

Grade: Second Grade

Unit Name: Operations and Algebraic Thinking 2

Suggested Timeline:

<p>Math Standards: Represent and solve problems involving addition and subtraction.</p> <p>2.OA.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.¹</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills: __x_Creativity and Innovation __x_Critical Thinking and Problem Solving __x_Communication __x_Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Essential Questions:</p> <p>What problem solving strategies can we use to solve a problem?</p>	<p>Enduring Understandings:</p> <p>There are many problem solving strategies that can be used to solve a one or two step problem.</p>	
<p>Suggested Vocabulary: addition, subtraction, number sentence, strategy, symbol</p>		
<p>Learning Targets</p> <ul style="list-style-type: none">*Write number sentences to solve a problem.*Draw a picture to solve a problem.*Act out the situation to solve a problem.	<p>Application/Activities</p> <ul style="list-style-type: none">*Manipulatives: counters, hundreds chart*White board/ chart paper*Math workbook pages*Activboard/ipad/ Safari Montage*Graphic Organizers*Student Response Journals*Problem of the Day Activities	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none">*Problem of the Day*Response Journal*Flip books*Individual white boards*Activboard*Internet math websites*Group work*Problem solving games

Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers		

Grade: Second Grade

Unit Name: Operations and Algebraic Thinking 2

Suggested Timeline:

<p>Math Standards: Add and subtract within 20.</p> <p>2.OA.2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills:</p> <p><input type="checkbox"/> Creativity and Innovation</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication</p> <p><input type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>
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<p>Essential Questions:</p> <p>What different strategies can we use to add and subtract numbers to 20.</p>	<p>Enduring Understandings:</p> <p>To add, you can count on- resulting in a larger number. To subtract, you count back- resulting in a smaller number. You can use different strategies to add or subtract and promote the memorization of facts.</p>	
<p>Suggested Vocabulary: add, count on, plus, subtract, count back, equals, sum, difference, turnaround facts, minus, related facts, doubles facts, fact families</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Use counting on strategy to add and counting back strategy to subtract *Use a number line to count on or back *Use flash cards to promote memorization *Recognize fact families *Recognize doubles facts And doubles plus one facts *Recognize facts that are related 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: counters, hundreds chart *White board/ chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Flash cards *Number lines *Drills *Internet fact activities 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Flash cards *Fact drills *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Peer fact drills *Fact games: Addition and Subtraction bingo
<p>Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers</p>		

Grade: Second Grade

Unit Name: Operations and Algebraic Thinking 3-4

Suggested Timeline:

<p>Math Standards: Work with equal groups of objects to gain foundations for multiplication</p> <p>2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>2.OA.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>Cross Curricular Standards:</p> <p>21st Century Skills: __x_Creativity and Innovation __x_Critical Thinking and Problem Solving __x_Communication __x_Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Essential Questions:</p> <p>How do we determine if a number is odd or even?</p> <p>How can arrays be used to represent repeated addition?</p>	<p>Enduring Understandings:</p> <p>Even numbers can be divided equally into two groups. Even numbers end in the digits 0, 2, 4, 6, or 8.</p> <p>Multiplication is equivalent to repeated addition.</p>	
<p>Suggested Vocabulary: even, odd, multiplication, repeated addition</p>		
<p>Learning Targets</p> <ul style="list-style-type: none">*Determine if a number is even or odd*Place items into equal groups*Draw arrays to represent repeated addition	<p>Application/Activities</p> <ul style="list-style-type: none">*Odd/Even dance*Manipulatives: counters, hundreds chart*White board/chart paper*Math workbook pages*Activboard/ipad/ Safari Montage	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none">*Problem of the Day*Response Journal*Flip books*Individual white boards

	*Graphic Organizers *Student Response Journals *Problem of the Day Activities	*Activboard *Internet math websites *Group work *Holiday projects
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Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers

Modifications for SpEd/ELL/Students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"

- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

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

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed 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:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- 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, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Learning Disabled: modified tests, quizzes, and assignments; pre-made organizers, small group or partner work
Gifted: Enrichment pages; provide enrichment activities during learning center time
Techonology: 8.1.2.A.4; 8.1.P.C.1
Cross Circular Standards: RI.2.7.; W.2.2.; SL.2.1.A

Grade: Second Grade

Unit Name: Number and Operation in Base Ten 1-4

Suggested Timeline:

<p>Math Standards: Understand place value.</p> <p>2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. 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).</p> <p>2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.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>Cross Curricular Standards:</p> <p>21st Century Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>
<p>Essential Questions:</p> <p>How can we make groups of 10? 100? How can we show place value using manipulatives? How do we determine the value of a number based on its place in a number? How can we show place value using greater than, less than, or equal to?</p>	<p>Enduring Understandings:</p> <p>You can use thousands, hundreds, tens and ones to show a number. You can represent a number in different ways. You can use place value to help you compare and order numbers.</p>
<p>Suggested Vocabulary: ones, tens, hundreds, place value, expanded form, greater than, less than, equal to</p>	

<p>Learning Targets</p> <ul style="list-style-type: none"> *Explore patterns of tens, hundreds and thousands. *Use base ten blocks to represent numbers. *Read and write numbers to one thousand using various models. *Compare numbers *Order numbers *Estimate magnitude of numbers *Identify one more and one less than a given number *Represent numbers in expanded form *Skip count 5s, 10s, 100s 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: counters, hundreds chart, base ten blocks, base-ten frame, place value chart *White board/chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Flash cards *Number cubes *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and games
<p>Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers</p>		

Grade: Second Grade

Unit Name: Number and Operation in Base Ten 5-9

Suggested Timeline:

Math Standards: Use place value understanding and properties of operations to add and subtract.

2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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

2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Cross Curricular Standards:

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

CRP1; CRP3; CRP6; CRP11; CRP12

<p>2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.¹</p>		
<p>Essential Questions:</p> <p>How do we determine if it is necessary to regroup when adding or subtracting two or three-digit numbers? How do you use place value blocks to show the addition and subtraction of two and three-digit numbers?</p>		<p>Enduring Understandings:</p> <p>You can follow the steps in the process to add or subtract two and three-digit numbers. When you mentally add or subtract 100 to or from a number you only change the digit in the hundreds place.</p>
<p>Suggested Vocabulary: regroup, estimate, addition, subtraction, estimate</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Add/subtract tens using a hundreds chart. *Use base ten blocks to represent numbers. *Add/subtract 2-digit numbers with and without regrouping *Compare numbers *Estimate magnitude of numbers *Add/subtract 2, 3-digit numbers and check the sum *Add four addends *Add money amounts *Use hundreds chart to add and subtract 10 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: counters, hundreds chart, base ten blocks, base-ten frame, place value chart *White board/chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Number cubes *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and games
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Organization skills accommodations:

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- Mark texts with a highlighter
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Assignment modifications:

- Complete fewer or different homework problems than peers
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Techonology: 8.1.2.A.4; 8.1.P.C.1

Cross Circular Standards: RI.2.7.; W.2.2.; SL.2.1.A

Grade: Second Grade

Unit Name: Measurement and Data 1-4

<p>Math Standards: Measure and estimate lengths in standard units.</p> <p>2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.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.3. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.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>Cross Curricular Standards:</p> <p>21st Century Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Essential Questions:</p> <p>How do we select and properly use the appropriate tools for measuring objects? What are the attributes of objects that can be measured? How do we compare objects using measurement?</p>	<p>Enduring Understandings:</p> <p>You can measure the length on an object using rulers, yardsticks, meter sticks and measuring tapes. There are various tools used for measurement. Often the appropriate tool can be determined based on the length of the object. Commonly used units of measurement are inches, feet, yards, centimeters and meters.</p>	
<p>Suggested Vocabulary: inches, feet, yards, meters, centimeters, ruler, yard stick, meter stick, length, measuring tape</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Estimate and measure length in standard units *Measure length in inches, feet, yards, centimeters and 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: rulers, yard stick, measuring tape, meter stick *White board/chart paper, containers to represent cup, pint, quart, and gallon, balance scale, thermometers *Math workbook pages 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Measure items in the classroom *Gallon man *Problem of the Day

<p>meters. *Compare lengths of different objects *Use cups, pints, quarts, and gallons to measure capacity *Use a balance scale to compare weight *Read Fahrenheit thermometer *Skip count 5s, 10s, 100s</p>	<p>*Activboard/ipad/ Safari Montage *Student Response Journals *Problem of the Day Activities *Math big book</p>	<p>*Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and games</p>
<p>Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers</p>		

Grade: Second Grade

Unit Name: Measurement and Data 5-6

Suggested Timeline:

Math Standards: Relate addition and subtraction to length.	Cross Curricular Standards:
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<p>2.MD.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.</p> <p>2.MD.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>21st Century Skills: <input type="checkbox"/>_x_Creativity and Innovation <input type="checkbox"/>_x_Critical Thinking and Problem Solving <input type="checkbox"/>_x_Communication <input type="checkbox"/>_x_Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Essential Questions:</p> <p>How do we use number lines to solve problems and show distance between numbers?</p>	<p>Enduring Understandings:</p> <p>All numbers are spaced equally and in order on a number line. You can compare numbers based on their location on the number line.</p>	
<p>Suggested Vocabulary: number line, length, distance, order</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Add/subtract numbers using the number line. *Compare numbers on the number line. 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: counters, hundreds chart, number lines *White board/chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Number cubes *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Make number lines *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and

		games
Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers		

Grade: Second Grade

Unit Name: Measurement and Data 7-8

BOE August 2017

Suggested Timeline:

<p>Math Standards: Work with time and money.</p> <p>2.MD.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.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>Cross Curricular Standards:</p> <p>21st Century Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Essential Questions:</p> <p>How do we use a clock with hands to tell time to the nearest five minutes? How do we use a digital clock to tell time to the nearest five minutes? How do we use a calendar to compare information about time? How do we solve problems using coins?</p>	<p>Enduring Understandings:</p> <p>An analog clock has hands that point to numbers for minutes and hours. A digital clock uses numbers to tell hours and minutes. There are 60 Minutes in an hour, 30 minutes in a half hour, and 15 minutes in a quarter hour. A calendar shows months, days, dates, year, and special days. There are 7 days in a week and 12 months in a year. A quarter is worth 25 cents, a dime 10 cents, a nickel 5 cents, a penny 1 cent.</p>	
<p>Suggested Vocabulary: time, clock, minute, hour, calendar, month, week, quarter, dime, nickel, penny, cent</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Tell time to the hour. *Tell time to the half hour. *Tell time to the quarter hour. *Tell time to the nearest 5 minutes. *Tell time in more than one way. *Use a calendar to gain information about days, weeks, and months of the year. *Manipulate coins. 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: Judy clocks, calendar, coins *White board/ Chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Number cubes *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Make clocks with moving times. *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects

*Use coins to solve problems by adding and subtracting money amounts.		*Literature books *Whole group activities and games
Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers		

Grade: Second Grade

Unit Name: Measurement and Data 9-10

<p>Math Standards: Represent and interpret data.</p> <p>2.MD.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> <p>2.MD.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 problems¹ using information presented in a bar graph.</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>
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<p>Essential Questions:</p> <p>How do we make a line plot using the measurements of various objects?</p> <p>How can we use the collection, organization, interpretation and display of data to answer questions and analyze information?</p>		<p>Enduring Understandings:</p> <p>Graphs make it easier to represent and interpret information. There are many types of graphs that can be used to represent data. You can obtain data by taking a survey.</p>
<p>Suggested Vocabulary: data, survey, tally mark, chart, pictograph, bar graph, line graph, Venn diagram</p>		
<p>Learning Targets</p> <ul style="list-style-type: none"> *Read and interpret and make graphs: -pictograph, line graph, bar graph, tally table, pie graph, and Venn diagrams. *Identify mode and range in a set a data. *Choose the type of graph that is easiest to used based on the data it represents. *Make more than one type of graph to represent the same data. *Survey the class and use the data in a graph. 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: Graph paper, rulers *White board/ Chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Graphic Organizers *Student Response Journals *Problem of the Day Activities *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Make various graphs *Class surveys *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and games

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- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
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Response accommodations:

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- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions

- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

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

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed 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:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- 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, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Learning Disabled: modified tests, quizzes, and assignments; pre-made organizers, small group or partner work

Gifted: Enrichment pages; provide enrichment activities during learning center time

Techonology: 8.1.2.A.4; 8.1.P.C.1

Cross Circular Standards: RI.2.7.; W.2.2.; SL.2.1.A

Grade: Second Grade

Unit Name: Geometry 1-3

<p>Math Standards: Reason with shapes and their attributes.</p> <p>2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.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.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>Cross Curricular Standards:</p> <p>21st Century Skills: <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration</p> <p>CRP1; CRP3; CRP6; CRP11; CRP12</p>
<p>Essential Questions:</p> <p>What properties can we use to identify and describe 2- and 3-dimensional shapes? How can we sort shapes and solid figures according to attributes? How do we figure out if two figures are congruent? How do we know if a shape is separated into halves, thirds, fourths, sixths, or twelfths? How can we use various shapes combined together to make a new shape? How can we predict the likelihood of an event?</p>	<p>Enduring Understandings:</p> <p>Solid shapes are made up of faces that are plane figures. Plane figures are made up of sides and corners. Figures can be compared by size shape, sides and corners. You can make a shape by putting shapes together. Equal parts are the same size and shape. Fractions show equal parts of a whole. The possible outcomes or likelihood for something to occur are certain, maybe, impossible. Plane figures that have a line of symmetry are symmetrical or the same on both sides.</p>
<p>Suggested Vocabulary: cone, cube, cylinder, pyramid, rectangular prism, sphere, face, vertices, edge, square, rectangle, triangle, circle, plane figure, corner, side, trapezoid, rhombus, quadrilateral, parallelogram, fraction, equal parts, halves, $\frac{1}{2}$, fourths, $\frac{1}{4}$, thirds, one third, $\frac{1}{3}$, sixths, one sixth, $\frac{1}{6}$, eighths, one eighth, $\frac{1}{8}$, twelfths, one twelfth, $\frac{1}{12}$, congruent, symmetrical</p>	

<p>Learning Targets</p> <ul style="list-style-type: none"> *Identify various solid figures- cube, rectangular prism, sphere, cone, cylinder *Identify plane shapes based on sides and corners. *Identify faces, vertices, and edges of solid figures *Determine how shapes are alike and different. *Classify plane figures by common attributes. *Combine plane figures to make new shapes. *Find congruent figures by matching size and shape. *Identify equal parts of a whole. *Identify fractions by name. *Identify parts of a group. *Recognize possible outcomes or the likelihood for something to occur. 	<p>Application/Activities</p> <ul style="list-style-type: none"> *Manipulatives: foam shapes, solid figures *Real world 3-dimensional shapes *Pattern blocks *Fraction tiles *Food items- fractions *White board/chart paper *Math workbook pages *Activboard/ipad/ Safari Montage *Color cubes and paper bags for probability activities *Student Response Journals *Problem of the Day Activities *Math big book 	<p>Suggested Projects/Investigations</p> <ul style="list-style-type: none"> *Build buildings/ creations with foam shapes *Symmetrical monsters *Test for probability of an event *Problem of the Day *Response Journal *Flip books *Individual white boards *Activboard *Internet math websites *Group work *Holiday projects *Literature books *Whole group activities and games
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Assessments: Check Your Progress A and B, Chapter Review, Chapter Test book pages, Teacher-made quizzes and tests, oral review, math centers

Modifications for SpEd/ELL/Students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
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