North Caldwell
Grade 2
Table of Contents

Curriculum

NJ Student Learning Standards
(NJSLS)

2024-25 Excel Calendar

2024-25 Monthly Calendar

Supplements

North Caldwell Mathematics

Grade Level: 2

Contents

1. Instructional Materials p. 1
2. Supplemental Resources p. 1
3. Interdisciplinary Connections p. 2
4. New Jersey Student Learning Standards Grade 2 Critical Areas p. 3
5. Connecting the Standards for Mathematical Content to the Standards for Mathematical Practice/Standards for Mathematical Practice pp. 4-6
6. New Jersey Student Learning Standards, Resources, Assessment pp. 7-17
7. Career Readiness, Life Literacies, and Key Skills p. 18
8. Computer Science and Design Thinking p. 19
9. Differentiation Strategies
    a. Students with Disabilities/ Students at Risk of School Failure p. 20
    b. Gifted and Talented p. 21
    c. English Language Learners p. 21

Instructional Materials

Everyday Mathematics 4th Edition
© McGraw-Hill Education 2014
www.everydaymath.com

Supplemental Resources

- Illustrative Mathematics https://www.illustrativemathematics.org/
- National Council of Teachers of Mathematics http://www.nctm.org/
- NCTM Illuminations Resources for Teaching Math http://illuminations.nctm.org/

Interdisciplinary Connections

Mathematics is a unified body of knowledge whose concepts build upon each other. Connecting mathematical concepts includes linking ideas to related ideas learned previously.

Major emphasis should be given to ideas and concepts across mathematical content areas that help students see that mathematics is a web of closely connected ideas. Students need to connect their mathematical learning to appropriate real-world contexts. They need to create interest and maintain the interest after the novelty of the work has worn off.

Mathematics is the language of science and is greatly utilized in industry and business. It gives us the power to solve difficult real-world problems, but also helps us to understand how the universe operates.

Every mathematics teacher needs to make students unafraid of the subject by convincing the students of the usefulness of learning mathematics in their daily lives and for higher studies. The world today, which leans more and more heavily on Science and Technology, demands more from mathematics. Tomorrow's world will, no doubt, make still greater demands from mathematics.

Interdisciplinary Connections for Grade 2

Weather, Weather, Weather (Connections: Science (**ESS.2.D**), Math)
SWBAT:

- Describe weather by measurable quantities: Temperature, Wind direction, Wind speed, Precipitation
- Identify and use common tools to measure weather: Wind vane and anemometer, Thermometer, Rain gauge
- Discuss and determine how energy from the sun warms the land, air, and water
- Access weather changes over time--day to day
- Identify the three states of matter: Solid, Liquid, Gas
- Observe changes in state due to heating and cooling in common materials
- Estimate and measure using appropriate units
- Temperature (Fahrenheit)
- Collect, organize, describe and display data using Venn Diagrams (three sets) and pictographs, where symbols represent multiple units (2's, 5's, 10's)

New Jersey Student Learning Standards (NJSLS)

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Connecting the Standards for Mathematical Content to the Standards for Mathematical Practice

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards, which set an expectation of understanding, are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8. Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Operations and Algebraic Thinking

A. Represent and solve problems involving addition and subtraction.

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.

Understandings	Essential Questions
Students will understand that... • addition involves adding to and putting together. • subtraction involves taking from, taking apart, and comparing. • missing numbers in a math sentence can be found using addition and subtraction. • a symbol can represent an unknown. • the unknown may be located in any position in the equation. • objects, drawings, and equations can be used to solve problems.	• How can one find the total of parts? • How can one find the missing part of a whole?

Knowledge	Skills
Students will know… • the meaning of addition. • the meaning of subtraction. • there are multiple interpretations of addition and subtraction. • some problems take more than one step to solve.	Students will be able to . . . • use addition and subtraction within 100 to solve word problems that involve one-and two-step problems. • use objects and drawings to represent problems. • use equations with a symbol for the unknown number to represent the problem.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 2-1, 2-2, 2-6, 2-11, 3-6, 3-7, 3-7, 3-8, 4-1, 4-2, 4-4, 4-6, 5-2, 6-2, 6-4, 10-3, 10-4, 10-6
- **Supplemental Lessons:** Binder pages 1-31, 105-111

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking
B. Add and subtract within 20.

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.**

Understandings	Essential Questions
Students will understand that . . . • there are multiple strategies to add and subtract.	• How can a problem be simplified? • What strategies are available to determine how much or how many we have?
Knowledge	**Skills**
Students will know . . . • numbers that make 10 will help solve problems. • numbers can be decomposed into simpler terms. • the inverse relationship between addition and subtraction. • solutions can be found by forming equivalent but easier or known sums.	Students will be able to . . . • fluently add within 20 using mental strategies. • fluently subtract within 20 using mental strategies.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-4, 1-6, 1-8, 1-11, 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-11, 2-12, 2-13, 3-3, 3-4, 4-3, 4-5, 4-7, 5-2, 5-5, 5-7, 6-7, 8-1, 8-2, 8-7, 9-2, 9-3, 9-6, 9-9, 10-7, 12-2, 12-5
- **Supplemental Lessons:** Binder pages 1-31

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Operations and Algebraic Thinking

C. Work with equal groups of objects to gain foundations for multiplication.

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Understandings	Essential Questions
Students will understand that... • a total number of objects can be found in a rectangular array by finding the sum of equal addends. • odd numbers cannot be paired and even numbers can be paired. • even numbers can be counted using skip-counting by 2s.	• Why would one need to pair things?

Knowledge	Skills
Students will know… • odd numbers cannot be paired completely and even numbers can. • that when counting by 2s, even numbers will finish the group of	Students will be able to . . . • determine whether a group of objects (up to 20) has an odd or even number of members • use addition to find the total number of objects in a rectangular array (with up to 5 rows and 5 columns). • write an equation expressing the total of a rectangular array as a sum of equal addends.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-10, 1-12, 2-3, 2-4, 2-5, 2-8, 5-4, 6-6, 6-7, 6-8, 6-9, 8-2, 11-4, 11-6, 11-7

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Number and Operations in Base Ten

A. Understand place value.

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

a. 100 can be thought of as a bundle of ten tens — called a "hundred."
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

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

2.NBT.A.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.

Understandings	Essential Questions
Students will understand that... • the location of digits in a number determines the value of the number. • to compare two numbers, one must compare the digits in each place, starting with the largest place.	• Why is place value important?
Knowledge	**Skills**
Students will know… • the three digits in a three-digit number represent the amount of hundreds, tens and ones, respectively. • the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Students will be able to . . . • identify one hundred as a bundle of ten tens and ten as a bundle of ten ones. • count within 1000. • skip-count by 5s, 10s, and 100s. • read numbers to 1000. • write numbers to 1000 using base-ten numerals, number names, and expanded form. • compare three digit numbers using <, =, and >.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-1, 1-2, 1-3, 1-5, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 2-10, 2-11, 2-12, 3-1, 3-2, 3-4, 3-7, 4-5, 4-9, 6-5, 7-1, 7-7, 10-8, 10-9, 10-10, 10-11, 11-3

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Number and Operations in Base Ten

B. Use place value understanding and properties of operations to add and subtract.

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

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.

Understandings	Essential Questions
Students will understand that . . . • concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction can help one solve problems. • when adding or subtracting 10 or 100, one must add or subtract one to the tens-digit or one to the hundreds-digit and not change the ones-digit.	• How does place value help one find the answers to addition and subtraction problems?
Knowledge	**Skills**
Students will know… • properties of operations to add and subtract. • the values of the digits in a three-digit number. • sometimes it is necessary to compose or decompose tens or hundreds.	Students will be able to . . . • fluently add and subtract within 100 • add up to four two-digit numbers, using strategies using place value and properties of operations. • add and subtract within 1000 • mentally add 10 or 100 to a given number 100-900. • mentally subtract 10 or 100 from a given number 100-900. • explain why addition and subtraction strategies work, using place value and the properties of operations.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-8, 2-1, 2-2, 2-3, 2-5, 2-6, 2-7, 2-11, 2-12, 2-13, 4-2, 4-6, 4-8, 4-9, 5-1, 6-1, 6-2, 6-4, 6-5, 7-2, 7-3, 9-5, 10-8, 10-9, 10-10, 10-11, 11-1, 11-2, 11-3, 12-2, 12-4
- **Supplemental Lessons:** Binder pages 1-31, 86-92, 105-111

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement

A. Measure and estimate lengths in standard units.

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 Estimate lengths using units of inches, feet, centimeters, and meters.

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.

Understandings	Essential Questions
Students will understand that . . . • the difference between non-standard and standard measurement. • measurement tools vary in the size of the unit on them; this variation will affect the choice of tools.	• Why do we measure objects? • How do we measure objects? • Why do we need standard units of measurement?
Knowledge	**Skills**
Students will know… • appropriate tools must be used in order to properly measure an object. • the approximate length of an inch, foot, centimeter, and meter.	Students will be able to . . . • select an appropriate tool to measure an object. • measure the length of an object. • measure the length of an object with two different tools. • describe how the measurements of one object differ when using two different tools (relate the measurement to the size of the unit chosen). • estimate lengths using units of inches, feet, centimeters, and meters. • measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.	5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 4-7, 7-6, 7-7, 7-8, 9-1, 9-2, 9-3, 9-4
- **Supplemental Lessons:** Binder pages 47-57

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement
B. Relate addition and subtraction to length.

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.

Understandings	Essential Questions
Students will understand that . . . • addition and subtraction can be used to solve word problems involving lengths that are given in the same units. • whole numbers can be represented as the lengths from 0 to the number located on an equally-spaced number line. • whole-number sums and differences can be represented on a number line.	• How are the locations of numbers on a number line related to length? • How can addition and subtraction be used to find lengths?
Knowledge	**Skills**
Students will know… • drawings (such as drawings of rulers) can be used to solve problems involving length. • equations with an unknown can be used to solve problems involving length	Students will be able to . . . • add within 100 to solve word problems involving length. • subtract within 100 to solve word problems involving length. • represent whole numbers on a number line as length from 0. • represent whole numbers sums and differences with 100 on a number-line diagram

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-1, 1-8, 2-1, 2-4, 2-6, 2-10, 2-12, 3-6, 4-2, 4-4, 4-6, 5-3, 6-1, 6-2, 6-3, 6-5, 6-7, 7-3, 7-7, 7-8, 8-1, 11-1, 11-2, 12-3
- **Supplemental Lessons:** Binder pages 1-31, 47-48

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Measurement
C. Work with time and money.

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

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?

Understandings	Essential Questions
Students will understand that . . . • when time passes, the hour hand and the minute hand move at different rates. • different coins have different values, not related to the size of the coin.	• How do the positions of the hands on an analog clock indicate the time? • How do the numbers on a digital clock indicate the time? • How do we determine how much money is needed and how money one has?

Knowledge	Skills
Students will know… • between the hour hand and the minute hand. • on an analog clock, on the hour, the hour hand is pointing exactly to the number that represents the hour; on the half-hour, the hour hand is pointing exactly half-way between two numbers. • on a digital clock, the digits to the left of the colon represent the hour and the digits to the right of the colon represent the minutes. • the value of a dollar bill, quarter, dime, nickel and penny.	Students will be able to . . . • tell and write time to the nearest five minutes using a.m. and p.m., on an analog clock. • tell and write time to the nearest five minutes using a.m. and p.m., on a digital clock. • solve word problems involving dollar bills, quarters, dimes, nickels and pennies using $ and ¢ symbols appropriately.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-3, 1-5, 1-6, 1-9, 3-2, 3-3, 3-7, 3-8, 4-2, 4-3, 4-5, 4-6, 5-1, 6-6, 7-5, 10-1, 10-3, 10-4, 10-5, 10-6, 11-1, 11-2, 12-1, 12-2
- **Supplemental Lessons:** Binder pages 32-44, 58-85

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Data Literacy

A. Understand concepts of data.

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).

Understandings	Essential Questions
Students will understand that . . . • people collect data to answer questions. • data can vary.	• Why does data need to be collected? • What do different types of data tell us, i.e., visual data vs numerical data

Knowledge	Skills
Students will know… • the difference between a bar graph and a picture graph. • the key features of a bar graph and a picture graph. • how to make tally marks when counting things. • what constitutes data, i.e., one's birth month is not a collection of data but the birth month of everyone in the class is a collection of data.	Students will be able to . . . • how to collect data to answer questions. • use a tally chart to record data from a survey. • use a picture graph to show data. • use a bar graph to show data.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 1-1, 1-8, 2-1, 2-4, 2-6, 2-10, 2-12, 3-6, 4-2, 4-4, 4-6, 5-3, 6-1, 6-2, 6-3, 6-5, 6-7, 7-3, 7-7, 7-8, 8-1, 11-1, 11-2, 12-3

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Data Literacy
B. Represent and interpret data.

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[1] using information presented in a bar graph.

Understandings	Essential Questions
Students will understand that . . . • there are many ways to analyze data.	• How can representing data help us to interpret it and draw conclusions
Knowledge	**Skills**
Students will know… • the difference between a picture graph and a bar graph. • how to make a line plot.	Students will be able to . . . • generate measurement data by measuring lengths of several objects to the nearest whole unit • generate measurement data by making repeated measurements of the same object. • show measurements by making a line plot, where the horizontal scale is marked off in whole-number units. • organize data with up to four categories. • represent data with up to four categories using a picture graph. • represent data with up to four categories using a bar graph. • solve simple put-together, take-apart, and compare problems using a bar graph

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons:** 3-5, 6-3, 6-6, 7-6, 7-8, 9-1, 9-4, 9-8, 10-5, 11-3, 12-6, 12-7

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Geometry

A. Reason with shapes and their attributes.

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.[1] 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 halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 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.'

Understandings	Essential Questions
Students will understand that . . . • shares of a whole must always be equal. • decomposing into more equal shares creates smaller shares. • equal shares of identical wholes need not have the same shape.	• Why do we need to identify shapes? • Why would we partition shapes?

Knowledge	Skills
Students will know… • the characteristics of triangles, quadrilaterals, pentagons, hexagons, and cubes. • the word half , third, and fourth refers, respectively, to having 2, 3, and 4equal parts.	Students will be able to . . . • recognize shapes having specified attributes. • draw shapes having specified attributes. • identify triangles, quadrilaterals, pentagons, hexagons, and cubes. • partition a rectangle into rows and columns of the same-size squares. • count the squares in a partitioned rectangle to find the total number. • partition circles into two, three, or four equal shares. • partition rectangles into two, three, or four equal shares. • appropriately use the words *halves, thirds, fourths* and *quarters* and the phrases *half of, a third of, a fourth of,* and *quarter of.* • describe the whole as two halves, three thirds, or four fourths. • identify equal shares of identical wholes even though they do not have the same shape.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Resources

- **Everyday Mathematics Lessons**: 3-4, 4-3, 4-7, 5-1, 5-3, 5-4, 5-5, 5-6, 5-7, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 9-7, 10-3, 10-7
- **Supplemental Lessons:** Binder pages 120-128

Assessment

Formative Assessment	Summative Assessment
• Exit tickets • Math boxes	• Unit assessment

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills
Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission
Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision
An education in career readiness, life literacies, and key skills fosters a population that:
•Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
•Uses effective communication and collaboration skills and resources to interact with a global society;
•Possesses financial literacy and responsibility at home and in the broader community;
•Plans, executes, and alters career goals in response to changing societal and economic conditions; and
•Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.2. FI.1:** Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.2**: Differentiate between financial wants and needs.
- **9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2:** Explain why an individual would choose to save money.
- **9.4.2.CI.1**: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2**: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)

Computer Science and Design Thinking

Computer Science and Design Thinking

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

Mission

Computer science and design thinking education prepares students to succeed in today's knowledge-based economy by providing equitable and expanded access to high-quality, standards-based computer science and technological design education.

Vision

All students have equitable access to a rigorous computer science and design thinking education. Students will benefit from opportunities to engage in high-quality technology programs that foster their ability to:

• develop and apply computational and design thinking to address real-world problems and design creative solutions;

• engage as collaborators, innovators, and entrepreneurs on a clear pathway to success through postsecondary education and careers;

• navigate the dynamic digital landscape to become healthy, productive, 21st century global-minded individuals; and

• participate in an inclusive and diverse computing culture that appreciates and incorporates perspectives from people of different genders, ethnicities, and abilities.

Computer Science and Design Thinking Standards

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.AP.1:** Model daily processes by creating and following algorithms to complete tasks.
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.
- **8.1.2.AP.6:** Debug errors in an algorithm or program that includes sequences and simple loops.
- **8.1.2.DA.1:** Collect and present data, including climate change, in various visual formats.
- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.
- **8.2.2.NT.2:** Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Differentiation Strategies

Students with Disabilities/ Students at Risk of School Failure

(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long- and short-term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

Modifications for Homework and Assignments

- Provide extended time to complete assignments
- Break down assignments
- Provide the student with clearly stated (written) expectations and grading criteria for assignments
- Implement RAFT activities as they pertain to the types/modes of communication (role, audience, format, topic)

Modifications for Assessments

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations /modifications for assessments

Differentiation Strategies

Gifted and Talented

(content, process, product and learning environment)

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data to be used in discussion.
- Use Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

Modifications for Homework/Assignments

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Grade 2

2016 (Old) Standard	*Revised 2023 Standard*
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.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 Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	2.OA.B.2 With accuracy and efficiency, add and subtract within 20 using mental strategies.[4] By end of Grade 2, know from memory all sums of two one-digit numbers.
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.NBT.B.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.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects).
2.MD Measurement and Data	2.M Measurement
2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2.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.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2.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.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	2.M.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2.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.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2.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.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	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.

2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	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.DL Data Literacy Domain
	2.DL.A Understand concepts of Data
	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, and numbers).
2.MD.D Represent and Interpret Functions	2.DL.B Represent and Interpret Data
2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	2.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.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems[4] using information presented in a bar graph.	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.
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.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. (Clarification: sizes are compared directly or visually, not compared by measuring)
2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 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'.

In Grade 2, instruction focuses broadly on four critical areas:

(1) extending understanding of base-ten notation;

(2) developing accuracy and efficiency with addition and subtraction;

(3) using standard units of measure; and

(4) describing and analyzing shapes.

Critical Areas

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop accuracy and efficiency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

Domain	Cluster Headings
Operations and Algebraic Thinking	• Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication.
Number and Operations in Base Ten	• Understand place value. • Use place value understanding and properties of operations to add and subtract.
Measurement	• Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money.
Data Literacy	• Understand concepts of data. • Represent and interpret data.
Geometry	Reason with shapes and their attributes.

Operations and Algebraic Thinking 2.OA

A. *Represent and solve problems involving addition and subtraction*

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. [1]

B. *Add and subtract within 20*

1. With accuracy and efficiency, add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.

C. *Work with equal groups of objects to gain foundations for multiplication*

2. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

3. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operation in Base Ten 2.NBT

A. *Understand place value*

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

    a. 100 can be thought of as a bundle of ten tens — called a "hundred."

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

[1] See Glossary, Table 1a–1d

[2] See standard 1.OA.C.6 for a list of mental strategies.

2. Count within 1000; skip-count by 5s, 10s, and 100s.

3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

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

4. 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.

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

6. 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.

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

8. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.)

Measurement 2.M

A. *Measure and estimate lengths in standard units*

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

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.

3. Estimate lengths using units of inches, feet, centimeters, and meters.

4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

B. *Relate addition and subtraction to length*

---

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.

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.

C. *Work with time and money*

---

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

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?

Data Literacy 2.DL

A. *Understand concepts of data*

---

1. Understand that people collect data to answer questions. Understand that data can vary.

2. Identify what could count as data (e.g., visuals, sounds, numbers).

B. *Represent and interpret data*

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.

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[1] using information presented in a bar graph.

Geometry 2.G

A. Reason with shapes and their attributes

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)

2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. 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'.

[1] See Glossary, Table 1a-1d

Day #	2024-25 Date	Days Off	Book Section	North Caldwell Grade 2 Lessons	Notes	Binder Page #s	NJ Student Learning Standards
					ALL WORD PROBLEMS SHOULD BE COMPLETED USING THE "WORD PROBLEM NOTES" FROM THE BINDER.	pp. 1-31	
	3-Sep						
1	4-Sep	First Day for Students		Intro			
2	5-Sep		1.1	Numbers All Around	*note: when teaching number lines you should slide NOT hop.		2.NBT.2, 2.NBT.3, 2.NBT.4, 2.M.B.6
3	6-Sep		1.2	Number Lines and Partnership Principles			2.OA.2, 2.NBT.3, 2.NBT.4, 2.NBT.7, 2.M.B.6
	7-Sep	Sat					
	8-Sep	Sun					
4	9-Sep		1.3	Math Tools	Interdisciplinary Connection: Read, *Lots of Ladybugs, Counting by 5's* by Michael Dahl		2.NBT.2, 2.NBT.3, 2.M.C.8
5	10-Sep		1.4	Class Number Scroll			2.NBT.2, 2.NBT.3, 2.NBT.8
6	11-Sep		1.5	Day 1 - Number Grid Puzzles			2.NBT.2, 2.NBT.8, 2.NBT.9
7	12-Sep		1.5	Day 2 - Number Grid Puzzles			2.NBT.2, 2.NBT.8, 2.NBT.9
8	13-Sep			Buffer			
	14-Sep	Sat					
	15-Sep	Sun					
9	16-Sep		1.6	Equivalent Names For Numbers			2.OA.2, 2.NBT.2, 2.NBT.5
10	17-Sep		1.7	Playing Fishing For 10			2.OA.2, 2.NBT.3
11	18-Sep		1.8	My Reference Book - Quarter, & Math Boxes			2.NBT.2, 2.M.C.8
12	19-Sep		1.8	My Reference Book - Quarter, & Math Boxes			2.NBT.2, 2.M.C.8
13	20-Sep		1.9	Even and Odd Number Patterns	*Interdisciplinary Connection: Read *Odd Todd, Even Steven* by Kathryn Cristaldi		2.OA.3
	21-Sep	Sat					
	22-Sep	Sun					
14	23-Sep		1.10	Skip Counting Patterns			2.NBT.2
15	24-Sep		1.11	Comparing Numbers and Homelinks			2.OA.2, 2.NBT.4, 2.M.C.8
16	25-Sep		1.12	Exploring Base 10 Blocks, Area, and Dominoes			2.OA.2, 2.NBT.2, 2.NBT.3, 2.NBT.7, 2.NBT.8, 2.NBT.9, 2.G.2
17	26-Sep			Review Day 1	Assign study guide in class day 1 on their own. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
18	27-Sep			Buffer			
	28-Sep	Sat					
	29-Sep	Sun					
19	30-Sep			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
20	1-Oct			Unit 1 Test			
21	2-Oct			Buffer			
	3-Oct	Rosh Hashanah -Closed					
22	4-Oct		2.1	Grouping By 10s	Interdisciplinary Connection: Read, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.		2.NBT.1, 2.NBT.1a, 2.NBT.3, 2.NBT.7, 2.NBT.9, 2.M.C.8
	5-Oct	Sat					
	6-Oct	Sun					
23	7-Oct		2.2	Addition Number Stories			2.OA.1, 2.OA.2
24	8-Oct		2.3	Doubles and Combinations of 10			2.OA.2
25	9-Oct		2.4	The Making 10 Strategy			2.OA.2, 2.NBT.9

26	10-Oct		2.5	The Near Doubles Strategy			2.OA.2, 2.NBT.9
27	11-Oct			Buffer			
	12-Oct	Sat					
	13-Oct	Sun					
28	14-Oct		2.6	The Turn Around Rule for Addition			2.OA.2, 2.NBT.9
29	15-Oct		2.7	Day 1 - Subtraction and the Turn Around Rule	Math Masters Page 38		2.OA.1, 2.OA.2, 2.NBT.9
30	16-Oct		2.7	Day 2 - Subtraction and the Turn Around Rule	Math Masters Page 39		2.OA.1, 2.OA.2, 2.NBT.9
31	17-Oct		2.8	Exploring Addition Tools, Odd and Even Patters, and Shapes	*Can have centers for this lesson		2.OA.3, 2.NBT.7, 2.G.1, 2.G.3
32	18-Oct			Buffer			
	19-Oct	Sat					
	20-Oct	Sun					
33	21-Oct		2.9	Even Numbers and Equal Addends			2.OA.2, 2.OA.3
34	22-Oct	Conf. Dismiss 12:45pm	2.10	Name Collection Boxes			2.OA.2, 2.NBT.3, 2.NBT.5
35	23-Oct	PD Dismiss 12:45pm	2.11	Playing Name That Number			2.OA.2, 2.NBT.3, 2.NBT.5
36	24-Oct	Conf. Dismiss 12:45pm	2.12	Frames and Arrows			2.NBT.2, 2.NBT.5
37	25-Oct			Buffer			
	26-Oct	Sat					
	27-Oct	Sun					
38	28-Oct			Review Day 1	Assign study guide in class day 1 on their own. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
39	29-Oct			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
40	30-Oct			Unit 2 Test			
41	31-Oct	Halloween		Buffer			
	1-Nov	Diwali - Closed					
	2-Nov	Sat					
	3-Nov	Sun					
42	4-Nov		3.1	Day 1 - Using Addition Strategies	Solve Open Response Problem using fact strategy		2.OA.2
43	5-Nov	Election Day	3.1	Day 2 - Using Addition Strategies	Explain and Reviese drawings and strategies		2.OA.2
44	6-Nov			Buffer			
	7-Nov	NJEA					
	8-Nov	NJEA					
	9-Nov	Sat					
	10-Nov	Sun					
45	11-Nov		3.2	Subtraction From Addition: Think Addition			2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.9
46	12-Nov		3.3	Fact Families			2.OA.2, 2.NBT.5
47	13-Nov		3.4	Playing Salute			2.OA.2, 2.NBT.3, 2.NBT.5
48	14-Nov		3.5	Subtraction Strategies: Counting Up and Counting Back			2.OA.2
49	15-Nov			Buffer			
	16-Nov	Sat					
	17-Nov	Sun					
50	18-Nov		3.6	-0 and -1 Fact Strategies and Subtraction Top-It			2.OA.2, 2.NBT.5, 2.NBT.9
51	19-Nov		3.7	"What's My Rule?"			2.OA.1, 2.NBT.7, 2.NBT.9
52	20-Nov		3.8	Using Doubles to Subtract			2.OA.1, 2.OA.2
53	21-Nov		3.10	Going Up Through 10 Strategy for Subtraction (skip 3.9)			2.OA.B.2
54	22-Nov		3.11	Exploring Rectangles, Fact Wheels, and Coins			2.OA.2, 2.M.C.8, 2.G.2
	23-Nov	Sat					
	24-Nov	Sun					
55	25-Nov		3.11	Exploring Rectangles, Fact Wheels, and Coins			2.OA.2, 2.M.C.8, 2.G.2

56	26-Nov			Buffer			
57	27-Nov	Dismiss 12:45 pm		Buffer			
	28-Nov	Thanksgiving					
	29-Nov	Closed					
	30-Nov	Sat					
	1-Dec	Sun					
58	2-Dec			Review Day 1	Assign study guide in class day 1 on their own.		
59	3-Dec			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
60	4-Dec			Unit 3 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
61	5-Dec			Telling Time Hour Hand and Telling Time Minute hand	Telling time to the nearest minute is included. It is not a gr 2 standard, but it will help students understand telling time to the nearest five minutes.	pp. 32-37	2.NBT.2, 2.M.C.7
62	6-Dec			Telling Time-Both Hands		pp. 38-44	2.NBT.2, 2.M.C.7
	7-Dec	Sat					
	8-Dec	Sun					
63	9-Dec		4.1	Clocks and Telling Time	Also teach quarter hour; readiness activity on pg. 335 in Teacher's manual: Using an Hour Hand Only Clock		2.NBT.2, 2.M.C.7
64	10-Dec		4.2	Telling Time to the Nearest 5 Minutes	Refer to pg. 338 in teacher's manual- Differentiate activity: 5 minute rainbow clock (use math masters clock on pg. 96)		2.NBT.2, 2.M.C.7
65	11-Dec		4.3	A.M. and P.M.	*If needed, refer to "Extra Practice" on sequencing am/pm events. Reading time on Analog clocks	pp. 45-46	2.M.C.7
66	12-Dec		4.4	Numeration and Place Value			2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.3
67	13-Dec		4.5	Using Place Value to Compare Numbers			2.NBT.1, 2.NBT.3, 2.NBT.4
	14-Dec	Sat					
	15-Dec	Sun					
68	16-Dec		4.6	Day 1 - Using 10 Blocks to Show a Number	Complete Math Masters Pg. 102 as a whole class and discuss		2.NBT.1, 2.NBT.1a, 2.NBT.3
69	17-Dec		4.6	Day 2 - Using 10 Blocks to Show a Number	Complete Math Masters Pg. 102 as a whole class and discuss		2.NBT.1, 2.NBT.1a, 2.NBT.3
70	18-Dec		4.7	Playing Target			2.NBT.1, 2.NBT.1a, 2.NBT.3, 2.NBT.7
71	19-Dec		4.8	How Big is a Foot?	Interdisciplinary Connections: Read, *How Big is a Foot* by Rolf Myler		2.M.A.1, 2.M.A.2, 2.M.A.3, 2.DL.B.3
72	20-Dec			Buffer			
	21-Dec	Sat					
	22-Dec	Sun					
	23-Dec	Recess					
	24-Dec	Recess					
	25-Dec	Recess					
	26-Dec	Recess					
	27-Dec	Recess					
	28-Dec	Sat					
	29-Dec	Sun					
	30-Dec	Recess					
	31-Dec	Recess					
	1-Jan	New Year's Day					
73	2-Jan		4.9	The Inch	Interdisciplinary Connections: Read, *Measuring Penny* by Lorreen Leedy		2.M.A.1, 2.DL.B.3
74	3-Jan		4.10	The Centinmeter			2.M.A.1, 2.M.A.2
	4-Jan	Sat					
	5-Jan	Sun					
75	6-Jan			Understand a Ruler		pp. 47-48	2.M.A.1, 2.M.A.2, 2.B.6
76	7-Jan			The Land of Inch	The Land of Inch	pp. 49-57	2.M.A.2; 2.M.A.3
77	8-Jan			The Land of Inch	Measuring with the Inch-Brick Tool	pp. 49-57	2.M.A.2; 2.M.A.3

78	9-Jan			The Land of Inch	Interdisciplinary Connection: A Map of the Land of Inch	pp. 49-57	2.M.A.2; 2.M.A.3
79	10-Jan			Buffer			
	11-Jan	Sat					
	12-Jan	Sun					
80	13-Jan		4.11	Matching Facts with Strategies and Measuring a Path	Skip Centers - Complete Journal Pg. 90		2.OA.2, 2.OA.4, 2.NBT.5, 2.M.A.1, 2.M.A.2
81	14-Jan			Review Day 1	Assign study guide in class day 1 on their own. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
82	15-Jan			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
83	16-Jan			Unit 4 Test			
84	17-Jan			Buffer			
	18-Jan	Sat					
	19-Jan	Sun					
85	20-Jan	MLK Day - Dismiss 12:45pm	5.1	Playing Beat The Calculator			2.OA.2
86	21-Jan			Comparing Coin and Dollar Values	This is a first grade lesson to help prepare students for second grade money topics.	pp. 58-85	2.M.C.8
87	22-Jan			Comparing Coin and Dollar Values	This is a first grade lesson to help prepare students for second grade money topics.	pp. 58-85	2.M.C.8
88	23-Jan			Comparing Coin and Dollar Values	This is a first grade lesson to help prepare students for second grade money topics.	pp. 58-85	2.M.C.8
89	24-Jan		5.2	Using Coins to Buy Things			2.NBT.2, 2.M.C.8
	25-Jan	Sat					
	26-Jan	Sun					
90	27-Jan		5.3	Counting Up With Money			2.NBT.2, 2.NBT.5, 2.NBT.7, 2.M.C.8
91	28-Jan		5.4	Coin Calculations	Complete readiness activity: Number Grid attached		2.NBT.2, 2.NBT.7, 2.M.C.8
92	29-Jan		5.5	Exploring Shapes	*Geoboards with Math Masters Pg. 131		2.OA.4, 2.M.C.7, 2.G.1
93	30-Jan		5.6	Mentally Adding and Subtracting 10 and 100			2.NBT.2, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9
94	31-Jan			Buffer			
	1-Feb	Sat					
	2-Feb	Sun					
95	3-Feb		5.7	Open Number Lines	**When teaching this lesson, slide across the number instead of hop.		2.OA.1, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.M.B.6
96	4-Feb			Modeling Subtraction on a Number line	Open Number Line	pp. 86-92	2.NBT.5
97	5-Feb			Subtraction with Compensation		pp. 93-97	
98	6-Feb		5.8	Change To More Number Stories	Extra problems in binder	pp. 1-31	2.OA.1, 2.NBT.5, 2.NBT.7
99	7-Feb			Buffer			
	8-Feb	Sat					
	9-Feb	Sun					
100	10-Feb		5.9	Parts-and-Total Number Stories	Refer to extra word problems in the binder	pp. 1-31	2.OA.1, 2.OA.2, 2.NBT.5, 2.NBT.7
101	11-Feb		5.10	Change Number Stories	Refer to extra word problems in the binder	pp. 1-31	2.OA.1, 2.NBT.2, 2.NBT.5, 2.NBT.7
102	12-Feb		5.11	Adding Multidigit Numbers	*Must distribute coins and/or Base 10 Blocks with Math Masters Pgs. 148-149		2.NBT.5, 2.NBT.9, 2.M.C.8
103	13-Feb			Review Day 1	Assign study guide in class day 1 on their own.		
104	14-Feb	12:45 Dismissal		Buffer			
	15-Feb	Sat					
	16-Feb	Sun					
	17-Feb	Presidents' Day					
	18-Feb	Winter Break					

105	19-Feb			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
106	20-Feb			Unit 5 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
107	21-Feb		6.1	Representing Data: Pockets			2.NBT.2, 2.M.B.6, 2.M.A.10
	22-Feb	Sat					
	23-Feb	Sun					
108	24-Feb		6.2	Comparison Number Stories	Extra problems in binder	pp. 1-31	2.OA.1, 2.NBT.5, 2.NBT.7, 2.M.B.5
109	25-Feb		6.3	Interpreting Number Stories	Extra problems in binder	pp. 1-31	2.OA.1, 2.NBT.5, 2.NBT.7, 2.M.B.5
110	26-Feb			Adding and Subtracting Lengths		pp. 98-101	
111	27-Feb		6.4	Animal Number Stories	Extra problems in binder	pp. 1-31	2.OA.1, 2.NBT.5, 2.NBT.7, 2.M.B.5
112	28-Feb		6.5	Two-Step Number Stories	Interdisciplinary Connections: *Bandaids* by Shel Silverstein; Extra practice pg. 170 attached. Extra problems in binder.	pp. 1-31	2.OA.1, 2.NBT.5, 2.NBT.7
	1-Mar	Sat					
	2-Mar	Sun					
113	3-Mar		6.6	Recording Addition Strategies			2.NBT.5, 2.NBT.7, 2.NBT.9
114	4-Mar			Addition with Regrouping		pp. 102-104	2.NBT.5
115	5-Mar		6.7	Partial Sums Addition, Part 1	Do not use standard algorithm		2.NBT.5, 2.NBT.7, 2.NBT.9
116	6-Mar		6.8	Partial Sums Addition, Part 2	Do not use standard algorithm		2.NBT.1, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.9
117	7-Mar			Buffer			
	8-Mar	Sat					
	9-Mar	Sun					
118	10-Mar			Subtraction without Regrouping		pp. 105-107	2.OA.1, 2.NBT.5, 2.NBT.7
119	11-Mar			Subtraction with Regrouping		pp. 108-111	2.OA.1, 2.NBT.5, 2.NBT.7
120	12-Mar		6.9	Day 1 - Subtracting with Base 10 Blocks	Complete Open Response Problem		2.OA.1, 2.NBT.5, 2.NBT.7
121	13-Mar		6.9	Day 2 - Subtracting with Base 10 Blocks	Compare Strategies and Revise		2.OA.1, 2.NBT.5, 2.NBT.7
122	14-Mar			Buffer			
	15-Mar	Sat					
	16-Mar	Sun					
123	17-Mar		6.10	Exploring Arrays, Length, and Shapes			2.OA.4, 2.NBT.2, 2.M.A.1, 2.M.A.4, 2.G.1
124	18-Mar			Review Day 1	Assign study guide in class day 1 on their own.		
125	19-Mar			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
126	20-Mar			Unit 6 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
127	21-Mar			Buffer			
	22-Mar	Sat					
	23-Mar	Sun					
128	24-Mar		7.1	Playing Hit The Target			2.OA.2, 2.NBT.1, 2.NBT.1A, 2.NBT.5, 2.NBT.9
129	25-Mar	Conf. Dismiss 12:45pm	7.2	Four or More Addends			2.OA.1, 2.OA.2, 2.NBT.6
130	26-Mar	PD Dismiss 12:45pm	7.3	Playing Basketball Addition			2.NBT.5, 2.NBT.6, 2.NBT.9
131	27-Mar	Conf. Dismiss 12:45pm	7.4	Measuring With Yards	(Skip 7.5 and do after Unit 9)		2.M.A.1, 2.M.A.2, 2.M.A.3, 2.M.A.4
132	28-Mar			Buffer			
	29-Mar	Sat					
	30-Mar	Sun					
133	31-Mar		7.6	Generating Data: Standing Jumps and Arm Spans			2.M.A.1, 2.M.A.2, 2.M.A.3, 2.DL.B.3
134	1-Apr		7.7	Representing Data: Standing Jumps			2.NBT.5, 2.M.B.6, 2.DL.B.3
135	2-Apr		7.8	Representing Data: Arm Spans			2.NBT.5, 2.DL.B.3

136	3-Apr			Buffer			
137	4-Apr			Working with Numerical Data: Line Plots		pp. 112-119	2.DL.B.3
	5-Apr	Sat					
	6-Apr	Sun					
138	7-Apr			Review Day 1	Assign study guide in class day 1 on their own.		
139	8-Apr			Review Day 2	Review study guide with class - kids should have all the correct answers. *If extra time is available to any students, have them complete Math Boxes from the Lesson.		
140	9-Apr			Unit 7 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
141	10-Apr		8.1	Attributes of 2-Dimensional Shapes			2.G.1
142	11-Apr			Buffer			
	12-Apr	Sat					
	13-Apr	Sun					
143	14-Apr		8.2	Playing Shape Capture			2.G.1
144	15-Apr		8.3	Comparing Triangles, Pentagons, and Hexagons			2.G.1
145	16-Apr			Guess My Rule		pp. 120-123	2.G.1
146	17-Apr			Buffer			
	18-Apr	Good Friday					
	19-Apr	Sat					
	20-Apr	Sun					
	21-Apr	Spring Break					
	22-Apr	Spring Break					
	23-Apr	Spring Break					
	24-Apr	Spring Break					
	25-Apr	Spring Break					
	26-Apr	Sat					
	27-Apr	Sun					
147	28-Apr		8.4	Day 1 - Drawing and Reasoning About Quadrilaterals	Exploring Shapes with Geoboards and Drawing on MM Pg. 218		2.G.1
148	29-Apr		8.4	Day 2 - Drawing and Reasoning About Quadrilaterals	Discuss and List Attributes of a Quadrilateral - Journal Pg. 199		2.G.1
149	30-Apr		8.5	Attributes of 3-Dimensional Shapes		pp. 124-128	2.G.1
150	1-May		8.6	Partitioning Rectangles, Part 1			2.G.2
151	2-May		8.6	Partitioning Rectangles, Part 2			2.G.2
	3-May	Sat					
	4-May	Sun					
152	5-May		8.8	Equal Groups and Array Number Stories			2.OA.1, 2.OA.4, 2.NBT.2
153	6-May		8.9	More Equal Groups and Arrays			2.OA.1, 2.OA.4, 2.NBT.2
154	7-May		8.10	Playing Array Concentration			2.OA.4, 2.NBT.2
155	8-May			Review Day 1	Assign study guide in class day 1 on their own.		
156	9-May			Buffer	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
	10-May	Sat					
	11-May	Sun					
157	12-May			Review Day 2	Review study guide with class - kids should have all the correct answers		
158	13-May			Unit 8 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
159	14-May		9.1	Day 1 - Creating and Naming Equal Parts			2.G.3
160	15-May		9.1	Day 2 - Creating and Naming Equal Parts	Interdisciplinary Connection: Read, *Picture Pie* by Ed Emberley. Enrichment Activity Card #111. Teachers Guide pg. 779		2.G.3
161	16-May			Buffer			
	17-May	Sat					
	18-May	Sun					

162	19-May		9.2	Exploring Equal Shares, Pattern-Block Fractions, and Number Lines	Interdisciplinary Connection: Read, *Pizza Counting* by Christina Dobson. Teacher's Manual pg. 785. Readiness Activity- "Folding Pizza's (fractions)		2.M.B.6, 2.G.3
163	20-May		9.3	Sharing Muffins			2.G.3
164	21-May		9.4	Factional Units of Length			2.M.A.1, 2.M.A.4, 2.M.B.6
165	22-May		9.5	Reviewing Place Value			2.NBT.1, 2.NBT.1a, 2.NBT.3, 2.NBT.4
166	23-May			Buffer			
	24-May	Sat					
	25-May	Sun					
	26-May	Memorial Day					
167	27-May		9.6	Expand-and-Trade Subtraction, Part 1			2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.9
168	28-May		9.7	Expand-and-Trade Subtraction, Part 2			2.NBT.1, 2.NBT.1a, 2.NBT.3, 2.NBT.5, 2.NBT.7, 2.NBT.9
169	29-May			Subtraction with regrouping		pp. 108-111	2.OA.1, 2.NBT.5, 2.NBT.7
170	30-May		9.8	Equivalent Money Amounts			2.NBT.2, 2.NBT.7, 2.M.C.8
	31-May	Sat					
	1-Jun	Sun					
171	2-Jun		9.9	Estimating Cost			2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.8
172	3-Jun		9.10	Connecting Double Facts, Even Numbers, and Equal Groups			2.OA.1, 2.OA.2, 2.OA.3, 2.OA.4
173	4-Jun		9.11	Multiples of 10 and 5			2.NBT.2, 2.NBT.5
174	5-Jun			Review Day 1	Assign study guide in class day 1 on their own.		
175	6-Jun			Buffer			
	7-Jun	Sat					
	8-Jun	Sun					
176	9-Jun			Review Day 2	Review study guide with class - kids should have all the correct answers		
177	10-Jun			Unit 9 Test	*If extra time is available to any students, have them complete Math Boxes from the Lesson.		
178	11-Jun		7.5	Measuring With Meters	Recommended to skip 7.5 during Lesson 7 and go back to it at the end of the year		2.M.A.1, 2.M.A.3, 2.M.A.4
179	12-Jun			Review: Telling Time to Nearest 5 minutes	See supplemental activities	pp. 32-44	2.M.C.7
180	13-Jun			Review: Let's Count Money and Make Change	See supplemental activities	pp. 58-85	2.M.C.8
	14-Jun	Sat					
	15-Jun	Sun					
181	16-Jun			Math Games			
182	17-Jun			Math Games			
183	18-Jun	12:45pm Dismissal		Math Games			
184	19-Jun	Last Day of school 12:45		Math Games			

September 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 *Labor Day*	3	4 Intro	5 1.1 Numbers all Around – Slide on Number Line	6 1.2 Number Lines and Partnership Principles	7
8	9 1.3 Math Tools/ ID Connect: Read, Lots of Ladybugs, Counting by 5's	10 1.4 Class Number Scroll	11 1.5 Day 1 – Number Grid Puzzles	12 1.5 Day 2 – Number Grid Puzzles	13 Buffer	14
15	16 1.6 Equivalent Names for Numbers	17 1.7 Playing Fishing for 10	18 1.8 My Reference Book – Quarters, & Math Boxes	19 1.8 My Reference Book – Quarters, & Math Boxes	20 1.9 Even and Odd Numbers/ID Connect: Read Odd Todd, Even Steven	21
22	23 1.10 Skip Counting Patterns	24 1.11 Comparing Numbers and Homelinks	25 1.12 Exploring Base-10 Blocks, Area and Dominoes	26 Review Day 1 – See Excel	27 Buffer	28
29	30 Review Day 2 – See Excel					

Word problems should be completed using the Word Problem Notes: pp 1-31

October 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Unit 1 Test	2 Buffer	3 No School *Rosh Hashanah*	4 2.1 Grouping by 10s/ID Connect Alex and the Terrible, Horrible, No Good, Very Bad Day	5
6	7 2.2 Addition Number Stories	8 2.3 Doubles and Combinations of 10	9 2.4 The Making 10 Strategy	10 2.5 The Near Doubles Strategy	11 Buffer	12 *Yom Kippur*
13	14 2.6 The Turn Around Rule for Addition *Columbus Day*	15 2.7 Day 1 – Subtraction and the Turn Around Rules- Math Masters p. 38	16 2.7 Day 2 0 Subtraction and the Turn Around Rule – Math Masters p. 39	17 2.8 Exploring Addition Tools, Odd and Even Patterns and Shapes	18 Buffer	19
20	21 2.9 Even Numbers and Equal Addends	22 2.10 Name Collection Boxes *Conf Dismiss 12:45*	23 2.11 Playing Name that Number *PD Dismiss 12:45*	24 2.12 Frames and Arrows *Conf Dismiss 12:45*	25 Buffer	26
27	28 Review Day 1 – See Excel	29 Review Day 2 – See Excel	30 Unit 2 Test	31 Buffer *Halloween*		

November 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School *Diwali*	2
3	4 3.1 Day 1 – Using Addition Strategies – Solve Open Response Problems	5 3.1 Day 2 – Using Addition Strategies – Explain and Revise Drawings & Strategy *Election Day*	6 Buffer	7 No School *NJEA*	8 No School *NJEA*	9
10	11 3.2 Subtraction from Addition: Think Addition	12 3.3 Fact Families	13 3.4 Playing Salute	14 3.5 Subtraction Strategies: Counting Up and Counting Back	15 Buffer	16
17	18 3.6 -0 and -1 Fact Strategies and Subtraction Top-It	19 3.7 "What's My Rule?"	20 3.8 Using Doubles to Subtract	21 3.10 Going Up Through 10 Strategy for Subtraction	22 3.11 Exploring Rectangles, Fact Wheels and Coins	23
24	25 3.11 Exploring Rectangles, Fact Wheels and Coins	26 Buffer	12:45 Dismissal 27 Buffer	28 No School *Thanksgiving*	29 No School	30

December 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Review Day 1 – See Excel	3 Review Day 2 – See Excel	4 Unit 3 Test	5 Telling Time Hour Hand and Telling Time Minute Hand *pp. 32-37*	6 Telling Time – Both Hands *pp. 38-44*	7
8	9 4.1 Clocks and Telling Time-See Excel	10 4.2 Telling Time to the Nearest 5 Minute – See Excel	11 4.3 A.M. and P.M. *pp. 45-46*	12 4.4 Numeration and Place Value	13 4.5 Using Place Value to Compare Numbers	14
15	16 4.6 Day 1 – Using 10 Blocks to Show a Number	17 4.6 Day 2 – Using 10 Blocks to Show a Number	18 4.7 Playing Target	19 4.8 How Big is a Foot?, ID Connect: How Big is a Foot?	20 Buffer	21
22	23 No School	24 No School *Christmas Eve*	25 No School *Christmas Day*	26 No School *Hanukkah*	27 No School	28
29	30 No School	31 No School *New Year's Eve*				

January 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 No School *New Year's Day*	2 4.9 The Inch, ID Connect: Measuring Penny	3 4.10 The Centimeter	4
5	6 Understand a Ruler *pp. 47-48*	7 The Land of Inch *pp. 49-57*	8 The Land of Inch: Measure with the Inch-Brick Tool *pp. 49-57*	9 The Land of Inch: ID Connect: A Map of the Land of Inch *pp. 49-57*	10 Buffer	11
12	13 4.11 Matching Facts with Strategies and Measuring a Path	14 Review Day 1 – See Excel	15 Review Day 2 – See Excel	16 Unit 4 Test	17 Buffer	18
19	12:45 Dismissal 20 5.1 Playing Beat the Calculator *MLK Day*	21 Comparing Coin and Dollar Values *pp. 58-85*	22 Comparing Coin and Dollar Values *pp. 58-85*	23 Comparing Coin and Dollar Values *pp. 58-85*	24 5.2 Using Coins to Buy Things	25
26	27 5.3 Counting Up with Money	28 5.4 Coin Calculations/ Complete Readiness Activity	29 5.5 Exploring Shapes	30 5.6 Mentally Adding and Subtracting 10 and 100	31 Buffer	

February 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 5.7 Open Number Lines	4 Modeling Subtraction on a Number Line *pp. 86-92*	5 Subtraction with Compensation *pp. 93-97*	6 5.8 Change to More Number Stories *pp. 1-31*	7 Buffer	8
9	10 5.9 Parts-and-Total Number Stories *pp. 1-31*	11 5.10 Change Number Stories *pp. 1-31*	12 5.11 Adding Multidigit Numbers – Math Masters pp. 148-149 Needed	13 Review Day 1 – See Excel	12:45 Dismissal 14 Buffer *Valentine's Day*	15
16	17 No School ***Presidents' Day***	18 No School	19 Review Day 2 – See Excel	20 Unit 5 Test	21 6.1 Representing Data: Pockets	22
23	24 6.2 Comparing Number Stories *pp. 1-31*	25 6.3 Interpreting Number Stories *pp. 1-31*	26 Adding and Subtracting Lengths *pp. 98-101*	27 6.4 Animal Number Stories *pp. 1-31*	28 6.5 Two-Step Number Stories, ID Connect: Band-Aids *pp. 1-31*	

March 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 6.6 Recording Addition Strategies	4 Addition with Regrouping *pp. 102-104*	5 6.7 Partial Sums Addition, Part 1- Do Not Use Standard Algorithm	6 6.8 Partial Sums Addition , Part 2 – Do Not Use Standard Algorithm	7 Buffer	1/8
9	10 Subtraction without Regrouping *pp. 105-107*	11 Subtraction with Regrouping *pp. 108-111*	12 6.9 Day 1 – Subtracting with Base-10 Blocks	13 6.9 Day 2 – Subtracting with Base-10 Blocks	14 Buffer	15
16	17 6.10 Exploring Arrays, Length and Shapes	18 Review Day 1 – See Excel	19 Review Day 2 – See Excel	20 Unit 6 Test	21 Buffer	22
23	24 7.1 Playing Hit the Target	25 7.2 Four or More Addends *Conf Dismiss 12:45*	26 7.3 Playing Basketball Addition *PD Dismiss 12:45*	27 7.4 Measuring with Yards *Conf Dismiss 12:45*	28 Buffer	29
30	31 7.6 Generating Data: Standing Jumps and Arm Spans					

April 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 7.7 Representing Data: Standing Jumps	2 7.8 Representing Data – Arm Spans	3 Buffer	4 Working with Numerical Data – Line Plots *pp. 112-119*	5
6	7 Review Day 1 – See Excel	8 Review Day 2 – See Excel	9 Unit 7 Test	10 8.1 Attributes of 2-Dimensional Shapes	11 Buffer	12 *Pass -over*
13	14 8.2 Playing Shape Capture	15 8.3 Comparing Triangles, Pentagons and Hexagons	16 Guess My Rule *pp. 120-123*	17 Buffer	18 No School *Good Friday*	19
20 *Easter*	21 No School	22 No School	23 No School	24 No School	25 No School	26
27	28 8.4 Day 1 – Drawing and Reasoning About Quads – See Excel	29 8.4 Day 2 – Drawing and Reasoning about Quds- See Excel	30 8.5 Attributes of 3-Dimensional Shapes *pp. 124-128*			

May 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 8.6 Partitioning Rectangles, Part 1	2 8.6 Partitioning Rectangles Part 2	3
4	5 8.8 Equal Groups and Array Number Stories	6 8.9 More Equal Groups and Arrays	7 8.10 Playing Array Concentration	8 Review Day 1 – See Excel	9 Buffer	10
11	12 Review Day 2 – See Excel	13 Unit 8 Test	14 9.1 Day 1 – Creating and Naming Equal Parts	15 9.1 Day 2 – Creating and Naming Equal Parts, ID Connect Picture Pie	16 Buffer	17
18	19 9.2 Exploring Equal Shares, Pattern Block Factions and Number Lines – See Excel	20 9.3 Sharing Muffins	21 9.4 Factional Units of Length	22 9.5 Reviewing Place Value	23 Buffer	24
25	26 No School *Memorial Day*	27 9.6 Expand-and-Trade Subtraction – Part 1	28 9.7 Expand-and-Trade Subtraction – Part 2	29 Subtraction with Regrouping *pp. 108-111*	30 9.8 Equivalent Money Amounts	31

June 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 9.9 Estimating Cost	3 9.10 Connecting Double Facts, Even Numbers and Equal Groups	4 9.11 Multiples of 10 and 5	5 Review Day 1 – See Excel	6 Buffer	7
8	9 Review Day 2- See Excel	10 Unit 9 Test	11 7.5 Measuring with Meters	12 Review: Telling Time to Nearest 5 Minutes *pp. 32-44*	13 Review: Let's Count Money and Make Change *pp. 58-85*	14
15	16 Math Games	17 Math Games	12:45 Dismissal 18 Math Games	12:45 Dismissal 19 Math Games ***Juneteenth***	20	21
22	23	24	25	26	27	28
29	30					