

BELVIDERE CLUSTER CURRICULUM MAP - Updated July 2019

SUBJECT: Math

GRADE: Grade 2

PACING-->	UNIT #1 6 Weeks (SEPTEMBER/OCTOBER)	UNIT #2 4 Weeks (OCTOBER/NOVEMBER)	UNIT #3 6 Weeks (DECEMBER/JANUARY)	UNIT #4 5 Weeks (JANUARY/FEBRUARY)
TOPIC/THEME AND OBJECTIVES	<p style="text-align: center;">Facts</p> <ul style="list-style-type: none"> Use place value understanding and properties of operations to add and subtract Add fluently within 20. Subtract fluently within 20. Use strategies to solve addition and subtraction problems. (See 1.OA.6 for list of mental strategies). 	<p style="text-align: center;">Place Value</p> <p>Describe place value</p> <p>Understand that the 3 digits in a three-digit number represent the amounts of hundreds, tens, and ones.</p> <p>Count within 1000 and skip count by 5s, 10s, and 100s.</p> <p>Read and write numbers to 1000 using base ten numerals, number names, and expanded form.</p> <p>Compare two 3 digit numbers using $<$, $>$, and $=$ symbols and record the results of the comparisons.</p>	<p style="text-align: center;">Two Digit Addition and Subtraction</p> <p>Use place value understanding properties of operations to add and subtract</p> <p>Represent and solve problems involving addition and subtraction</p> <p>Add within 100 using a variety of strategies.</p> <p>Subtract within 100 using a variety of strategies.</p> <p>Add up to 4 two-digit numbers. Mentally add and subtract 10 or 100 to a number 100 to 900.</p> <p>Complete one-and-two-step addition and subtraction word problems with missing variables beginning, middle, and end.</p>	<p style="text-align: center;">Length</p> <p>Measure and estimate lengths in standard units</p> <p>Relate addition and subtraction to length</p> <p>Select and use an appropriate tool to measure the length of an object (i.e. ruler, yardstick, meter stick, and measuring tape).</p> <p>Measure an object using two different units of length and describe how they relate.</p> <p>Estimate the length of objects (i.e. inches, feet, centimeters, and meters).</p> <p>Measure to compare one object to another.</p> <p>Solve word problems using length within 100.</p> <p>Use a number line to show addition and subtraction of lengths.</p> <p>Represent the length of objects on a line plot.</p>
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	<ul style="list-style-type: none"> How do the addition and subtraction strategies support fact fluency? Fact strategies will support understanding of math facts. Using drawings and objects will demonstrate how addition and subtraction strategies work. 	<ul style="list-style-type: none"> What value is represented by each digit in any number (up to 1000)? What strategies can be used to count within 1,000 (e.g. skip count 5s, 10s, 100s)? (skip counting is an effective strategy) How can you show the value of a number in different ways? How do you compare numbers within 1,000? The position of a digit in a number is used to determine its value and compare numbers. Skip counting is an effective means of counting large numbers of items. There are a variety of ways to group and represent numbers. 	<ul style="list-style-type: none"> How do addition and subtraction affect numbers? How do addition and subtraction strategies (place value, properties of operations, and fact families) help you to solve a variety of problems? A decrease in value is representative of subtraction. An increase in value is representative of addition. Concrete models and drawings facilitate addition and subtraction. Place value assists addition and subtraction. Word problems can be multi-steps and involve more than one operation. 	<ul style="list-style-type: none"> How can measurements be used to solve problems? The tool used to measure length depends upon what is being measured. Measurements can be used to describe, estimate, and compare objects.
STANDARDS	2.OA.B.2 Fluently add and subtract within 20 using mental strategies.	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds,	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value,	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks,

	<p>By end of Grade 2, know from memory all sums of two one-digit numbers. *(benchmarked)</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)</p>	<p>tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>2.NBT.A.1.a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>2.NBT.A.1.b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. *(benchmarked)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>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.</p>	<p>properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)</p> <p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>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.</p> <p>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. *(benchmarked)</p>	<p>meter sticks, and measuring tapes.</p> <p>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.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters</p> <p>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.</p> <p>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 For example, if Angela needs 30 feet of ribbon for gifts, but she only has 17 feet, number sentences $17 + \square = 30$ and $30 - \square = 17$ both represent the situation and \square represents the number of feet of ribbon that she still needs.</p> <p>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.</p> <p>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.</p>
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<p>INSTRUCTIONAL PROCEDURES</p>	<p><u>Whole Group</u> Read Alouds related to addition and subtraction Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Preteach Vocabulary Act It Out/Talk It Out</p> <p><u>Individual</u> Independent Practice One-on-one Reteach Learning Centers Math Journals Prodigy/Technology</p> <p><u>Small Groups</u> Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> Defining and Identifying Whole and Parts Addition and Subtraction Fact Fluency Addition Strategies Double Facts Doubles Plus One Subtraction Strategies Doubles Minus One Plus and Minus Fact Strategies</p>	<p><u>Whole Group</u> Read Alouds related to addition and subtraction, place value Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Teach Vocabulary Act It Out/Talk It Out</p> <p><u>Individual</u> Independent Practice Learning Centers Math Journals Prodigy/Technology</p> <p><u>Small Groups</u> Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> <u>Skip Counting by 5s, 10s, 100s</u> <u>Digits and Units Defined</u> <u>Understanding Place Value using Base 10 Blocks</u> <u>Making Models of Two Digit Numbers</u> <u>Drawing Models of Numbers</u> <u>Expanded Form</u> <u>Reading and Writing Numbers in Different</u></p>	<p><u>Whole Group</u> Read Alouds related to addition and subtraction, place value Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Teach Vocabulary Act It Out/Talk It Out</p> <p><u>Individual</u> Independent Practice Learning Centers Math Journals Prodigy/Technology</p> <p><u>Small Groups</u> Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> Adding and Subtracting 10 Adding and Subtracting 100 Review Place Value Two-digit Addition and Subtraction using Base 10 Blocks and Mats Two-digit Addition and Subtraction with and without Regrouping Addition and Subtraction One and Two-Step Word</p>	<p><u>Whole Group</u> Read Alouds related to addition and subtraction, place value Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Teach Vocabulary Act It Out/Talk It Out</p> <p><u>Individual</u> Independent Practice Learning Centers Math Journals Prodigy/Technology</p> <p><u>Small Groups</u> Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> Vocabulary for Measurement Measuring in inches, feet, and yards. Using a ruler, tape measure, and yard stick. Estimating in inches, feet, and yards. Measuring in centimeters, meters. Estimating in cm and meters. One and Two-step Word problems involving</p>
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	Fact Families Adding 3 Numbers Adding and Subtracting Zeros Number Stories Word Problems	<u>Forms</u> <u>Word Problems/Number Stories</u> <u>Comparing Numbers <, >, =</u> <u>Counting Within 1000</u>	Problems Add Up to Four Two-digit Numbers	measurement.
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	<u>Materials</u> Go Math enVisionMath Math Manipulatives Math Games Centers Curriculum approved textbooks NJCTL <u>Leveled Texts</u> Math Readers Leveled Readers	<u>Materials</u> Go Math enVisionMath Math Manipulatives- Base Ten Blocks Number rolls for place value Math Games Centers Curriculum approved textbooks NJCTL <u>Leveled Texts</u> Math readers Leveled readers	<u>Materials</u> Go Math enVisionMath Math Manipulatives- Base Ten Blocks Number rolls for place value Math Games Centers Curriculum approved textbooks NJCTL <u>Leveled Texts</u> Math readers Leveled readers	<u>Materials</u> Go Math enVisionMath Math Manipulatives Rulers, yardsticks, tape measures Meter sticks Base Ten Blocks Number rolls for place value Math Games Centers Curriculum approved textbooks NJCTL <u>Leveled Texts</u> Math readers Leveled readers
ASSESSMENTS	<u>Formative</u> Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journals Teacher Observation <u>Summative</u> Project Based Learning Unit Tests Midterms Finals Portfolios	<u>Formative</u> Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journal Teacher Observation <u>Summative</u> Project Based Learning Unit Tests Midterms Finals Portfolios	<u>Formative</u> Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journal Teacher Observation <u>Summative</u> Project Based Learning Unit Tests Midterms Finals Portfolios	<u>Formative</u> Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journal Teacher Observation <u>Summative</u> Project Based Learning Unit Tests Midterms Finals Portfolios

	Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning	Benchmark MAP Testing IXL Testbook Assessments Midterm and Final Alternative Project Based Learning	Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning	Benchmark MAP Testing IXL Testbook Assessments Midterm and Final Alternative Project Based Learning
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving Shortened assignments	Special Education work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner

	<p>giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments</p>	<p>Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word</p>	<p>instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of</p>	<p>Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or</p>
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	<p>Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book during testing Collaborating (general education teacher and RTI teacher) Provide a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Tutoring by peers Using authentic assessments with real-life problem-solving using videos,</p>	<p>processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book during testing Collaborating (general education teacher and RTI teacher) Provide a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Tutoring by peers Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies</p>	<p>answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book during testing Collaborating (general education teacher and RTI teacher) Provide a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Tutoring by peers Using authentic assessments with real-life problem-solving using videos, illustrations, pictures,</p>	<p>fill in the blank tests in lieu of essay tests</p> <p>At Risk Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing the use of note cards or open-book during testing Collaborating (general education teacher and RTI teacher) Provide a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Tutoring by peers Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p>
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	<p>illustrations, pictures, and drawings to explain or clarify Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p><u>504</u> Printed copy of board</p>	<p>Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p><u>504</u> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual</p>	<p>and drawings to explain or clarify Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p><u>504</u> Printed copy of board work/notes provided Additional time for skill</p>	<p><u>Gifted and Talented</u> Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p><u>504</u> Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content</p>
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	<p>work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p>	<p>presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p>	<p>mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Flexible grouping Goal setting with students Mini workshops to re-</p>	<p>Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Seacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p>
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	<p>students</p> <ul style="list-style-type: none"> Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials 		<ul style="list-style-type: none"> teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials 	
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving 	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages <p>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration 	

	<p>Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p>	<p>Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select</p>	<p>Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p>	<p>Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p>Technology Integration</p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p>
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	<p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>	<p>Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics</p>
PACING-->	UNIT #5 2 Weeks (FEBRUARY)	UNIT #6 4 Weeks (MARCH)	UNIT #7 4 Weeks (APRIL)	UNIT #8 (Optional) 5 Weeks (MAY/JUNE)
TOPIC/THEME AND OBJECTIVES	<p>Three Digit Addition and Subtraction</p> <p>Represent and solve problems involving addition and subtraction Use place value understanding and properties of operations to add and subtract Mentally add or subtract 100 and multiples of 100 from a three digit number. Regroup ones and tens to add three digit numbers. Regroup numbers in the</p>	<p>Time and Money</p> <p>Tell and write time to the nearest half hour and hour (i.e. am/pm, digital, and analog). Tell and write time to the nearest quarter hour (i.e. am/pm, digital, and analog). Tell and write time to the nearest 5 minute interval (i.e. am/pm, digital, and analog). Use A.M. and P.M. when telling and writing time. Identify coins by their attributes. Skip count to find the value of</p>	<p>Geometry</p> <p>Reason with shapes and their attributes Work with equal groups of objects to gain a foundation for multiplication Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes based on number of angles or faces. Divide a rectangle into rows and columns. (i.e. area)</p>	<p>Data</p> <p>Represent and interpret data Use place value understanding and properties of operations to add and subtract Draw a picture graph to represent data with up to four categories. Draw a bar graph to represent data with up to four categories. Solve problems using bar graphs. Add and subtract within 1000 using concrete models or drawings.</p>

	<p>hundreds and tens to subtract three digit numbers. Subtract numbers with 0 in the top number. Solve word problems involving two three digit numbers. Correctly line of two three digit numbers to add or subtract.</p>	<p>pennies, nickels, dimes and quarter. Skip count to find the value of \$1, \$5, and \$10 bills. Solve word problems using coins and dollar bills.</p>	<p>Divide circles and rectangles into two, three, and four equal shares. (i.e. fractions) Use rectangular arrays to express addition sums. (within 25)</p>	
<p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p>	<ul style="list-style-type: none"> • What strategies can we use to add or subtract three digit numbers? • How do we know when to ungroup hundreds and tens to subtract? • Why do we have to carry numbers when adding? • What steps do we follow when adding or subtracting three digit numbers? • Sometimes you need to regroup to subtract or add. • Place value can help us add or subtract. • There are patterns in numbers that allow us to easily add and subtract 100 or multiples of 100. • When adding or subtracting three digit numbers you start with the ones, then the tens and finally the hundreds. 	<ul style="list-style-type: none"> • How does knowledge of time support your daily life? • How can you tell time to the nearest hour, half hour, quarter hour and 5 minute interval? • What is the difference between A.M. and P.M.? • How does an understanding of the value of money solve problems? • Time is essential to making daily decisions. • A.M. is used to describe time between 12 midnight and noon. • P.M. is used to describe time between noon and 12 midnight. • We count by 5 as the minute hand moves around the clock. • Knowing the value of coins and dollars will help in real world situations. 	<ul style="list-style-type: none"> • How are geometric properties used to solve problems in everyday life? • What is the relationship between addition and multiplication? • Objects can be described and compared using their geometric attributes. • Repeated addition is a foundation for multiplication. 	<ul style="list-style-type: none"> • How can the collection, organization, interpretation, and display of data be used to answer questions? • The results of data collection can be used to support an argument. • Place value assists addition and subtraction. • Word problems can be multi-steps and involve more than one operation.
<p>STANDARDS</p>	<p>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. *(benchmarked)</p> <p>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. *(benchmarked)</p> <p>2.NBT.B.7 Add and subtract within 1000, using concrete models or</p>	<p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>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?</p>	<p>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.</p> <p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>		<p>Recognize that equal shares of identical wholes need not have the same shape.</p> <p>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</p>	
<p>INSTRUCTIONAL PROCEDURES</p>	<p>Whole Group Read Alouds related to addition and subtraction Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Preteach Vocabulary Act It Out/Talk It Out</p> <p>Individual Independent Practice One-on-one Reteach Learning Centers Math Journals Prodigy/Technology</p> <p>Small Groups Guided Practice Shared Reading Paired Problem Solving/Critical</p>	<p>Whole Group Read Alouds related to addition and subtraction Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Preteach Vocabulary Act It Out/Talk It Out</p> <p>Individual Independent Practice One-on-one Reteach Learning Centers Math Journals Prodigy/Technology</p> <p>Small Groups Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning</p>	<p>Whole Group Read Alouds related to addition and subtraction Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Preteach Vocabulary Act It Out/Talk It Out</p> <p>Individual Independent Practice One-on-one Reteach Learning Centers Math Journals Prodigy/Technology</p> <p>Small Groups Guided Practice Shared Reading Paired Problem Solving/Critical</p>	<p>Whole Group Read Alouds related to addition and subtraction Think, Pair, Share I Wonder Total Participation Techniques Calendar Skills Model Lesson Guided Practice Student Whiteboards Preteach Vocabulary Act It Out/Talk It Out</p> <p>Individual Independent Practice One-on-one Reteach Learning Centers Math Journals Prodigy/Technology</p> <p>Small Groups Guided Practice Shared Reading Paired Problem Solving/Critical Thinking and Reasoning</p>

	<p>Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> Review Addition and Subtraction Strategies Introduction to Three Digit Addition Regrouping Ones and Tens Introduction to Three Digit Subtraction Three Digit Subtraction with and without regrouping Regrouping Zero Three Digit Addition and Subtraction Word Problems Higher Order Thinking Problems</p>	<p>Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> <u>Introduce Time</u> <u>Quarter past, Half past, Quarter to, Half past</u> <u>Time to the nearest 5 minute</u> <u>Digital/Analog</u> <u>Time Word Problems - one step/multi-step AM/PM</u> <u>Introduce Coins and their values - pennies, nickels, dimes, quarters</u> <u>Counting Coins</u> <u>Mixed Coins</u> <u>Dollars</u> <u>Dollar and cent notation</u> <u>One step and multi-step word problems with money</u></p>	<p>Thinking and Reasoning Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> <u>2D and 3D Shapes</u> <u>Attributes and Properties of 3D Shapes</u> <u>Vertices, Sides, Edges</u> <u>Angles, Faces</u> <u>Area using arrays, columns and rows</u> <u>Perimeter</u> <u>Fractions</u> <u>Equal Parts</u> <u>One and Two Step Word Problems</u></p>	<p>Learning Centers Prodigy/Technology Smart Board Activities</p> <p><u>Instructional Activities:</u> <u>Collect, organize, and interpret data using graphs</u> <u>Construct pictograph, bar graph</u> <u>Use tally marks to graph information</u> <u>Solve simple put-together, take-apart word problems using graphs</u> <u>Compare numbers using information in a graph</u> <u>Solve one and two step word problems</u></p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p><u>Materials</u> Go Math enVisionMath Math Manipulatives - Base 10 Blocks/Place Mats Math Games Centers Curriculum approved textbooks NJCTL Base Ten Blocks Place Value Charts/Mats</p>	<p><u>Materials</u> Go Math enVisionMath Math Manipulatives Judy Clocks Money - coins, bills, magnetic money Money Poem 100 Chart Math Games Centers Curriculum approved textbooks NJCTL Base Ten Blocks</p>	<p><u>Materials</u> Go Math enVisionMath Math Manipulatives 3-D shapes Fraction models Math Games Centers Curriculum approved textbooks NJCTL Base Ten Blocks Place Value Charts/Mats</p>	<p><u>Materials</u> Go Math enVisionMath Math Manipulatives Graph paper Math Games Centers Curriculum approved textbooks NJCTL Base Ten Blocks Place Value Charts/Mats</p> <p><u>Leveled Texts</u> Math Readers</p>

	Leveled Texts Math Readers Leveled Readers	Place Value Charts/Mats Leveled Texts Math Readers Leveled Readers	Leveled Texts Math Readers Leveled Readers	Leveled Readers
ASSESSMENTS	Formative Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journals Teacher Observation Summative Project Based Learning Unit Tests Midterms Finals Portfolios Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning	Formative Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journals Teacher Observation Summative Project Based Learning Unit Tests Midterms Finals Portfolios Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning	Formative Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journals Teacher Observation Summative Project Based Learning Unit Tests Midterms Finals Portfolios Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning	Formative Quizzes Classwork Homework Exit Tickets Total Participation Techniques Math Journals Teacher Observation Summative Project Based Learning Unit Tests Midterms Finals Portfolios Benchmark MAP Testing IXL Textbook Assessments Midterm and Final Alternative Project Based Learning
ACCOMMODATIONS (select all the apply, add more as necessary, delete those that do not apply)	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization Extended time on tests/	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Check work frequently for understanding Computer or electronic device utilization	Special Education Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization

	<p>Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking</p>	<p>quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a</p>	<p>Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials</p> <p>ELL</p>	<p>Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Modified assignment format Modified test content Modified test format Modified test length Multiple test sessions Multi-sensory presentation Preferential seating Preview of content, concepts, and vocabulary Reduced/shortened reading assignments Reduced/shortened written assignments Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner Teacher initiated weekly assignment sheet Use open book, study guides, test prototypes Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>ELL Allowing students to correct</p>
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	<p>for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate 	<p>topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential information - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to 	<p>Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during test Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Utilizing peer buddies as support Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key 	<p>errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Decreasing the amount of work presented or required Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides Reducing or omitting lengthy outside reading assignments Reducing the number of answer choices on a multiple choice test Tutoring by peers Using computer word processing spell check and grammar check features Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>At Risk</p> <ul style="list-style-type: none"> - Allowing students to correct errors (looking for understanding) - Teaching key aspects of a topic - Eliminate nonessential
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	<p>nonessential information</p> <ul style="list-style-type: none"> - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during test - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments - Reducing the number of answer choices on a multiple choice test - Utilizing peer buddies as support - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>Gifted and Talented Alternative formative</p>	<p>correct errors (looking for understanding)</p> <ul style="list-style-type: none"> - Allowing the use of note cards or open-book during test - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments - Reducing the number of answer choices on a multiple choice test - Utilizing peer buddies as support - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>Gifted and Talented Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning</p>	<p>aspects of a topic</p> <ul style="list-style-type: none"> - Eliminate nonessential information - Using videos, illustrations, pictures, and drawings to explain or clarify - Allowing students to correct errors (looking for understanding) - Allowing the use of note cards or open-book during test - Having peers take notes or providing a copy of the teacher's notes - Modifying tests to reflect selected objectives - Providing study guides - Reducing or omitting lengthy outside reading assignments - Reducing the number of answer choices on a multiple choice test - Utilizing peer buddies as support - Using computer word processing spell check and grammar check features - Using true/false, matching, or fill in the blank tests in lieu of essay tests <p>Gifted and Talented Alternative formative</p>	<p>information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning</p> <p>Allowing students to select from given choices .</p> <p>Allowing the use of note cards or open-book during testing</p> <p>Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test</p> <p>decreasing the amount of work presented or required .</p> <p>Having peers take notes or providing a copy of the teacher's notes</p> <p>Marking students' correct and acceptable work, not the mistakes</p> <p>Modifying tests to reflect selected objectives</p> <p>Providing study guides</p> <p>Reducing or omitting lengthy Outside reading assignments</p> <p>Reducing the number of answer choices on a multiple choice test</p> <p>Tutoring by peers</p> <p>Using authentic assessments with real-life problem-solving</p> <p>Using true/false, matching, or fill in the blank tests in lieu of essay tests</p> <p>using videos, illustrations, pictures, and drawings to</p>
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	<p>and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504</p> <p>Printed copy of board work/notes provided Additional time for skill mastery Assistive technology Behavior management plan Center-Based Instruction Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation</p>	<p>Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened 	<p>and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <p>504</p> <ul style="list-style-type: none"> - Printed copy of board work/notes provided - Additional time for skill mastery - Assistive technology - Behavior management plan - Center-Based Instruction - Check work frequently for understanding - Computer or electronic device utilization - Extended time on tests/ quizzes - Have student 	<p>explain or clarify Choice of books or activities Cubing activities Exploration by interest Flexible grouping Goal setting with students Jigsaw Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Reading buddies Varied journal prompts Varied supplemental materials</p> <p>Gifted and Talented</p> <p>Alternative formative and summative assessments Choice boards Games and tournaments Group investigations Guided Reading Independent research and projects Interest groups Learning contracts Leveled rubrics Literature circles Multiple intelligence options Multiple texts Personal agendas Project-based learning Problem-based learning Stations/centers Think-Tac-Toes Tiered activities/assignments Tiered products Varying organizers for instructions</p> <hr/> <p>504</p> <p>Printed copy of board work/notes provided Additional time for skill mastery Assistive technology</p>
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	<p>Modified assignment format</p> <p>Modified test content</p> <p>Modified test format</p> <p>Modified test length</p> <p>Multiple test sessions</p> <p>Multi-sensory presentation</p> <p>Preferential seating</p> <p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p> <p>Varied journal prompts</p> <p>Varied supplemental materials</p>	<p>written assignments</p> <ul style="list-style-type: none"> - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend skills - Open-ended activities - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials 	<p>repeat directions to check for understanding</p> <ul style="list-style-type: none"> - Highlighted text visual presentation - Modified assignment format - Modified test content - Modified test format - Modified test length - Multiple test sessions - Multi-sensory presentation - Preferential seating - Preview of content, concepts, and vocabulary - Reduced/shortened reading assignments - Reduced/shortened written assignments - Secure attention before giving instruction/directions - Shortened assignments - Student working with an assigned partner - Teacher initiated weekly assignment sheet - Use open book, study guides, test prototypes - Flexible grouping - Goal setting with students - Mini workshops to re-teach or extend 	<p>Behavior management plan</p> <p>Center-Based Instruction</p> <p>Check work frequently for understanding</p> <p>Computer or electronic device utilization</p> <p>Extended time on tests/quizzes</p> <p>Have student repeat directions to check for understanding</p> <p>Highlighted text visual presentation</p> <p>Modified assignment format</p> <p>Modified test content</p> <p>Modified test format</p> <p>Modified test length</p> <p>Multiple test sessions</p> <p>Multi-sensory presentation</p> <p>Preferential seating</p> <p>Preview of content, concepts, and vocabulary</p> <p>Reduced/shortened reading assignments</p> <p>Reduced/shortened written assignments</p> <p>Secure attention before giving instruction/directions</p> <p>Shortened assignments</p> <p>Student working with an assigned partner</p> <p>Teacher initiated weekly assignment sheet</p> <p>Use open book, study guides, test prototypes</p> <p>Choice of books or activities</p> <p>Cubing activities</p> <p>Exploration by interest</p> <p>Flexible grouping</p> <p>Goal setting with students</p> <p>Jigsaw</p> <p>Mini workshops to re-teach or extend skills</p> <p>Open-ended activities</p> <p>Think-Pair-Share</p> <p>Reading buddies</p>
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			<p>skills Open-ended activities</p> <ul style="list-style-type: none"> - Think-Pair-Share - Reading buddies - Varied journal prompts - Varied supplemental materials 	<p>Varied journal prompts</p> <p>Varied supplemental materials</p>
<p>INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS</p>	<p>Materials Go Math enVisionMath Math Manipulatives Math Games Centers Curriculum approved textbooks NJCTL</p> <p>Leveled Texts Math Readers Leveled Readers</p>	<p>Materials Go Math enVisionMath Math Manipulatives Math Games Centers Curriculum approved textbooks NJCTL</p> <p>Leveled Texts Math Readers Leveled Readers</p>	<p>Materials Go Math enVisionMath Math Manipulatives Math Games Centers Curriculum approved textbooks NJCTL Base Ten Blocks Place Value Charts/Mats</p> <p>Leveled Texts Math Readers Leveled Readers</p>	<p>Materials Go Math enVisionMath Math Manipulatives Math Games Centers Curriculum approved textbooks NJCTL</p> <p>Leveled Texts Math Readers Leveled Readers</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>21ST CENTURY SKILLS/THEMES (P21.ORG)</p> <p>TECHNOLOGY INTEGRATION</p> <p>CAREER EDUCATION (NJDOE CTE Clusters)</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing</p>	<p>Interdisciplinary Connections (select all the apply, add more as necessary, delete those that do not apply)</p> <p>English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages</p>

	<p>Arts World languages</p> <p><u>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</u></p> <p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u></p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p>	<p><u>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</u></p> <p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u></p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p>	<p>Arts World languages</p> <p>- <u>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</u></p> <p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u></p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p>	<p><u>21st Century Skills/ Themes (select all the apply, add more as necessary, delete those that do not apply)</u></p> <p>Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy ICT (Information, Communication and Technology) Literacy</p> <p><u>Technology Integration</u></p> <p>https://njctl.org/courses/math/2nd-grade/</p> <p>http://www-k6.thinkcentral.com</p> <p>https://abcya.com</p> <p>https://www.prodigygame.com/</p> <p>http://coolmath4kids.com</p> <p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p>
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	<p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & 	<p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	<p>https://www.esparklearning.com/</p> <p>https://xtramath.org</p> <p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, 	<p>http://raft.net/</p> <p>https://www.ixl.com/</p> <p>http://sheppardsoftware.com/math.htm</p> <p>https://illuminations.nctm.org/</p> <p>https://www.reflexmath.com</p> <p>Career Education (select all the apply, add more as necessary, delete those that do not apply)</p> <ul style="list-style-type: none"> Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics
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	Mathematics (STEM) Transportation, Distribution & Logistics		Engineering & Mathematics (STEM) Transportation, Distribution & Logistics	
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