchmark End of year benchmark	Hand Signals Student Conference Fun and Games Class work/participation Critical Thinking Skill activity Writing about Math Textbook Interactive Activities ixl record and practice journal Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

**Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided math strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Learning Centers
- Modeled, Shared, and Independent Activities
- Active Learning

**Differentiated Instruction, Accommodations & Adaptations**

Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments/books/notebooks/folders

Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>	<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts Spanish pupil editions including assessments	Independent extension research projects Jigsaw cooperative learning activities Student choice Advanced Activities Class grouping
<b><u>At Risk/I&amp;RS</u></b>	<b><u>At Risk/I&amp;RS</u></b>

**Presentation accommodations** (changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Have a “designated reader”—someone who reads test questions aloud to
- Hear instructions spoken aloud
- Get class notes from teacher
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

**Response accommodations** (changes the way kids complete assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Use a spelling dictionary or digital spell-checker
- Use a laptop to type notes or give answers in class
- Use a calculator or table of “math facts”

**Setting accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Adjust lighting in the classroom
- Take a test in a small group setting

**Timing accommodations**

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

**Common Modifications**

**Assignment modifications**

- Complete fewer or different homework problems than peers
- Write shorter answers to questions
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions)
- Get graded or assessed using a different standard than other students
- Be excused from particular projects

**Scheduling accommodations**

- Take more time to complete a project
- Take a test in several sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations**

- Mark notes with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive organizational skills instruction

## Internet Resources

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XtraMath [XtraMath - 10 minutes a day for math fact fluency](#)  
prodigy <https://www.prodigygame.com/>  
National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>  
Internet4classrooms [https://www.internet4classrooms.com/skills\\_6th.htm](https://www.internet4classrooms.com/skills_6th.htm)  
Future Smart Financial Literacy <https://platform.everfi.net/teacher/curriculum/25/demo>  
Junior Achievement <http://learn.ja.org>

## Gr –2nd Grade Unit 4-Geometry

### Unit Overview

*Content topic and skill focus:* **Geometry**

*Standard, Strand, and Content statements (CPIs listed below)*

Learning in this unit will focus on: **Geometry**

**Standard MA.2.G.A.1, MA.2.G.A.2, MA.2.G.A.3**

**Content Statement:** Students will 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. Students will partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Students will 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.

**Instructional Focus: Geometry**

**Lesson #:** Sections 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8

#### Essential Questions:

- How do you identify and describe two-dimensional shapes?
- How do you identify angles of a polygon?
- How do you draw shapes given a description?
- How do you identify, draw, and describe cubes?
- How can you show a rectangle as equal squares?
- How can you identify shapes that show halves, thirds, and fourths?
- How do you draw lines to show halves, thirds, and fourths of a shape?
- How do you draw to show halves, thirds, and fourths in different ways?

#### Student Learning Objectives: STUDENTS WILL BE ABLE TO:

- **MA.2.G** [Domain] - Geometry
- **MA.2.G.A.1** [Standard] - 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.
- **MA.2.G.A.2** [Standard] - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- **MA.2.G.A.3** [Standard] - 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.

**Suggested Activities**

**Instructional Materials/Resources**

<ul style="list-style-type: none"> <li>● Introduction videos</li> <li>● IXL</li> <li>● Graphic organizers</li> <li>● Scavenger hunts</li> <li>● Flash cards</li> <li>● Online textbook lesson</li> <li>● Online questions correlated to textbook</li> <li>● Stem videos</li> </ul>	<ul style="list-style-type: none"> <li>● Big Ideas Math Textbook copyright 2022</li> <li>● Big Ideas record and practice journal</li> <li>● Big Ideas resource by chapter workbook</li> <li>● Big Ideas skills review handbook</li> <li>● Teacher made materials</li> <li>● Instructional videos</li> <li>● Quizzes</li> <li>● Online chapter review</li> <li>● Online practice test</li> <li>● Online test</li> <li>● Cumulative assessments</li> <li>● Benchmark tests</li> <li>● Performance assessment</li> </ul>
<p><b>Pacing: approx # of class periods: 9</b></p>	

**NJ Student Learning Standards for Math: MA.2.G.A.1, MA.2.G.A.2, MA.2.G.A.3**

**Interdisciplinary Connections**

**Language Arts Literacy** LA.RL.2.1, LA.RF.2.4.C, LA.W.2.1, LA.W.2.2, LA.W.2.4, LA.L.2.2.B, LA.2.3.A, LA.L.2.4.C, LA.L.2.6

**Career Readiness-Personal Financial Literacy** PFL.9.1.4.B.1, PFL.9.1.4.D.1, PFL.9.1.4.B.3, PFL.9.1.4.E.2, PFL.9.1.4.F.1

**Career Awareness, Exploration, and Training** WRK.9.1.2.CAP.1

**Life Literacy and Key Skills** TECH.9.4.2.CT.1, TECH.9.4.2.IML.4, TECH.9.4.2.TL.1, TECH. 9.4.2.TL.2, TECH. 9.4.2.TL.3

**Integration of Technology**

Math instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit:

**Computer Science and Design Thinking** CS.K-2.8.1.2.AP.4, CS.K-2.8.1.2.CS.1, CS.K-2.8.1.2.DA.1, CS.K-2.8.2.2.ED.2, CS.K-2.8.2.2.ED.3

**21st Century Life and Career Skills**

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X	CRP2. Apply appropriate academic and technical skills.
X	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
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X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
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### Differentiated Instruction, Accommodations & Adaptations

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 Goal Setting with Students  
 Homework Options  
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 Color Coded Assignments/books/notebooks/folders

Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
<p>Assessments/assignments read orally w/ extended time          Concept chunking          Graphic organizer concept maps          Picture study guides          Small group instruction          Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts</p>	<p>Extended time for assignments          Frequent breaks          Sign agenda book daily          Study guides          Graphic organizers</p>
<b>ELL</b>	<b>Gifted &amp; Talented</b>
<p>Picture study guides          Video presentation/Audio presentation          Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts          Spanish pupil editions including assessments</p>	<p>Independent extension research projects          Jigsaw cooperative learning activities          Student choice          Advanced Activities          Class grouping</p>
<b><u>At Risk/I&amp;RS</u></b>	<b><u>At Risk/I&amp;RS</u></b>
<p><b>Presentation accommodations</b> (changes the way information is presented)</p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Learn content from videos, and digital media instead of reading print versions</li> <li>● Work with fewer items per page or line</li> <li>● Have a “designated reader”—someone who reads test questions aloud to</li> <li>● Hear instructions spoken aloud</li> <li>● Get class notes from teacher</li> <li>● See an outline of a lesson</li> <li>● Use visual presentations of verbal material, such as word webs</li> <li>● Get a written list of instructions</li> </ul> <p><b>Response accommodations</b> (changes the way kids complete assignments or tests)</p> <ul style="list-style-type: none"> <li>● Give responses in a form (spoken or written) that’s easier for them</li> </ul>	<p><b>Common Modifications</b></p> <p><b>Assignment modifications</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Write shorter answers to questions</li> <li>● Answer fewer or different test questions</li> <li>● Create alternate projects or assignments</li> </ul> <p><b>Curriculum modifications</b></p> <ul style="list-style-type: none"> <li>● Learn different material (such as continuing to work on multiplication while classmates move on to fractions)</li> <li>● Get graded or assessed using a different standard than other students</li> <li>● Be excused from particular projects</li> </ul>

- Dictate answers to a scribe who writes or types
- Use a spelling dictionary or digital spell-checker
- Use a laptop to type notes or give answers in class
- Use a calculator or table of “math facts”

#### **Setting accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Adjust lighting in the classroom
- Take a test in a small group setting

#### **Timing accommodations**

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

#### **Scheduling accommodations**

- Take more time to complete a project
- Take a test in several sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization skills accommodations**

- Mark notes with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive organizational skills instruction

#### **Internet Resources**

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XtraMath [XtraMath - 10 minutes a day for math fact fluency](#)

prodigy <https://www.prodigygame.com/>

National Library of Virtual Manipulatives <http://nlvm.usu.edu/en/nav/vlibrary.html>

Internet4classrooms [https://www.internet4classrooms.com/skills\\_6th.htm](https://www.internet4classrooms.com/skills_6th.htm)

Future Smart Financial Literacy <https://platform.everfi.net/teacher/curriculum/25/demo>

Junior Achievement <http://learn.ja.org>