



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Curriculum Guide

Math
Grade 2

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 26, 2024



Springfield Public Schools Springfield, New Jersey

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Unit Overview Template

Content Area:	Math	Grade Level:	2	Unit Title:	Math Is...
Unit Summary: Students will see math as problem solving strategies rather than just computation. Students define a productive and positive classroom environment where all students can share ideas and collaborate freely, become doers of mathematics, apply the mathematical thinking and practices to problem solving, take ownership of their personal learning journey and become the creative problem solvers of tomorrow.					
Primary Interdisciplinary Connections: <i>ELA</i>					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will help students to understand that math is not just something done in school. Math is part of our everyday lives. It will also help students understand they are skilled doers of math and not just carrying out operations or calculations.					
Career Readiness (Standard 9): 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CT.3: Use a variety of types of thinking to solve problems					

Learning Targets

Standards:	1.NBT, 1.OA, 1.NBT, SEL.PK, LA.RI
Content Statements:	Represent and solve problems involving addition and subtraction; Add and subtract within 20; Understand place value; Extend the counting sequence; Use place value understanding and properties of operations to add and subtract.
CPI#:	Cumulative Progress Indicator (CPI):
2.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $<$, $=$, $>$.
2.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
2.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 using concrete models or drawings and strategies based on place value.
2.NBT.C.4	Add within 100, including adding a two-digit and one-digit number, and adding a two-digit number and multiple of 10, using concrete models or drawings and strategies based on place value.
2.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
2.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.



SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Unit Essential Questions: • What does it mean to do math?	
Unit Enduring Understandings: • Students develop a foundation for problem-solving strategies. • Students use appropriate math terms to explain their reasoning and to respond to the reasoning of their classmates. • Students model real-world situations that involve addition and subtraction with drawing and equations. • Students choose appropriate tools to solve equations. • Students use patterns in addition to solve equations.	
Unit Learning Targets: Students will... • Describe how math is used in their daily lives and in the lives of others. • Explore options for understanding a problem and strategies for it. • Use mathematics to represent real world situations and problems. • Explore ways to construct arguments to support their thinking. • Explore strategies for uncovering patterns and use patterns to solve problems. • Discuss and decide on classroom norms of interaction for a productive math learning environment.	



Evidence of Learning

Summative Assessment: 1 day for Unit Review and Fluency Practice (no unit assessment)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Readiness diagnostic
- Math attitude survey
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Math is Mine	50 mins/1 day
Lesson 2 Math is Exploring and Thinking	50 mins/1 day
Lesson 3 Math is in My World	50 mins/1 day

Teacher Notes:

Teacher will choose whether to have the class complete an activity-based exploration or a guided exploration.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.mheducation.com

IXL.com

iReady



Lesson Plan 1 Template

Content Area: Math Lesson Title: Math is Mine Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Teacher laptop, Student iPads, Digital student center

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the compelling question, What does it mean to do math? - Describe how math is used in their daily lives and in the lives of others. - Tell their math story in words and pictures.	Lesson Sequence 1. Math Picture: teacher will show the number routine math picture and students will view a photo of toy animals and make comparisons. 2. Notice & Wonder: Students will turn to page 3 in their student book. Teacher will ask what they notice and wonder about the picture. 3. Pose the problem: What are ways you use math in your daily life? What does it mean to have a math story? 4. Teacher will either provide an activity based exploration or guided	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	exploration. Teacher will decide. 5. Bring it Together: Teacher will elicit evidence of student thinking by asking Why is it important to learn about other people's math story and why their math story is important. 6. Students work together to post additional questions to the teacher about their math story. 7. Practice: Students complete page 6. 8. Students complete reflection questions on page 6. 9. Students complete the digital exit ticket or the exit ticket on page 7 in the assessment book.	
Differentiation: Teachers may use the differentiation resource book to reinforce understanding or extend thinking. Pair gestures with new vocabulary words for ELL learners.		
Resources Provided: ● Student practice book pages ● Exit ticket ● Math picture ● Blank paper and crayons		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Math is Exploring and Thinking Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Teacher laptop, student digital center

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explore options for understanding a problem and strategies for solving it. - Relate quantities in a problem.	Lesson Sequence - Math Picture: teacher will show the number routine math picture and students will view a photo of 15 crayons of different colors and think about what numbers they can use to describe them. - Notice & Wonder: Students will turn to page 7 in their student book. Teacher will ask what they notice and wonder about the picture. - Pose the problem: Students will focus on making sense of a problem and determining a strategy for solving it. - Teacher will either provide an activity based	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will discuss how their strategy and their classmates' strategy compare and contrast to their classmates' strategy. 6. Practice: Students complete page 10. 7. Students complete reflection questions on page 10. 8. Students complete the digital exit ticket or the exit ticket on page 8 in the assessment book.	
Differentiation: Teachers may use the differentiation resource book to reinforce understanding or extend thinking. Pair gestures with new vocabulary words for ELL learners.		
Resources Provided: • Student practice book pages • Exit ticket • Math picture		



Lesson Plan 3 Template		
Content Area: Math	Lesson Title: Math is in My World	Time Frame: 50 mins/1 day
Lesson Components		
<u>21st Century Themes</u>		
X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: ELA		
Integration of Technology: Math in action video, Math picture, Digital student center, Online exit ticket		
Equipment Needed: Teacher laptop, Student iPads, Digital student center, Student practice book, Exit ticket (paper or online).		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Use math to represent real-world situations and problems.	Lesson Sequence - Math Picture: teacher will show the number routine math picture. Students will view a photo of card construction and answer are there more or fewer than 10 cards? - Notice & Wonder: Students will turn to page 11 in their student book. Teacher will ask what they notice and wonder about the picture. - Pose the problem: How can math be used to model real-world situations? - Teacher will either provide an activity based	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students work in groups to solve a problem. They will share their model and solution. They will explain why they chose that model. 6. Practice: Students complete page 14. 7. Students complete reflection questions on page 14. 8. Students complete the digital exit ticket or the exit ticket on page 9 in the assessment book.	
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Differentiation:

Teachers may use the differentiation resource book to reinforce understanding or extend thinking. Pair gestures with new vocabulary words for ELL learners.

Resources Provided:

- base-ten blocks
- Number chart 1-100
- Student practice book



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners		x	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Math Is...
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** 2 **Unit Title:** Place Value to 1,000

Unit Summary: In this unit, students will explore concepts related to our base-ten place value system to 1,000. They will model with math to build their understanding that 10 groups of 10 is equal to 100. They will also build an understanding that each digit in a place-value chart has a value. Students will use their understanding of place value to decompose 3-digit numbers by grouping the hundreds, tens and ones in different ways.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit will help students explore concepts related to our base-ten place-value system to 1,000. Students will draw their knowledge of reading and writing numbers to discover how to write equivalent names for the same 3-digit number. Students' understanding of place value and number sense will extend from previous grades.

Career Readiness (Standard 9):

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Learning Targets

Standards: 2.NBT, SEL.PK, LA.SL LA.RL

Content Statements: Understand place value.

CPI#:	Cumulative Progress Indicator (CPI):
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.
2.NBT.A.1.a	100 can be thought of as a bundle of ten tens-called a "hundred."
2.NBT.A.1.b	The numbers 100, 200, 300, 400 etc. refer to one, two, three, four etc. hundreds
2.NBT.A.3	Read and write numbers to 1,000 using base-ten numerals, number names and expanded form.
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.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others



LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Unit Essential Questions:

- How can I use place value to understand and compare numbers to 1,000?

Unit Enduring Understandings:

- Students understand that 100 can be thought of as 10 groups of ten.
- Students understand that the digits of a 3-digit number represent amounts of hundreds, tens and ones.
- Students will read and write numbers using standard, expanded and word form.
- Students will compare two 3-digit numbers using comparison symbols.

Unit Learning Targets:

- Students will explain hundreds with regard to place value.
- Students will explain what the digits in a 3-digit number represent.
- Students will read and write numbers to 1,000.
- Students will decompose 3-digit numbers by grouping the hundreds, tens and ones in different ways.
- Students will use words and symbols to compare 3-digit numbers.



Evidence of Learning

Summative Assessment: 2 Days: Unit Review & Fluency Practice (day 1) Unit Assessment & Performance Task (day 2)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Understand Hundreds	50 mins/1 day
Lesson 2 Understand 3-digit Numbers	50 mins/1 day
Lesson 3 Read and Write Numbers to 1,000	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math Lesson Title: Understand Hundreds Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: STEM videos, Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Teacher laptop, Student iPads, Digital student center, Student practice book, Exit ticket (paper or online), base-ten blocks.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Explain how ten groups of ten equal 100	Lesson Sequence - Number Routine: Students participate in Would you Rather in order to build number sense as they compare expressions. - Notice & Wonder: Students will turn to page 33 in their student book. Teacher will ask what they notice and wonder about the picture. - Pose the problem: Students will look at page 34 and explain what groups they see and what they can say about the number of fingers on each hand.	- Student practice book pages - Activity based or group based exploration - Exit Ticket



4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide.
5. Bring it Together: Students will discuss how to show 10 tens and the name you can give 10 tens.
6. Practice: Students complete page 35.
7. Students complete reflection questions on page 36.
8. Students complete the digital exit ticket or the exit ticket on page 8 of the assessment book.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 1

Build Proficiency: Game station, Interactive practice, Student practice book page 1-2

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 2

Resources Provided:

- base-ten blocks
- Student text
- manipulative kit
- Student practice book



Lesson Plan 2 Template

Content Area: Math Lesson Title: Understand 3-digit Numbers Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Teacher laptop, Student iPads, Digital student center, Student practice book, Exit ticket (paper or online), base-ten blocks.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the digits in a 3-digit number - Show 3-digit numbers	Lesson Sequence - Number Routine: Students participate in Would you Rather in order to build number sense as they compare expressions. - Notice & Wonder: Students will turn to page 37 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss their math superpowers. - Pose the problem: Teacher will collect and display math language that is used while	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	students reflect on the question on page 38. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will discuss where to put each digit in the place value chart and how the chart helps us to understand the value of a digit. 6. Practice: Students complete page 39-40. 7. Students complete reflection questions on page 39. 8. Students complete the digital exit ticket or the exit ticket on page 16 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 3 Build Proficiency: Workstation, Interactive practice, Student practice book page 3-4 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 4		
Resources Provided: ● 3-digit numbers teaching resource ● base-ten blocks ● Student practice book		



Lesson Plan 3 Template

Content Area: Math Lesson Title: Read and Write Numbers to 1,000 Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Teacher laptop, Student iPads, Digital student center, Student practice book, Exit ticket (paper or online), base-ten blocks.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Read numbers to 1,000 - Write numbers to 1,000	Lesson Sequence - Number Routine: Students participate in Would you Rather in order to build number sense as they compare expressions. - Notice & Wonder: Students will turn to page 41 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss what they can do to be an active listener. - Pose the problem: How many base-ten blocks are there and are there other	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	ways to show this same number. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will discuss when word form and expanded form are useful and what all representations of the same number have in common. 6. Practice: Students complete page 43-44. 7. Students complete reflection questions on page 44. 8. Students complete the digital exit ticket or the exit ticket on page 17 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 5 Build Proficiency: Workstation, Interactive practice, Student practice book page 5-6 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 6		
Resources Provided: ● base ten blocks ● notecards ● Student practice book		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Place Value to 1,000
Created: May 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area: Math **Grade Level:** 2 **Unit Title:** Patterns within Numbers

Unit Summary: The unit begins by reviewing counting by 1s. Number charts are used to allow students to explore each hundred set between 100 and 1,000. Once students are comfortable counting by 1s they will use number charts and number lines to identify patterns when skip counting by 5s, 10s and 100s. Students explore the idea of even and odd numbers.

Primary Interdisciplinary Connections: ELA

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Throughout this unit, students should make connections among the mathematical representations used. Students use number charts and number lines to help visualize patterns. This representation helps students see how numbers relate to each other as well as how to add on using patterns. Students will use several tools in this unit that they will use throughout future grades.

Career Readiness (Standard 9):

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

Learning Targets

Standard: 2.NBT, 2.OA, SEL.PK, LA.R, LA.SL

Content Statements: Understand place value; Work with equal groups of objects to gain foundations for multiplication.

CPI#:	Cumulative Progress Indicator (CPI):
2.NBT.A.2	Count within 1,000; skip count by 5s, 10s and 100s
2.OA.C.3	Determine whether a group of objects has an odd or even number of members, write an equation to express an even number as a sum of two equal addends
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of equal addends.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Unit Essential Questions:



- How can I use patterns to count and add numbers?

Unit Enduring Understandings:

- Students describe and use patterns when counting by 1s and skip counting by 5s, 10s, and 100s within 1,000.
- Students determine whether a number is even or odd.
- Students write an equation to express an even number as a sum of equal addends.
- Students use arrays to find the sum of equal addends.

Unit Learning Targets:

- Students will describe patterns when skip counting by 1s to 1,000.
- Students will skip count by 5s within 1,000.
- Students will skip count by 10s and 100s within 1,000.
- Students will determine if the number of objects is even or odd.
- Students write an equation to express an even number as a sum of two equal addends.
- Students will use skip counting to find the total number of objects in an array.
- Students will use arrays to find the sum of equal addends.



Evidence of Learning

Summative Assessment: 2 days-Unit Review/Fluency Practice (day 1), Unit Assessment/Performance Task (day 2).

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Counting Patterns	50 mins/1 day
Lesson 2 Patterns When Skip Counting by 5s	50 mins/1 day
Lesson 3 Understand Even and Odd Numbers	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.mheducation.com

IXL.com

iReady



Lesson Plan 1 Template

Content Area: Math Lesson Title: Counting Patterns Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Count by 1s within 1,000 - Identify patterns when counting by 1s within 1,000	Lesson Sequence - Number Routine: Students participate in Mystery Number in which they use place value to identify and analyze the value of a digit in a number. - Notice & Wonder: Students will turn to page 63 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss how they know they have made good decisions. - Pose the problem: How did you use number charts in grade 1 and why are they helpful? - Teacher will either provide an activity based	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will discuss why patterns are helpful in counting and why the number chart is a helpful tool. 6. Practice: Students complete page 65-66 7. Students complete reflection questions on page 66. 8. Students complete the digital exit ticket or the exit ticket on page 33 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 11 Build Proficiency: Workstation, Interactive practice, Student practice book page 11-12 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 12		
Resources Provided: ● Number cards 0-10 ● Number chart 201-300 Teaching Resource ● Number chart 401-500 Teaching Resource ● Student practice book ● Exit ticket		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Patterns when Skip Counting by 5s Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify patterns when skip counting by 5s. - Describe patterns when skip counting by 5s.	Lesson Sequence - Number Routine: Students participate in let's count in which they practice skip counting and predicting. - Notice & Wonder: Students will turn to page 67 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss how they can act with their classmates to build a safe classroom culture? - Pose the problem: What do you notice about the dots on the dice, how have you counted in the past, what different ways	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	can you use to find the total number of dots. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students discuss why it is helpful to skip count and what patterns they use. 6. Practice: Students complete page 68-70. 7. Students complete reflection questions on page 70. 8. Students complete the digital exit ticket or the exit ticket on page 34 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 13 Build Proficiency: Workstation, Interactive practice, Student practice book page 13-14 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 14		
Resources Provided: ● Number Chart 1-100 ● Student practice book ● Exit Ticket		



Lesson Plan 3 Template

Content Area: Math Lesson Title: Understand Even and Odd Numbers Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine whether a group of objects is even or odd. - Recognize the patterns within even and odd numbers.	Lesson Sequence Number Routine: Students participate in let's count in which they practice skip counting by 5s. Notice & Wonder: Students will turn to page 77 in their student book. Teacher will ask what they notice and wonder about the picture. Students discuss what helps them work well in a team. Pose the problem: Students turn to page 78. Teacher will ask what do you know about how many students are going on the field trip, have you ever had a partner and	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	how do you find the answer to question on page 78. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will use counters to represent the students on page 78. Students will discuss what strategies they use to find partners and how pairing helps to determine even or odd. 6. Practice: Students complete page 79-80. 7. Students complete reflection questions on page 80. 8. Students complete the digital exit ticket or the exit ticket on page 36 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 17 Build Proficiency: Workstation, Interactive practice, Student practice book page 17-18 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 18		
Resources Provided: ● Student practice book ● counters ● Number cards 0-10		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Patterns within Numbers
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** 2 **Unit Title:** Meanings of Addition and Subtraction

Unit Summary: In this unit students build on their understanding of addition and subtraction situations they learned about in Kindergarten. Students will solve problems using various representations and write equations to represent the situations. Students will understand that addition is putting together parts or adding to a given quantity to reach a given quantity.

Primary Interdisciplinary Connections: *ELA and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Making connections between different mathematical representations deepens a student's understanding of the concept as well as the tools for problem solving. It is important for students to see how numerous representations are used and how they are connected to one another and the original problem. These connections allow students to understand why their answer is correct, not just state the correct answer.

Career Readiness (Standard 9):

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Learning Targets

Standards: 2.OA, LA.RL, LA.SL, SEL.PK, K-2-ETS

Content Statements: Represent and solve problems involving addition and subtraction. Add and subtract within 20.

CPI#:	Cumulative Progress Indicator (CPI):
2.OA.A.1	Use addition and subtraction within 100 to solve one-and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions e.g by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.B.2	With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Essential Questions:

- How can I represent and solve addition and subtraction word problems?

Unit Enduring Understandings:

- Students will understand that subtraction is the inverse of addition, so subtraction is taking away from a quantity or finding the difference between two quantities.
- Students understand that addition is the putting together of parts or adding to a given quantity to reach a given quantity.
- Students use part-part-whole mats to show how the parts come together for the whole or how one part is used to determine the unknown.
- Number charts and number lines can be used to solve subtraction equations.

Unit Learning Targets:

- Students will represent and solve Add To problems.
- Students will represent and solve Take From problems.
- Students will solve two-step add to and take from problems.
- Students will represent and solve put together problems.
- Students will represent and solve take apart problems.
- Students will solve two-step put together and take apart problems.
- Students represent and compare problems.
- Students will solve two-step problems involving comparison.
- Students solve two-step problems using addition and subtraction.
- Climate Change Example: Students may solve two-step word problems involving a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods. They may add and subtract within 100 while using drawing or equations to represent the climate change related issue.



Evidence of Learning

Summative Assessment: 3 Days: Unit Review/Fluency Practice (day 1), Unit Assessment (day 2), Performance Task (day 3)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Represent and Solve Add To Problems	50 mins/1 day
Lesson 2 Represent and Solve Take From Problems	50 mins/1 day
Lesson 3 Solve Two-step Add To and Take From Problems	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

my.mheducation.com

IXL.com

iReady



Lesson Plan 1 Template

Content Area: Math Lesson Title: Represent and Solve Add To Problems Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Engineering, ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Represent Add To problem - Solve Add To problems	Lesson Sequence - Number Routine: Students participate in Where does it Go? - Notice & Wonder: Students will turn to page 101 in their student book. Teacher will ask what they notice and wonder about the picture. Students discuss how they can help identify a problem in their class and community. - Pose the problem: Students turn to page 102. Teacher will ask what information does the problem provide, what is unknown, what do you know about the number of crayons?	- Student practice book pages - Activity based or group based exploration - Exit Ticket



4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide.
5. Bring it Together: Students will use work in groups to discuss how they knew to use addition and how they wrote their equation.
6. Practice: Students complete page 103-104.
7. Students complete reflection questions on page 104.
8. Students complete the digital exit ticket or the exit ticket on page 53 of the assessment book.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 25

Build Proficiency: Workstation, Interactive practice, Student practice book page 25-26

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 26

Resources Provided:

- Number cubes 0-5 and 5-10
- Part-Part-Whole Mat teaching resource
- Word Problem Cards teaching resource



Lesson Plan 2 Template		
Content Area: Math	Lesson Title: Represent and Solve Take From Problems	Time Frame: 50 mins/1 day
Lesson Components		
<u>21st Century Themes</u>		
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: ELA, Engineering		
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket		
Equipment Needed: Student iPads, Teacher laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Represent Take From problems • Solve Take From Problems	Lesson Sequence 1. Number Routine: Students participate in Where does it Go? 2. Notice & Wonder: Students will turn to page 105 in their student book. Teacher will ask what they notice and wonder about the picture. Students discuss how you can understand thinking that is different from yours. 3. Pose the problem: Students turn to page 106. Teacher will ask what words help to determine if you have to subtract, what is the unknown and how do the	• Student practice book pages • Activity based or group based exploration • Exit Ticket



	quantities relate to one another. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will use work in groups to discuss how they knew to subtract and how they wrote the equation. 6. Practice: Students complete page 107-108. 7. Students complete reflection questions on page 108. 8. Students complete the digital exit ticket or the exit ticket on page 54 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 27 Build Proficiency: Workstation, Interactive practice, Student practice book page 27-28 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 28		
Resources Provided: ● Bar Diagram teaching resource ● Number cubes 0-5 and 5-10 ● Word Problem Cards teaching resource		



Lesson Plan 3 Template		
Content Area: Math	Lesson Title: Solve Two-Step Add to and Take From Problems	Time Frame: 50 mins/1 day
Lesson Components		
<u>21st Century Themes</u>		
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy		
<u>21st Century Skills</u>		
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: ELA, Engineering		
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket		
Equipment Needed: Student iPads, Teacher laptop		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Represent two-step Add To and Take From problems - Solve two-step Add To and Take From problems	Lesson Sequence - Number Routine: Students participate in Greater than or Less than - Notice & Wonder: Students will turn to page 109 in their student book. Teacher will ask what they notice and wonder about the picture. Students discuss what helps them solve a problem. - Pose the problem: Students turn to page 110. Teacher will ask “what do you notice about the situation and how you can decide what to do first.”	- Student practice book pages - Activity based or group based exploration - Exit Ticket



4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide.
5. Bring it Together: Students will work in groups to discuss how they know whether to add or subtract and how drawing a representation helps to write the equation.
6. Practice: Students complete page 111-112.
7. Students complete reflection questions on page 112.
8. Students complete the digital exit ticket or the exit ticket on page 55 in the assessment book.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 31

Build Proficiency: Workstation, Interactive practice, Student practice book page 31-32

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 32

Resources Provided:

- Number Cubes 5-10
- Word Problem Cards teaching resource



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Meanings of Addition and Subtraction
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** 2 **Unit Title:** Strategies to Fluently Add and Subtract within 100

Unit Summary: In this unit, students will review strategies to add and subtract within 20. Students will use mental math strategies to help prepare them for when they add and subtract 2-digit numbers using place value and properties of operations. Students use various tools and strategies to find sums and differences up to 100. Place value blocks and number lines will be used to decompose and adjust numbers.

Primary Interdisciplinary Connections: *ELA and Engineering*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Teaching addition and subtraction strategies is most effective when students are tasked with solving problems that require a variety of ways for them to reason and apply different strategies.

Career Readiness (Standard 9):

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Learning Targets

Standards: 2.OA, 2.NBT, 2.M, LA.RL, LA.SL, SEL.PK-12, K-2-ETS

Content Statements: Represent and solve problems involving addition and subtraction; . Add and subtract within 20; Understand place value; B. Relate addition and subtraction to length

CPI#:	Cumulative Progress Indicator (CPI):
2.OA.B.2	With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2.NBT.B.5	With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.M.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally space points corresponding to the numbers 0, 1, 2...and represent whole number sums and differences within 100 on a number line diagram.
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.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.5.1	Establish and maintain healthy relationships
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Essential Questions:

- What strategies can I use to add 2-digit numbers?
- How do I explain how I found my answer?

Unit Enduring Understandings:

- Students understand that using models, drawings and equations to illustrate addition and subtraction are helpful strategies.
- Students will apply their knowledge from previous lessons to solve one and two-step word problems using addition and subtraction.
- Students will understand that symbols are used in equations and what those symbols mean such as =.

Unit Learning Targets:

- Students will add and subtract fluently within 20 by counting on and counting back.
- Students will add fluently within 20 by making a 10.
- Students will use doubles and near doubles to help add within 20.
- Students will use base-ten blocks to help add and subtract 2-digit numbers.
- Students will explain how using base-ten blocks help to add and subtract 2-digit numbers.
- Students will add addends in any order to find the sum.



- Students will explain that addends added in any order have the same sum.
- Students will decompose one and two addends to add.
- Students will explain how to decompose both addends to add two 2-digit numbers.
- Students will use a number line to add and subtract.
- Students will explain how to use a number line to add and subtract.
- Students will adjust numbers to make them friendlier to add.
- Students will explain how to adjust numbers to add and subtract within 100.
- Students will solve one and two step word problems using addition or subtract and explain how they solved them.
- Climate Change Example: Students may solve two-step word problems involving a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods. They may add and subtract within 100 while using drawing or equations to represent the climate change related issue.



Evidence of Learning

Summative Assessment: 2 Days: Unit Review/Fluency Practice (day 1), Unit Assessment/Performance Task (day 2)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Strategies to Add and Subtract Fluently Within 20	50 mins/1 day
Lesson 2 Represent Addition and Subtraction with 2-digit Numbers	50 mins/1 day
Lesson 3 Use Properties to Add	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math Lesson Title: Strategies to Add and Subtract Fluently within 20 Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Engineering

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Fluently add within 20 by counting on - Fluently add within 20 by making 10 - Fluently subtract within 20 by counting back - Fluently subtract within 20 by counting on	Lesson Sequence - Students participate in the number routine - Notice & Wonder: Students will discuss what they notice and wonder about the pictures on page 151 and 201. - Pose the problem: What does it mean to use mental math. Have students discuss with one another. - Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. - Bring it Together: Students complete addition and subtraction	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	problems and share their strategies. - Practice: Students complete page 153 and 203. - Students complete reflection questions. - Students complete the digital exit ticket or the paper version.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 45 Build Proficiency: Workstation, Interactive practice, Student practice book page 45-46 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 46		
Resources Provided: Number line 0-20 teaching resource		



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Represent Addition and Subtraction with 2-digit Numbers
		Time Frame:	50 mins/1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: ELA, Engineering			
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket			
Equipment Needed: Student iPads, Teacher laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use base-ten blocks to help to add 2-digit numbers • Explain how to use base-ten blocks to add 2-digit numbers	Lesson Sequence 1. Number Routine: Mystery Pattern 2. Notice & Wonder: Students will turn to page 159 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss what helps them to understand how others are feeling? 3. Pose the problem: Students turn to page 160. The teacher will ask what information you are given, what does it mean in this problem, what	• Student practice book pages • Activity based or group based exploration • Exit Ticket



	strategies can you use to figure out the problem. 4. Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. 5. Bring it Together: Students will work in groups to discuss how base-ten blocks help to add the ones and tens numbers. 6. Practice: Students complete page 161-162. 7. Students complete reflection questions on page 162. 8. Students complete the digital exit ticket or the exit ticket on page 83 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 49 Build Proficiency: Workstation, Interactive practice, Student practice book page 49-50 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 50		
Resources Provided: • base-ten blocks • Place-Value Chart Teaching Resource		



Lesson Plan 3 Template

Content Area: Math Lesson Title: Use Properties to Add Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Add addends in any order to find the sum - Explain that addends added in any order have the same sum	Lesson Sequence - Number Routine: Mys - Notice & Wonder: Students will turn to page 151 in their student book. Teacher will ask what they notice and wonder about the picture. Students will discuss what they do to build a good relationship with their classmates? - Pose the problem: Students turn to page 152. Teacher will ask what does it mean to use mental math and what information can you use to find the total number? - Teacher will either provide an activity based exploration or guided	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	exploration. Teacher will decide. 5. Bring it Together: Students will work in groups to discuss strategies to find the sum and why it is helpful to know different strategies. 6. Practice: Students complete page 153-154. 7. Students complete reflection questions on page 154. 8. Students complete the digital exit ticket or the exit ticket on page 81 in the assessment book.	
Differentiation: Reinforce Understanding: Small group, Resource Book page 51 Build Proficiency: Workstation, Interactive practice, Student practice book page 51-52 Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 52		
Resources Provided: ● Base-ten blocks ● Number Chart 0-100 Teaching Resource ● Place-Value Chart Teaching Resource		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Strategies to Fluently Add within 100
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Math	Grade Level:	2	Unit Title:	Measure and Compare Lengths
Unit Summary: Students will be measuring length in customary and metric units. They will compare measurements and examine the relationship between inches, feet and yards and between centimeters and meters.					
Primary Interdisciplinary Connections: <i>Engineering</i>					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students have measured length using non-standard units. Students will build on this information to learn to measure units including inches, feet, yards, centimeters, and meters throughout this unit. Students will be introduced to different measurement tools and taught how to accurately use the tools. Students will compare measurements, relate them to each other, and estimate the lengths of objects prior to measuring them.					
Career Readiness (Standard 9): 9.4.2.CT.3: Use a variety of types of thinking to solve problems. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives					

Learning Targets

Standards: 2.M, K-2-ETS1-3	
Content Statements: Measure and estimate lengths in standard units, Relate addition and subtraction to length.	
CPI#:	Cumulative Progress Indicator (CPI):
2.M.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.M.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.M.A.3	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.M.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.M.B.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.M.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.
K-2-ETS1-3	Analyze data from tests of an object or tool to determine if it works as intended.

**Unit Essential Questions:**

- What do we know about measurements?
- What does it mean to estimate?
- What measurement tools can I use to measure length?
- What is the relationship between inches, feet, and yards?
- What is the relationship between centimeters and meters?

Unit Enduring Understandings:

- Build proficiency using various tools to measure length.
- Compare the length of two objects and find the relationship between units.
- Estimate length by making comparing lengths of real-world items they already know.
- Use drawings and number lines to represent and solve problems about lengths.

Unit Learning Targets:

Students will....

- Measure the length of objects in inches.
- measure the length of objects in feet and yards.
- Determine the difference in length of two objects measured with the same unit.
- Explain the relationship between inches, feet, and yards.
- Use everyday objects with similar lengths to inches and feet to estimate lengths.
- Measure the length of objects in centimeter and meters.
- Explain the relationship between centimeters and meters.
- Use everyday objects with similar lengths to centimeters and meters to estimate lengths.
- Solve addition and subtraction word problems involving length.
- Use number lines to solve addition and subtraction word problems involving length.
- Climate Change Example: Students may add and subtract within 100 to solve word problems about a climate change issue that involves length. To solve these problems, they may use drawings or equations to represent a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Measure Length with Inches	50 minutes/ 1 day
Lesson 2 Relate Inches, Feet, and Yards	50 minutes/ 1 day
Lesson 3 Solve Problems Involving Length	50 minutes/ 1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math	Lesson Title: Measure Length with Inches	Time Frame: 50 minutes/ 1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

- | | | |
|--|---|--|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☒ Information Literacy |
| ☒ Life and Career Skills | ☐ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Engineering

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Measure the length of an item in inches - Use appropriate measurement tools with accuracy	Lesson Sequence - Students will view and discuss the Be Curious activity on SE page 3. - The teacher will guide the discussion by asking questions: “How do the sizes of paper clips compare?” “How many small/large paper clips does it take to measure the crayon?” “Does it take fewer large or small paper clips to measure the crayon?” - Groups will use a crayon, colored pencil, and inch ruler to practice measuring objects accurately under teacher guidance. - Students will complete SE page 4 and compare	- Exit Ticket 125 - Additional Practice pages 85-86 - Interactive lessons: Measure Length in Inches, Estimate/Measure Length in Inches



	answers with their groups. 5. Students will independently practice measuring by completing SE pages 5-6.	
Differentiation: DRB pages 85-86, Game Station: Inches Task Cards, Workstation: Use It! Disc Gold Course and STEM Adventure		
Resources Provided: • classroom objects • Inch Ruler or Inch Ruler Teaching Resource • Number Cards 0-10 Teaching Resource		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Relate Inches, Feet, and Yards Time Frame: 50 minutes/ 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Engineering

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the relationships between inches, feet, and yards - Understand when to use which unit of measure	Lesson Sequence - Students will view and discuss the Be Curious activity on SE page 15. - The teacher will guide discussions by asking questions: “What objects are similar in size to the bat?” “How are rulers and yardsticks alike and different?” - Students will pair up and be given different measurement tools. They will measure different classroom items in inches, feet, and yards. - Pairs will complete SE page 16 together. - Students will independently complete SE pages 17-18.	- Exit Ticket 128 - Student Practice book pages 91-92 - Pick a Door! Small group activity



Differentiation:

DRB pages 91-92, Practice It! Game Station: Measuring Inches, Feet, and Yards Task, Math Replay Video

Resources Provided:

- Inch Ruler or teaching resource
- Yardstick or teaching resource



Lesson Plan 3 Template			
Content Area:	Math	Lesson Title:	Solve Problems Involving Length
		Time Frame:	50 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Engineering			
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket			
Equipment Needed: Student iPads, Teacher laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Solve problems involving length - Use addition and subtraction strategies in relation to length	Lesson Sequence - The teacher will show the class the “numberless word problem” on SE page 41 and explore what questions can be asked. - Student groups will brainstorm ideas for story problems that could be answered with this information. - The teacher will provide each group with a Number Chart 0-100 and have students select numbers for the number story and find the solutions by writing the equations on their white boards. - Students can share their solutions and the	- Exit Ticket 134 - Interactive lessons: Addition Word Problems Using Length, Subtraction Word Problems Using Length, Word Problem Equations (Add Length) - Student practice book pages - Activity based or group based exploration - Exit Ticket



	addition or subtraction strategy that they used to find the answer. 5. Students will complete SE pages 43-44.	
Differentiation: DRB pages 103-104, Practice it! Game Station: Word Problem Race		
Resources Provided: • base-ten blocks • Number chart 0-100 • Rulers and Yardsticks or teaching resources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Measure and Compare Length
Created: May 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Math	Grade Level:	2	Unit Title:	Money and Time
Unit Summary: In this unit, students will learn to count money and to tell and write time to the nearest 5 minutes. They will skip count in both topics.					
Primary Interdisciplinary Connections: <i>ELA and Engineering</i>					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Students will build on the knowledge they gained in earlier grades as they work through time and money problems. Students work with coins and bills as an extension and application of earlier work with skip counting and place value. It is important for students to gain proficiency and fluency with time and money because of the utility of those skills in everyday life					
Career Readiness (Standard 9): 9.4.2.CT.3: Use a variety of types of thinking to solve problems. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives					

Learning Targets

Standards: 2.M, LA.RL, LA.SL, SEL.PK, K-2-ETS	
Content Statements: Work with time and money.	
CPI#:	Cumulative Progress Indicator (CPI):
2.M.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?
2.M.C.7	2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 5.1	Establish and maintain healthy relationships
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Essential Questions:

- How can I measure with money and time?

Unit Enduring Understandings:

- Students determine the value of groups of coins or bills.
- Student understand they they can use analog and digital clocks to tell and write time to the nearest 5 minutes.
- Students understand there is a difference between AM and PM.
- Student use skip counting to tell time and count money.

Unit Learning Targets:

Students will....

- Determine the value of different types of coins.
- Skip count to determine the value of a group of like coins.
- Determine the value of a group of mixed coins.
- Determine the value of a group of mixed coins or dollar bills.
- Tell time on a digital clock.
- Skip count to tell time on an analog clock.
- Determine the time of an event is a.m or p.m.



Evidence of Learning

Summative Assessment: 2 days-Unit Review/Fluency Check (day 1), Performance Task/Unit Assessment (day 2)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Understand the Value of Coins	50 mins/1 day
Lesson 2 Solve Money Problems Involving Coins	50 mins/1 day
Lesson 3 Tell Time to the Nearest 5 Minutes	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math Lesson Title: Understand Values of Coins Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine the value of different types of coins - Skip count to determine the value of a group of like coins	Lesson Sequence - Students will participate in the number routine activity. - Students will turn to page 58 in their practice book and discuss what information the problem gives them and do they think there is more than one answer? - Teacher will show the different coins. Students say what they know about those coins. - Students will be divided into groups. They will discuss different ways to make the values on their coin value cards. - Students complete the practice pages.	- Student practice book pages - Activity based or group based exploration - Exit Ticket



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">6. Students reflect on the day's work in their student practice book.7. Students complete the exit ticket. | |
|--|---|--|

Differentiation:

Reinforce Understanding: Small group, Resource Book page 107

Build Proficiency: Workstation, Interactive practice, Student practice book page 107-108

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 108

Resources Provided:

- Coin value cards teaching resource
- counters
- pennies, nickels, dimes, and quarters



Lesson Plan 2 Template

Content Area: Math Lesson Title: Solve Money Problems Involving Coins Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Determine the value of a group of mixed coins	Lesson Sequence - Students will participate in the number routine activity. - Students will turn to page 63 in their practice book and the teacher will ask: How can you find the value of a set of coins when there is more than one kind of coin? - The teacher will implement the Activity-Based Exploration or Guided Exploration. - Students complete the practice pages. - Students reflect on the day's work in their student practice book.	- Student practice book pages - Activity based or group based exploration - Exit Ticket



6. Students complete the exit ticket.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 109

Build Proficiency: Workstation, Interactive practice, Student practice book page 109-110

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 110

Resources Provided:

- Number Chart 1-100
- Paper Bag
- Coins



Lesson Plan 3 Template

Content Area: Math Lesson Title: Tell time to Nearest 5 Minutes Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Tell time on a digital clock - Skip count to tell time on analog clock	Lesson Sequence - Students participate in the number routine. - Teacher will ask: What can you tell me about the clocks on page 71 and what do you notice is the same or different? - In groups students will discuss how they tell time on digital and analog clocks. - Students will participate in an activity-based exploration or guided exploration. - Students complete practice pages. - Students will reflect on the day's lesson. - Students will complete the exit ticket.	- Student practice book pages - Activity based or group based exploration - Exit Ticket



Differentiation:

Reinforce Understanding: Small group, Resource Book page 113

Build Proficiency: Workstation, Interactive practice, Student practice book page 113-114

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 114

Resources Provided:

- Teacher Clock
- Student Clocks
- Time Cards



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Money and Time
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Math	Grade Level:	2	Unit Title:	Strategies to Add and Subtract 3-Digit Numbers
Unit Summary: Students will explore different strategies to add and subtract 3-digit numbers. Students will build on their understanding of previous strategies in this unit to extend these techniques to 3-digit addition and subtraction problems.					
Primary Interdisciplinary Connections: <i>ELA and Engineering</i>					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: One of the grade 2 standards is to fluently add and subtract using mental strategies. Fluency is achieved once conceptual understanding is built. Various strategies that develop conceptual understanding will be explored. Students will choose which strategy best suits their needs and abilities and discuss the differences among these strategies.					
Career Readiness (Standard 9): 9.4.2.CT.3: Use a variety of types of thinking to solve problems. 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives					

Learning Targets

Standards: 2.NBT	
Content Statements: Use place value understanding and properties of operations to add and subtract.	
CPI#:	Cumulative Progress Indicator (CPI):
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.B.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.3
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.



SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12. 5.1	Establish and maintain healthy relationships
K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Unit Essential Questions:

- What strategies can I use to subtract 3-digit numbers?
- What strategies can I use to add 3-digit numbers?

Unit Enduring Understandings:

- Students will use place value patterns to mentally add or subtract 10 or 100 to a 3-digit number.
- Students will understand that place value can be used to add and subtract 3-digit numbers with and without regrouping.
- Students will understand how to use and explain different strategies for adding and subtracting 3-digit numbers.

Unit Learning Targets:

Students will.....

- Mentally add and subtract 10 and 100 to/from a 3-digit number.
- Regroup ones and tens to add and subtract 3-digit numbers.
- Add and subtract 3-digit numbers without regrouping.
- Decompose one and two addends to add 3-digit number.
- Decompose one 3-digit number to count back.
- Count on to subtract 3-digit numbers.
- Regroup tens and hundreds to subtract 3-digit numbers.
- Adjust 3-digit numbers to make them friendlier to add and subtract.
- Explain addition and subtraction strategies for 3-digit numbers.
- Use addition and subtraction strategies to help them solve one-and two step word problems.



Evidence of Learning

Summative Assessment: 2 days-Unit Review/Fluency Practice (day 1) Unit
Assessment/Performance Task (day 2)

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book,
Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital
Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Use Mental Math to add/subtract 10 or 100	50 mins/1 day
Lesson 2 Explain Addition and Subtraction Strategies	50 mins/1 day
Lesson 3 Regroup Tens and Hundreds	50 mins/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math Lesson Title: Use Mental Math to Add/Subtract 10 or 100 Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Engineering

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Mentally add 10 or 100 to a 3-digit number - Mentally subtract 10 or 100 to a 3-digit number	Lesson Sequence - Number Routine: Find the missing Values - Notice & Wonder: Students will turn to page discuss what they notice and wonder on pages 87 & 125 and in their student practice book. - Pose the problem: Students will discuss in small groups what they know about adding and subtracting 10 and 100. - Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. - Bring it Together: Students work with partners to solve addition	- Student practice book pages - Activity based or group based exploration - Exit Ticket



and subtraction problems and discuss their strategies.

6. Practice: Students complete page 89 and 126.
7. Students will reflect on their work in their student practice book.
8. Students complete the digital exit ticket or the exit tickets in the assessment book.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 117 or 133

Build Proficiency: Workstation, Interactive practice, Student practice book page 117-118 or 133-134

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 118 or 134

Resources Provided:

- Base-ten blocks
- Blank open number lines teaching resource
- Place-Value Chart Teaching Resource
- Number cubes
- Number cards 0-10 teaching resource



Lesson Plan 2 Template

Content Area: Math Lesson Title: Explain Addition and Subtraction Strategies Time Frame: 50 mins/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, Engineering

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain addition strategies to add 3-digits - Explain subtraction strategies to subtract 3-digits	Lesson Sequence - Students will participate in the number routine to warm up - Notice & Wonder: Students will discuss what they notice and wonder on pages 111 and 153. - Pose the problem: What might you look for when choosing a strategy? - Teacher will either provide an activity based exploration or guided exploration. Teacher will decide. - Bring it Together: Students work with partners to find the sum and difference of	- Student practice book pages - Activity based or group based exploration - Exit Ticket



problems. They will discuss their strategies and conclude that no matter the strategy the answer is always the same.

6. Students complete the corresponding practice pages.
7. Students will reflect on their work in their student practice book.
8. Students complete the digital exit ticket or the exit tickets in the assessment book.

Differentiation:

Reinforce Understanding: Small group, Resource Book page 129 or 145

Build Proficiency: Workstation, Interactive practice, Student practice book page 129-130 or 145-146

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 130 or 146

Resources Provided:

- Number cubes 0-5- and 5-10



Lesson Plan 3 Template

Content Area: Math Lesson Title: Regrouping Tens and Hundreds Time Frame: 50 minutes/ 1 day

Lesson Components

21st Century Themes

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

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA, SEL

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop, Promethean boards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Regroup tens and hundreds to subtract 3-digit numbers	Lesson Sequence - The students will review counting by 10s and 100s as a group. - As groups, the students will look at and discuss the Be Curious on SE page 145. - The teacher will guide discussions by asking guiding questions: “Is there enough information given to determine the total number of markers, why or why not?” “What math story can you create using this image?” The students will collaborate to write and share their stories. - Groups will work together on SE page 146	- Student practice book pages - Activity based or group based exploration - Exit Ticket



	to complete the Learn and Work Together activities. 5. Students will be given a set of base-ten blocks and number cubes 0-5 along with a die. Students will roll the die three times to create a 3-digit number and then subtract the number from 600. 6. Students will regroup 10s and 100s as needed and write/draw their answers on a white board. 7. The students will partner up to check answers and complete SE pages 147-148. .	
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Differentiation:

Reinforce Understanding: Small group, Resource Book page 141 or 142

Build Proficiency: Workstation, Interactive practice, Student practice book page 141-142

Extend Thinking: Use It! Application Stations, Websketch exploration, Resource Book page 130 or 146

Resources Provided:

- base-ten blocks
- Number Cards 0-10 Teaching Resource
- Number cubes 0-5
- dice
- white boards



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		x	
Allow for student choice		x	
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills		x	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		x	
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		x	
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Strategies to Add and Subtract 3-Digit Numbers
Created: May 2024	Board Approved on: Type Here	



Unit Overview Template

Content Area:	Math	Grade Level:	2	Unit Title:	Data Analysis
Unit Summary: In this unit, students will have more practice with tally charts and understanding data. They will build from this understanding to represent data swans in a tally chart in different ways. New representations will be introduced, including picture graphs, bar graphs, and line plots. Students will use the representation to analyze and make connections about data.					
Primary Interdisciplinary Connections: ELA					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Data representations such as picture graphs, bar graphs, and line plots can all be used to represent data sets. As students become comfortable with each data representation, connections should be made between the three types of graphs.					
Career Readiness (Standard 9): 9.4.2.IML.2: Represent data in a visual format to tell a story about the data 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process					

Learning Targets

Standards: 2.DL	
Content Statements: Understand concepts of data; Represent and interpret data	
CPI#:	Cumulative Progress Indicator (CPI):
2.M.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.DL.A.1	Understand that people collect data to answer questions. Understand that data can vary.
2.DL.A.2	Identify what could count as data (e.g., visuals, sounds, numbers).
2.DL.B.3	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.DL.B.4	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 ⁴ using information presented in a bar graph.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
Unit Essential Questions: • What do we know about data analysis? • What does it mean to interpret data? • How can we use the data that we collect?	
Unit Enduring Understandings:	



- Students will create and analyze picture graphs.
- Students will use pictures to represent data and answer questions about the data.
- Students will use their understanding of picture graphs to create bar graphs.
- Students will use line plots to display measurement data.
- Students will analyze data and answer questions using a line plot.

Unit Learning Targets:

Students will....

- Draw picture graphs to represent understanding.
- Draw bar graphs to represent understanding.
- Use bar graphs to solve problems.
- Collect measurement data by measuring the length of objects and organize it in a tally chart.
- Interpret measurement data on a line plot.
- Make a line plot to show the measurement of lengths of objects.
- Climate Change Example: Students may draw a bar graph having single-unit scale to represent a data set about a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Understand Picture Graphs	50 minutes/1 day
Lesson 2 Collect Measurement Data	50 minutes/1 day
Lesson 3 Show Data on a Line Plot	50 minutes/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template			
Content Area:	Math	Lesson Title:	Understand Picture Graphs
		Time Frame:	50 minutes/1 day
Lesson Components			
<u>21st Century Themes</u>			
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy X ICT Literacy			
Interdisciplinary Connections: ELA			
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket			
Equipment Needed: Student iPads, Teacher laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Draw a picture graph to represent data. • Describe how to create a picture graph.	Lesson Sequence 1. Students will complete the Ignite! Unit Opener activity as a class to introduce data collection and analysis. 2. The teacher will introduce and explain the vocabulary terms needed for the lesson: category, data, key, picture graph, tally chart, tally marks, title. 3. Students will view and discuss the Be Curious introduction on SE page 171. The students will ask and answer questions about the picture graph and analyze the collected data.	• Exit Ticket 221 • Student practice book pages • Activity based or group based exploration



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|--|--|--|
| | <ol style="list-style-type: none">4. The students will be given a choice of different survey questions they will use to ask classmates and collect data.5. The students will collect their data on a provided blank Picture Graph chart.6. Students will meet in groups to share their collected data and compare results.7. Students will complete SE pages 173-174. | |
|--|--|--|

Differentiation:

Students needing reinforcement can watch the Math Replay Video and practice the Picture Graph Task Cards in guided small groups. Students needing enrichment/extension will complete the Keeping Money Safe activity and complete DRB page 150.

Resources Provided:

- Picture Graph teaching resource



Lesson Plan 2 Template			
Content Area:	Math	Lesson Title:	Collect Measurement Data
		Time Frame:	50 minutes/ 1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u>			
☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy			
Interdisciplinary Connections: ELA			
Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket			
Equipment Needed: Student iPads, Teacher laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Collect measurement data by measuring the length of objects. - Explain how to collect data from measurements taken from various items in the classroom.	Lesson Sequence - Students will view and discuss the Be Curious activity on SE page 183. - The teacher will guide discussion by asking “What do these measurements have in common?” “What measurements are repeated?” “Is there another way that we could show this data that would make more sense?” - As a class, students will take the data and organize it on a tally chart (Tally Chart teaching resource page). - Students will view and discuss the data	- Exit Ticket 224 - Student practice book pages - Activity based or group based exploration



	answering questions about the longest/shortest length, frequency, etc. 5. Students will complete the Work Together activity on SE page 184 and will discuss their results with the class. 6. Students will independently practice skills by completing SE pages 185-186.	
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Differentiation:

Students needing reinforcement can watch the Math Replay Video and practice the Collect Measurement Data Task Cards in guided small groups. Students needing enrichment/extension will complete the Keeping Money Safe activity and complete DRB page 156.

Resources Provided:

- base-tens rods
- cm/in rulers
- connecting cubes
- measuring tape
- Tally Chart teaching resource



Lesson Plan 3 Template

Content Area: Math Lesson Title: Show Data on a Line Plot Time Frame: 50 minutes/1 day

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy **X** ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Make a line plot to show the measurement of lengths of objects. • Accurately measure objects in inches and centimeters.	Lesson Sequence 1. Students will view and discuss the line plot displayed on SE page 193. 2. Students will discuss how the data shown is the same and different in both pictures. 3. The teacher will introduce the line plot using the Line Plot teaching resource. 4. The teacher will review how to correctly measure classroom objects in cm and inches and the students will collect data by measuring lengths of given objects and recording their data on SE page 194.	• Exit Ticket 226 • Student practice book pages • Activity based or group based exploration



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| | <ol style="list-style-type: none">5. Students will take their collected data and use it to create a line plot.6. Students will continue practicing this by completing SE pages 195-196. | |
|--|--|--|

Differentiation:

Students needing reinforcement will view the Math Replay video and can work in groups to complete the Analyze Line Plots task cards with guided questions. They will complete the DRB page 159 instead of the On My Own pages. Students needing extension/enrichment will complete the Magical Fountain activity in small groups and can complete DRB page 160 after the lesson for higher-level activities.

Resources Provided:

- rulers
- classroom objects
- Line Plot teaching resource



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Data Analysis
Created: May 2024	Board Approved on:	Type Here



Unit Overview Template

Content Area: Math **Grade Level:** 2 **Unit Title:** Geometric Shapes and Equal Shares

Unit Summary: In this unit, students build on their earlier work identifying attributes of 2- and 3-dimensional shapes and classifying shapes according to their attributes. Students partition 2-dimensional shapes into equal shares of halves, thirds, and fourths. They develop early fraction language for their work in Grade 3. Students also partition rectangles into rows and columns of equal-sized squares to develop a foundation for multiplication and area concepts.

Primary Interdisciplinary Connections: *Science and ELA*

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The goals of this unit are for students to recognize and draw 2- and 3-dimensional shapes and solids. Students will identify equal shares and partition shapes into halves, thirds, and fourths. Students will partition rectangles into rows and columns of equal-sized shares and find the total number of squares.

Career Readiness (Standard 9):

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan.

Learning Targets

Standards: 2.M, LA.RL, LA.SL, SEL.PK-12, K-2-ETS

Content Statements: Reason with shapes and their attributes.

CPI#:	Cumulative Progress Indicator (CPI):
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.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , 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. For example, students partition a rectangle (i.e., the whole) into three equal shares, identify each of the shares as a ‘third’ and describe the rectangle as three ‘thirds’.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.



SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
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Unit Essential Questions:

- What do we already know about geometric shapes?
- What are some tools or strategies we can use to name, draw, and partition shapes?

Unit Enduring Understandings:

- Students will develop understanding of 2- and 3- dimensional shapes, polygons, and equality by partitioning rectangles and circles into equal parts.
- Students will build proficiency with identifying attributes of shapes and solids to help them identify the names of shapes and solids.
- Students will apply their knowledge of identifying real-world examples of 2-and 3-dimensional shapes and solids.
- Students will use equal shares to solve problems.
- Students will gather and organize data based on real-world measures.

Unit Learning Targets:

Students will....

- Recognize 2-dimensional shapes based on their defining attributes.
- Draw 2-dimensional shapes based on their defining attributes.
- Recognize 3-dimensional shapes based on their defining attributes.
- Identify equal shares.
- Relate equal shares of the same shape.
- Partition rectangles into rows and columns of squares of equal size.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Teacher laptop, Student iPads, Promethean Boards

Teacher Resources: Reveal Teacher Edition, Implementation Guide, Assessment Resource Book, Differentiation Resource Book, Workstation Kit, Manipulative Kit, Digital Center

Formative Assessments:

- Workstation games
- Student prompts in the student edition
- Fluency practice
- Exit tickets
- Reflect question
- Math probe
- Spiral review
- Math Probe



Lesson Plans

Lesson	Time Frame
Lesson 1 Draw 2-Dimensional Shapes from their Attributes	50 minutes/1 day
Lesson 2 Understanding Equal Shares	50 minutes/1 day
Lesson 3 Partition a Rectangle into Rows and Columns	50 minutes/1 day

Teacher Notes:

Teacher will choose an activity-based exploration or a guided exploration for each lesson. It is at the discretion of the teacher.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template

Content Area: Math	Lesson Title: Draw 2-Dimensional Shapes from their Attributes	Time Frame: 50 minutes/1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

- X** Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize 2-dimensional shapes - Identify the attributes of a shape. - Compare how shapes are alike and different based on their attributes. - Find shapes with similar attributes.	Lesson Sequence - Students will respond to the questions: What do you know about 2-dimensional shapes? What do you notice about the shapes shown? - The teacher will provide students with the 2-Dimensional Shape teaching resource and allow student groups time for discussion. - Teacher will guide discussion of the shapes and highlight vocabulary words: polygon, attribute, and angle. - Students will find patterns in the attributes	- Exit ticket 239 - Student practice book pages - Activity based or group based exploration



	of shapes and compare like shapes. - Students will identify attributes of polygons such as sides, angles, and vertices. - Students will communicate their findings.	
Differentiation: Students needing additional support will receive picture cards for relevant vocabulary terms along with a higher level of teacher support. Students ready for extension/enrichment can write out their findings and/or be provided with more difficult shapes to identify, classify, and compare.		
Resources Provided: 2-Dimensional Shapes teacher resource		



Lesson Plan 2 Template

Content Area: Math Lesson Title: Understanding Equal Shares Time Frame: 50 minutes/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify equal shares - Partition 2-dimensional shapes into equal shares	Lesson Sequence - Students will complete the Be Curious on SE page 217 and discuss how the pictures are the same and different. - The teacher will use the paper shapes to model making equal shares using different shapes. - Students will be given 9 pieces of string per group and tape. Students will use the string to “cut” the paper shapes into halves, thirds, and fourths. - The teacher and students will discuss how the shapes were partitioned and will review the vocabulary terms: equal	- Exit Ticket page 242 - Differentiation book page 168 - Math Probe pages 221-222 - Student practice book pages - Activity based or group based exploration



- shares, partition, halves, thirds, and fourths.
5. Students will complete pages 219-220 in the SE.

Differentiation:

Students needing additional support can practice equal shares with counters and be given sentence frames to help communicate their learning. Students requiring extension/enrichment can apply partitioning to real-world examples and solve story problems involving partitioning.

Resources Provided:

- number cubes
- paper shapes, strings, tape



Lesson Plan 3 Template

Content Area: Math	Lesson Title: Partition a Rectangle into Rows and Columns	Time Frame: 50 minutes/ 1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: ELA

Integration of Technology: Digital Student Center, Math in action video, Math picture, Digital student center, Online exit ticket

Equipment Needed: Student iPads, Teacher laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Partition rectangles into rows and columns of squares of equal size. - Count the squares in a partitioned rectangle to find the total number of squares.	Lesson Sequence - Students will look at the Be Curious picture on SE page 227. - In groups, students will discuss what they notice and ask questions that they have. - The teacher will guide discussion about the page and introduce the concept of partitioning. - Students will be given 1-inch grid paper and colored tiles to practice partitioning into equal squares. - Students will work together to complete SE page 228.	- Exit Ticket 244 - digital STEM adventure - Student practice book pages - Activity based or group based exploration



- | | | |
|--|---|--|
| | 6. Students will independently practice today's skill by completing SE 229-230. | |
|--|---|--|

Differentiation:

Students needing additional support to guide discussions and play the Cover Up game in small groups.. Students needing extension/enrichment will play the Game Station game Partition Rectangle Concentration.

Resources Provided:

- 1-inch grid paper
- 1-inch square tiles
- colored tiles
- digital and print resources for games.



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Math	Grade Level: 2	Unit Title: Geometric Shapes and Equal Shares
Created: May 2024	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.