Crest Memorial School Curriculum and Pacing Guide	
Grade: Second	Subject Area: Math
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: Successful teaching and learning of mathematics play an important role in ensuring that students have the right skills required to compete in a 21st century global economy. When properly implemented and coupled with opportunities for students to engage in mathematical investigation, communication and problem solving, rigorous mathematics standards hold the promise of elevating the mathematical knowledge and skill of every learner to levels competitive with the best in the world, of preparing our college entrants to undertake advanced work in the mathematical sciences, and of readying the next generation for the jobs their world will demand.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool-Calculator

21st Century Skills
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways including regular payments, tips, commissions, and benefits. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

Interdisciplinary Connection
The Three Little Pigs Project (LA.RL.2.2) Translate Numbers 1-31 to Spanish (WL.NL.7.1NL.IPRET.1)

Accommodations and Modifications	
Special Education	● IEP accommodations ● Highlights important words/keywords ● Modify amount of independent practice ● Simplify questions / make multiple choice ● Read tests aloud ● Shorten assignments to focus on mastery concept
English Language Learners	● Create visual word wall/desk helpers with labels ● Highlight and define important vocabulary ● Ask yes/no questions
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions

	● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Enrich Activities / Think Smarter ● Ask students higher level questions ● Provide opportunities for open-ended, self directed activities ●Give students opportunities to teach other students ●Offer higher-level learning opportunities ● Offer students opportunities to present their understanding of a topic in different ways ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Follow 504 plans ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Teacher Observation ● Mid-Chapter Checkpoints ● On Your Own Activities ● Online Math Program Reports ● Homework ●IXL Results

	● Brainpop Quizzes
Summative	● Chapter Tests ● Unit Assessments
Benchmark	● MAP Testing ● Beginning of the Year/End of the Year Tests ●Timed Fluency Tests
Alternative	● Performance Assessment Tasks ● Projects ● Math Centers/Games

Pacing Guide	
Unit 1: Number Sense and Place Value	27 days
Unit 2: Addition and Subtraction- Basic Facts	16 days
Unit 3: 2-Digit Addition and Subtraction	28 days
Unit 4: 3-Digit Addition and Subtraction	13 days
Unit 5: Money & Time	17 days
Unit 6: Measurement & Data	31 days
Unit 7: Geometry & Fractions	16 days

Unit 1 Learning Goals (Number Sense and Place Value)
Students will use place value to find the value of numbers. Students will describe 2-digit numbers in different ways. Students will use place value models to model, write, and compare 3-digit numbers.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 1-2 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● “Number Words” Word Bank ● Hundred Chart ● Place Value Chart ● Ten Frame/Counters ● Base Ten Blocks ● Whiteboard/Markers ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● Homeschool Pop Videos ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Classify numbers up to 20 as even and odd.	2.OA.C.3	● Students will show numbers 1-20 on a tens frame ● Watch “Even & Odd” on Brainpopjr.com ● Complete practice page deciding and showing if numbers are even or odd
● Day 2: Write equations with equal addends to represent even numbers.	2.OA.C.3	● Use manipulatives to break apart an even number of objects into 2 equal groups ● Complete practice page where students show doubles fact that corresponds to splitting a group of objects into two equal groups.

● Day 3: Use place value to describe the values of digits in 2-digit numbers.	2.NBT.A.3	● Use base ten blocks to show a 2-digit number ● Complete practice page to tell the value of a digit
● Day 4: Write 2-digit numbers in expanded form.	2.NBT.A.3	● Draw quick pictures in a place value chart and write value under each number ● Complete practice page where students write a number in expanded form
●Day 5: Write 2-digit numbers in word forms, expanded forms, and standard form.	2.NBT.A.3	● Students will read and write numbers to 100 ● Students will show a 2-digit number 6 different ways
●Day 6: Apply place value concepts to find equivalent representations of numbers.	2.NBT.A.3	● Teacher will model showing the number 34 in 4 ways (3 tens and 4 ones, 2 tens and 14 ones, etc.) ● Students will show the number 25 in 3 ways. ● Students will complete independent practice sheet
●Day 7: Solve problems by finding different combinations of tens and ones to represent 2-digit numbers using the strategy to find a pattern.	2.NBT.A.3	● Students will use base ten blocks to show the number 34 in 4 ways and make a chart. ● Students will identify the pattern in the tens place and ones place on the chart. ● Students will complete independent practice sheet
●Day 8: Extend counting sequences within 100, counting by 1s, 5s, 10s, and 100s.	2.NBT.A.2	● Use a hundreds chart to finish a sequence of numbers. ● Play game (Sparkle) to practice skip counting by 5s and 10s to 100
●Days 9 and 10: Review Number Sense skills and strategies	2.OA.C.3 2.NBT.A.2	● Teacher will review skills and concepts taught about numbers 1-100. ● Students will complete a practice test on place value of 2-digit numbers independently.
●Day 11: Assess students on Number Sense skills for numbers up to 100.	2.OA.C.4, 2.NBT.A.3	● Students will complete assessment on place value for numbers up to 100.
●Day 12: Understand that each group of 10	2.NBT.A.1a	● Teacher will model circling 10 tens to make

tens is equivalent to 1 hundred.	2.NBT.A.1b	100. ●Students will circle groups of 10 tens to make 100. ● Practice page to identify groups of ten and the whole number
●Day 13: Write 3-digit numbers that are represented by groups of tens.	2.NBT.A.1	● Students will use tens rods to show numbers from 100-190. ● Students will complete independent practice sheet ●Practice page to tell a number 100-200 as a whole number and as groups of 10
●Day 14: Use concrete and pictorial models to represent 3-digit numbers.	2.NBT.A.1	● Students will use base ten blocks. ●Students will draw quick pictures of 3-digit numbers on a place value chart. ● Students will complete independent practice sheet to show quick pictures of 3-digit numbers
●Day 15: Apply place value concepts to write 3-digit numbers that are represented by pictorial models.	2.NBT.A.1, 2.NBT.A.3	● Students will make a picture using saltines(hundreds), pretzel sticks (tens) and Cheerios (ones) ● Students will complete independent practice sheet
●Day 16: Use place value to describe the values of digits in numbers up to 1,000.	2.NBT.A.1	● Students will use base ten blocks and a place value chart to show a 3-digit number and tell values of each digit. ● Students will complete independent practice sheet
●Day 17: Read and write 3-digit numbers in word form.	2.NBT.A.3	● Students will use a word bank to read and write 3 digit-numbers. ● Students will complete independent practice sheet
●Day 18: Write 3-digit numbers in expanded form and in standard form.	2.NBT.A.3	● Teacher will model a 3 digit number on a place value chart and show values. ●Students will convert 3-digit numbers to expanded form or vice versa on IXL. ● Students will complete independent practice sheet

●Day 19: Apply place value concepts to find equivalent representations of numbers.	2.NBT.A.3	● Students will watch “Place Value” on Brainpopjr.com ●Show a 3-digit number 6 different ways. ● Students will complete independent practice page showing 3-digit numbers in different ways
●Day 20: Identify 10 more, 10 less, 100 more, or 100 less than a given number.	2.NBT.B.8	● Students will use a place value chart to tell 10 more, 10 less, 100 more or 100 less than a 3 digit number
●Day 21: Extend numbers patterns by counting on by tens and hundreds.	2.NBT.B.8	●Students will list numbers vertically on a place value chart and identify the pattern and extend. ● Students will complete independent practice sheet to extend number patterns
●Day 22: Solve problems involving number comparisons by using the strategy to make a model.	2.NBT.A.4	● Students will draw quick pictures and compare hundreds, then tens, then ones. ● Define “more” and “fewer”. Have students circle those clue words in problems.
●Day 23: Compare 3-digit numbers using the >,<, and = symbols	2.NBT.A.4	● Students will use a place value chart to compare two numbers. ● Play a dice game with a partner to compare 2 3-digit numbers. ● Students will complete independent practice sheet to compare numbers
●Days 24 and 25: Review number concepts for numbers 1 to 1,000	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8	●Teacher will review skills and concepts taught in this unit on place value of numbers to 1000. ●Students will complete a practice test independently.
●Day 26: Assess students’ learning on number concepts for numbers 1 to 1,000.	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8	● Students will complete an assessment on place value of numbers to 1000.
● Day 27: Use knowledge of hundreds, tens , and ones in a real life situation.	2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4, 2.NBT.B.8	●After hearing “The Three Little Pigs” story during ILA, students will make a house for the 3 Little Pigs. Students have a $1000 budget to start and supplies are Clay/Tape $100 each, Popsicle Sticks $10 each, and Straws $1 each.

Inclusive concepts
● Learn Spanish Numbers (1-31) ● Centers- Allow for students to work on their individual levels and to work together to complete tasks

Unit 2 Learning Goals (Addition and Subtraction - Basic Facts)
Students will use patterns and strategies to find sums and differences for basic facts. Students will describe the relation between addition and subtraction.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 3 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● Ten Frame/Counters ● Number line ● Flashcards ● Whiteboard/Markers ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● Homeschool Pop Videos ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Recall sums for doubles facts	2.OA.B.2	● Make flashcards for doubles' facts. ● Students will "Add Doubles" on IXL ● Watch "Doubles" on brainpopjr.com
● Day 2: Use doubles facts as a strategy for finding sums for near doubles facts.	2.OA.B.2	● Complete a one minute timed fact sheet of near doubles problems. ● Students will identify and write the doubles fact that would help add a near doubles fact.

● Day 3: Recall sums for basic facts using properties and strategies.	2.OA.B.2	● Watch “Basic Addition” on Brainpopjr.com ● Students will find sums using mental math strategies for turn around facts, adding to 0, doubles and near doubles. ● Students will complete independent addition practice online.
● Day 4 and 5: Recall sums for addition facts using the make a ten strategy	2.OA.B.2	●Students will write a poem and create a picture for a pair of tens friends(1&9, 2&8, 3&7, 4&6, 5&5) ● Watch “Making Ten” on Brainpopjr.com ● Students will find a missing addend for an addition fact that has a sum of 10.
● Day 6: Find sums of three addends by applying the Commutative and Associative Properties of Addition.	2.OA.B.2	● Students will add 3 digits on IXL ● Watch “Adding Three or More Digits” on brainpopjr.com ● Students will find doubles or ten friends within 3 digits to help them add three addends.
● Day 7: Use the inverse relationship of addition and subtraction to recall basic facts.	2.OA.B.2	● Watch “Addition and Subtraction Fact Families” on Brainpopjr.com ● Students will complete independent practice sheet with related addition and subtraction facts ●Students will complete mid-chapter checkpoint independently
● Day 8: Recall differences for basic facts using mental strategies.	2.OA.B.2	● Watch “Basic Subtraction” on brainpopjr.com ● IXL- “Fact Families” Students will complete independent practice sheet
● Day 9: Find differences on a number line to develop the mental strategy of decomposing to simplify facts.	2.OA.B.2	● Use a number line to subtract ● IXL- “Subtracting One Digit Numbers” ● Students will complete an independent practice sheet with subtraction facts.
● Day 10: Use bar models to represent a variety of addition and subtraction situations.	2.OA.A.1	● Make a list of keywords that help decide to add and subtract. ● Students will complete an independent practice sheet highlighting key words.

● Day 11: Write equations to represent and solve a variety of addition and subtraction situations.	2.OA.A.1	● Sort words to “addition” or “subtraction” ● Watch "Solving Word Problems" on brainpopjr.com ● Students will complete independent practice sheet solving word problems
● Day 12: Solve problems involving equal groups by using the strategy “act it out”.	2.OA.C.4	● Teacher will model drawing pictures to solve word problems that require making equal groups. ● Students will complete a practice page solving word problems by drawing a picture with equal groups.
● Day 13: Write equations using repeated addition to find the total number of objects in arrays.	2.OA.C.4	● Use counters to make arrays and write repeated number sentences ● Practice skip counting by 2, 3, 4, and 5. ● Watch “Repeated Addition” on Brainpopjr.com ● Students will complete a practice page with repeated addition problems.
● Day 14 & 15: Review addition and subtraction strategies	2.OA.B.2, 2.OA.A.1, 2.OA.C.4	●Teacher will review strategies and concepts taught in this unit on Smartboard ● Students will complete practice test independently
● Day 16: Assess students’ learning on basic addition facts and basic subtraction facts	2.OA.B.2, 2.OA.A.1, 2.OA.C.4	● Students will complete an assessment on Basic Facts.

Inclusive concepts
● Learn Spanish Numbers (1-31) ● Centers- Allow for students to work on their individual levels and to work together to complete tasks

Unit 3 Learning Goals (2-digit Addition and Subtraction)
Students will use place value to add and subtract 2-digit numbers with and without regrouping.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 4-5 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● Place Value Charts ● Base Ten Blocks ● Number line to 100 ● Hundreds Chart ● Calculator ● Whiteboard/Markers ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● Homeschool Pop Videos ● Hand-outs ● NWEA MAP Testing

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Find a sum by breaking apart a 1-digit addend to make a 2-digit addend a multiple of 10.	2.NBT.B.5	● Break apart a 1-digit number to add a digit to the closest 10. ● Teacher model using number line ● Practice page using this strategy to add a 1-digit number with a 2-digit number.
● Day 2: Apply place-value concepts when using a break-apart strategy for 2-digit	2.NBT.B.5	● Review Expanded Form. Show expanded form for a 2-digit number using a whiteboard

addition.		and marker. ● Teacher model using expanded form to add two numbers. ● Practice page adding 2-digit addends using this strategy.
● Day 3:Model 2-digit addition with regrouping.	2.NBT.B.5	● Watch “Adding with Regrouping” video on Brainpopjr.com ● Use tens and ones blocks to add two 2-digit numbers. ● Practice page using this “model” strategy.
● Day 4: Draw quick pictures and record 2-digit addition using the standard algorithm	2.NBT.B.5	● Using their whiteboards and marker review drawing a quick picture for a 2-digit number. ● Teacher will model drawing quick pictures for two 2-digit numbers and then counting the ones and tens. ● Practice page drawing quick pictures and counting to find sum.
● Day 5: Record 2-digit addition using the standard algorithm.	2.NBT.B.5, 2.NBT.B.9	● Teacher model adding ones digits first, regrouping if needed, then adding the tens. ● Practice page adding a standard algorithm.
● Day 6: Practice 2-digit addition with and without regrouping.	2.NBT.B.5	● Watch video: “Double Digit Addition for kids” onYouTube(Homeschool Pop)
● Day 7: Rewrite horizontal addition problems vertically in the standard algorithm format.	2.NBT.B.5	● Students will rewrite vertical problems to horizontal and then solve.
● Day 8: Solve problems involving 2-digit addition using the strategy to *draw a diagram.*	2.OA.A.1	● Teacher will model how to use a bar model to help solve addition word problems. ● Students will use a bar model to help solve addition word problems.
● Day 9: Represent addition situations with number sentences using a symbol for the unknown number.	2.OA.A.1	● Teacher will model how to write a number sentence using a “mystery box” for the missing number. ● Students will practice writing an addition number sentence with a mystery box to show the missing number and then solve.

● Day 10: Find sums of three 2-digit numbers.	2.NBT.B.6	● Students will complete a practice page adding 3 2-digit addends. ● Teacher will model how to use a calculator. ● Students will check their work with a calculator.
● Day 11: Find sums of four 2-digit numbers.	2.NBT.B.6	● Students will complete a practice page adding 4 2-digit addends. ● Teacher will model how to use a calculator. ● Students will check their work with a calculator.
● Day 12 & 13: Review skills and concepts taught to solve problems with 2-digit addition with and without regrouping	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9	● Students will complete practice test questions with teacher guidance on Smartboard. ● Students will complete a practice test on their own solving 2-digit addition word problems.
● Day 14 Assess students' learning on solving problems using 2:digit addition	2.OA.A.1, 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.9	● Students will complete an assessment using 2-Digit Addition.
● Day 15: Break apart a 1-digit subtrahend to subtract it from a 2-digit number	2.NBT.B.5	● Teacher will model how to subtract using a number line and subtracting from a multiple of 10.
● Day 16: Model 2-digit subtraction with regrouping.	2.NBT.B.5	● Use tens and ones blocks to show a two digit number and take away a two digit number. ● Students will complete a practice page to practice subtraction with the help of modeling tens and ones.
● Day 17: Draw quick pictures and record 2-digit subtraction using the standard algorithm.	2.NBT.B.5	● Teacher will model drawing a quick picture of a 2-digit number and then cross out a 2-digit number. ● Students will practice drawing a 2-digit number and crossing out another two digit number with and without regrouping.
● Day 18: Record 2-digit subtraction using the standard algorithm.	2.NBT.B.5	● Watch "Subtraction with Regrouping" on Brainpopjr.com

● Day 19: Practice 2-digit subtraction with and without regrouping.	2.NBT.B.5	● Watch “Double Digit Subtraction for Kids” on YouTube (Homeschool Pop) ● Students will complete a practice page with subtraction with and without regrouping
● Day 20:Rewrite horizontal subtraction problems vertically in the standard algorithm format.	2.NBT.B.5	● Students will practice rewriting subtraction problems vertically ● Students will use a calculator to check their subtraction
● Day 21: Use addition to find differences for two 2-digit numbers that are close.	2.NBT.B.5	● Students will use a number line to count up to find the difference.
● Day 22: Solve problems involving 2-digit subtraction by using the strategy to draw a diagram.	2.OA.A.1	● Teacher will model how to use a bar model to help solve a subtraction word problem. ● Students will complete a practice page solving subtraction word problems with a bar model.
● Day 23: Represent subtraction situations with number sentences using a symbol for the unknown number.	2.OA.A.1	●Teacher will model how to write a number sentence using a mystery box for the missing number. ● Practice page solving word problems using a number sentence with a “mystery box” for the missing number.
● Day 24: Analyze word problems to determine what operations to use to solve multistep word problems.	2.OA.A.1	● Teacher will model using two bar models to help solve a two step word problem. ● Students will complete a practice page solving 2 step word problems.
● Day 25 & 26: Review skills and concepts taught to solve problems with 2-digit subtraction with and without regrouping.	2.NBT.B.5, 2.OA.A.1	● Teacher will model how to solve practice test questions. ● Students will complete a practice test independently.
● Day 27: Assess students’ learning on solving problems with 2-digit subtraction with and without regrouping.	2.NBT.B.5, 2.OA.A.1	● Students will complete an assessment on 2-digit subtraction.
● Day 28: Assess students’ learning on all math skills	ALL STANDARDS	● Administer MAP Test

Inclusive concepts
● Centers- Allow for students to work on their individual levels and to work with others to complete tasks

Unit 4 Learning Goals (3-digit Addition and Subtraction)
Students will use place value to add and subtract 3-digit numbers with and without regrouping.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 6 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● Place Value Charts ● Base Ten Blocks ● Calculators ● Whiteboard/Markers ● Addition Land Game ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● Homeschool Pop Videos ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Draw quick pictures to represent 3-digit addition	2.NBT.B.7	● Review drawing a quick picture for 3-digit numbers on their whiteboards ● Teacher will model drawing two 3-digit numbers and counting to find the sum ● Students will complete a practice page solving 3-digit addition with drawing a picture
● Day 2: Apply place value concepts when	2.NBT.B.7	● Review expanded form for 3 digit numbers

using a break apart strategy for 3-digit addition		● Teacher will model how to add numbers that are broken apart. ● Students will practice adding ones, tens, and hundreds from numbers in expanded form
● Day 3: Record 3-digit addition using the standard algorithm with possible regrouping of ones.	2.NBT.B.7	● Use a place value chart to show how to add ones, tens, and then hundreds with regrouping in the ones place. ● Students will complete a practice page adding 3-digit numbers with an algorithm.
● Day 4: Record 3-digit addition using the standard algorithm with possible regrouping of tens.	2.NBT.B.7	● Use a place value chart to show how to add ones, tens, and then hundreds with regrouping in the tens place. ● Students will complete a practice page adding 3-digit numbers with regrouping tens.
● Day 5: Record 3-digit addition using the standard algorithm with possible regrouping of both ones and tens.	2.NBT.B.7	● Use a place value chart to add ones(regroup), then tens(regroup), then hundreds. ● Complete practice page adding 3-digit numbers with regrouping two times. ● Play “Addition Land” Game involving adding basic facts, adding +100, adding two 2-digit numbers and two 3-digit numbers.
● Day 6: Record 3-digit subtraction using the standard algorithm with possible regrouping of tens.	2.NBT.B.7	● Use a place value chart to subtract ones with regrouping tens, then hundreds. ● Students will complete a practice page with 3-digit subtraction with regrouping tens.
● Day 7: Record 3-digit subtraction using the standard algorithm with possible regrouping of hundreds.	2.NBT.B.7, 2.NBT.B.9	● Use a place value chart to subtract ones, then tens (with regrouping hundreds), then hundreds. ● Students will complete a practice page with 3-digit subtraction with regrouping hundreds.
● Day 8: Record 3-digit subtraction using the standard algorithm with possible regrouping of both hundreds and tens.	2.NBT.B.7	● Use a place value chart to subtract ones(regrouping tens), then tens(regrouping hundreds), then hundreds. ● Students will complete a practice page with

		3-digit subtraction with regrouping tens and hundreds.
● Day 9: Record subtraction using the standard algorithm when there are zeros in the minuend.	2.NBT.B.7	● Model using a place value chart to subtract ones with regrouping tens when there is a zero in the tens place. ● Students will use a calculator to check their work.
● Day 10: Solve problems involving 3-digit subtraction by using the strategy of making a model.	2.NBT.B.7	●Students will solve subtraction word problems by drawing a picture or writing an algorithm. ●Students will check their work with a calculator
● Day 11 & 12: Review skills and concepts taught to solve problems using 3-digit addition or 3-digit subtraction.	2.NBT.B.7, 2.NBT.B.9	●Teacher will model how to solve practice test questions on Smartboard ●Students will complete practice test independently
● Day 13: Assess students' learning on solving problems using 3-digit addition or 3-digit subtraction.	2.NBT.B.7, 2.NBT.B.9	●Students will be assessed on 3-digit addition and subtraction

Inclusive concepts
● Centers- Allow for students to work on their individual levels and to work with others to complete tasks

Unit 5 Learning Goals (Money & Time)
Students will identify the value of coins and bills and use the values to find a total value of a group of money. Students will read times shown on analog and digital clocks.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 7 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● Realistic play Coins ● Judy clocks ● Whiteboard/Markers ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● Homeschool Pop Videos ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Identify coins, value, and pictures on heads and tails side of coins.	2.M.C.8	● Teacher will introduce coins. ● Students will read a book about a coin and make a poster to show president, value, tail's side, and a fun fact. ● Students will sort coins.
● Day 2: Find the total value of collections of dimes, nickels, and pennies.	2.M.C.8	● Students will watch "Counting Coins" on brainpopjr.com ● Students will "count on" to add to find the value of a group of coins with dimes, nickels

		and pennies.
● Day 3: Find the total value of collections of quarters, dimes, nickels, and pennies.	2.M.C.8	● Students will watch “Coins for Kids” on Homeschoolpop. ● Students will count on to find the value of a group of coins with pennies, nickels, dimes, and quarters.
● Day 4: Use touch points to find the value of a group of coins.	2.M.C.8	● Students will practice counting by 5s, 10, and 25s. ● Teacher will model where to put touch points and how to count up.
● Day 5: Order coins in a collection by value and then find the total.	2.M.C.8	● Play “Money Bags”. Students will get a bag of coins and order coins and count the value.Write the amount on an answer sheet. ● Students will complete a practice page where they draw the coins and add up the value.
● Day 6: Represent money amounts less than a dollar using two different combinations of coins.	2.M.C.8	● Teacher gives students a money amount and students draw the coins on their whiteboards. Share all the different ways they showed it. ● Watch “Equivalent Coins”on Brainpopjr.com ● Students will complete a practice page drawing one money amount two different ways.
● Day 7: Show one dollar in a variety of ways.	2.M.C.8	● Watch “Dollars and Coins” on Brainpopjr.com ● Students will complete a practice page circling coins that equal one dollar.
● Day 8: Find and record the total value for money amounts greater than $1.	2.M.C.8	● Students will take a quiz on counting a collection of coins less than $1. ● Teacher will introduce how to write money amount greater than 99 cents that require a dollar sign and decimal. ● Students will circle coins equal to one dollar and write the total money amount greater than $1.

● Day 9: Solve word problems involving money by using the strategy *Act it Out.*	2.M.C.8	● Teacher will introduce a $1 bill. ● Students will solve word problems using play money. ● Students will complete a practice page drawing money to help them count money amounts.
● Day 10: Assess students' learning on money and Identify parts of a clock.	2.M.C.7	● Counting Money Assessment ●Watch "Parts of a Clock" on Brainpopjr.com ● Using number cards and cubes to make a clock on the rug. ● Introduce Judy Clocks and how they work.
● Day 11: Tell and write time to the hour and half hour.	2.M.C.7	● Watch "Time to the Hour" on Brainpopjr.com ● Use Judy Clocks to help them tell time to the hour and half hour. ● Students will complete practice page telling time to the hour and half hour.
● Day 12: Tell and write time to the nearest five minutes.	2.M.C.7	● Watch "Time to the Quarter Hour and Half Hour" on brainpopjr.com ● Students will complete a practice page telling time to the nearest five minutes. ● IXL- "Match the Analog Clock with Digital Clock"(1)
● Day 13: Practice telling time to the nearest five minutes.	2.M.C.7	● Watch "Analog Clocks for Kids" on YouTube (Homeschool Pop) ● Students will complete a practice page telling time to the nearest 5 minutes. ● IXL - "Match Analog Clock with Digital Clock" (2) ● Play "Time: Musical Chairs". Students will walk in circle to music. When music stops, students go to the closest desk. Analog clock comes up on Smartboard. Students see if they have the matching digital clock. Collect card and see who collects the most cards.
● Day 14: Tell and write time using A.M. and P.M.	2.M.C.7	● Make a list of hours in a day and list activities we do at certain times throughout a day..

		● Students will complete a practice page telling time and choosing A.M. or P.M. ● IXL- A.M. and P.M.
● Day 15 & 16: Review telling time and counting money.	2.M.C.8, 2.M.C.7	●Teacher will model how to solve practice test questions on SMartboard ● Students will complete practice test questions independently ● IXL -Match Analog Clock with Digital Clock” (3) ● Play Time Bingo
● Day 17: Assess students’ learning on telling time and counting coins.	2.M.C.8, 2.M.C.7	● Students will be assessed on counting coins and telling time.

Inclusive concepts
● Centers- Allow for students to work on their individual levels and to work with others to complete tasks

Unit 6 Learning Goals (Measurement & Data)
Students will estimate and measure length in inches, feet, and yards. Students will estimate and measure length in centimeters and meters. Students will make and use tally charts, pictographs, and bar graphs to help solve problems.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 8-10 ● Think Central- Student Edition/Online Edition	● BrainpopJr.com videos ● Interactive Smartboard activities ● Rulers / Inch Color Tiles ● Yardsticks ● Meter Sticks ● Measuring Tape ● Balance Scales ● Gram cubes ●Thermometers ● Whiteboard/Markers ● www.MathSeeds.com ● Reflex (www.go-el.com) ● www.IXL.com ● www.xtramath.org ● You Tube Videos(Homeschool Pop) ● Hand-outs

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Use concrete models to measure the lengths of objects in inches.	2.M.A.1	●Introduce one inch color tiles ●Students will find classroom objects that are about 1 inch in length. ●Students will measure objects using color tiles.

		● IXL- measuring using cubes
● Day 2: Make an inch ruler and use it to measure the length of objects	2.M.A.1	●Students will make an inch ruler by gluing one inch color squares onto a 12X1 inch piece of oak tag ●Students will use this homemade ruler to measure objects in the classroom and on paper.
● Day 3: Estimate the lengths of objects by mentally partitioning the lengths into inches.	2.M.A.3	●Students will guess how many inches different classroom objects are and then use a ruler to measure and check.
●Day 4: Measure the length of objects to the nearest inch using an inch ruler.	2.M.A.1	●Students will use a ruler to measure lengths on objects. ● Students will measure different animals and then compare lengths and find the difference.
●Day 5: Solve addition and subtraction problems involving the lengths of objects by using the strategy to draw *a diagram*.	2.M.B.5, 2.M.B.6	●Each student is given a different length piece of string. Two students will be called up randomly. Third student spins a spinner with 4 different questions on it (2 addition and 2 subtraction) and solves the problem. ● Students will answer multiple word problems independently.
●Day 6: Measure the lengths of objects in both inches and feet to explore the inverse relationship between size and number of units.	2.M.A.2	●Teachers will help students fill in a conversion chart to help students measure classroom objects in feet and inches.
●Day 7: Estimate the lengths of objects in feet	2.M.A.3	●Students will guess how many feet long certain classroom objects are and then measure to check.
●Day 8: Select appropriate tools for measuring different lengths.	2.M.A.1	●Students will choose a yardstick, ruler, or measuring tape to measure different objects.
●Day 9: Measure the lengths of objects and use a line plot to display the measurement data.	2DL.B.3	●Teacher will model how to measure objects and record in a chart and then make a line plot using this information. ●Students will measure objects and record in a chart and then make a line plot to show the

		information.
●Day 10: Review skills and concepts taught about measuring in inches and feet.	2.M.A.1, 2.M.A.2, 2.M.A.3, 2.M.B.5, 2.M.B.6, 2DL.B.3	●Measurement Scoot- students will answer practice test questions with a partner. ● Students will complete a practice test independently.
●Day 11: Assess students' learning on skill and concepts about measuring in inches and feet.	2.M.A.1, 2.M.A.2, 2.M.A.3, 2.M.B.5, 2.M.B.6, 2DL.B.3	●Students will be assessed on skills and concepts taught in this chapter.
●Day 12: Measure lengths of objects to the nearest centimeter using a centimeter ruler.	2.M.A.1	● Using a centimeter ruler, students will measure classroom objects and objects on paper. 9.3
●Day 13: Solve problems involving adding and subtracting lengths by using the strategy to *draw a diagram.*	2.M.B.5, 2.M.B.6	●Students will solve word problems using measurements in centimeters, deciding whether to add or subtract. 9.4
●Day 14: Measure the lengths of objects in both centimeters and meters to explore the inverse relationship between size and number of units.	2.M.A.2	●9.5 ●Watch "Centimeters, Meters and Kilometers" on brainpopjr.com
●Day 15: Measure and then find the difference in the lengths of two objects.	2.M.A.4	●Students will use a ruler to measure in centimeters and decide on taller/smaller object and by how much.
●Day 16: Review measuring using the metric system.	2.M.A.1, 2.M.A.2, 2.M.A.4, 2.M.B.5, 2.M.B.6	●Teacher will review sample test questions. ●Students will answer practice test questions independently.
●Day 17: Assess students' learning on measuring using the metric system.	2.M.A.1, 2.M.A.2, 2.M.A.4, 2.M.B.5, 2.M.B.6	●Students will be assessed on skills and concepts taught in the measurement chapter (metric system).
●Day 18: Measure-a-thon where students measure to compare different lengths.	2.M.A.3	● Students compete by taking turns throwing, flicking, blowing and kicking a pompom. They will measure and compare.

●Day 19: Measure the perimeter of an object in inches.	2.M.B5	●Watch “Perimeter” on brainpopjr.com ● ●Practice worksheet - Students will find the perimeter for different shapes.
●Day208: Measure area of an object in square units	2.G.A.2	●Watch “Area” on brainpopjr.com ●Use Cheez-Its or color tiles to find the area of different shapes. ● Practice worksheet - students will find the area of different shapes in square units ●IXL- Tile a Rectangle With Squares/Count the Number of Squares in a Rectangle.
●Day 21: Measure capacity of a container	3.M.A.2	●Watch “Cups, Pints, Quarts, and Gallons” on brainpopjr.com ● Teacher will show containers for 1 cup, 1 pint, 1 quart, and 1 gallon. ●Students will try to find similar containers that would hold about the same. ● Practice worksheet where students will decide the best measurement for a container.
●Day 22: Measure how heavy an object is	3.M.A.2	●Watch “Ounces, Pounds and Tons” on brainpopjr.com ● Students will use a balance scale. ● Practice worksheet- students will choose the best unit for weighing different objects
●Day 23: Measure temperature in Fahrenheit	2.M	● Watch “Temperature” on brainpopjr.com ● Students will use a thermometer to measure different cups of water (cold, room temp, and warm) ●Practice worksheet-students will read thermometers and write temperatures. ●
●Day 24: Collect data in a survey and record that data in a tally chart	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Introduce vocabulary(survey, date, tally chart) ●Conduct surveys using tallies to show results. Ask and answer questions about the data. ●IXL- Interpret Tally Charts ●Students will create their own survey.

●Day 25: Interpret data in picture graphs and use that information to solve problems.	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Students will answer questions about pictographs. ●Students will conduct a survey amongst their classmates using tally marks ●IXL- Interpret Picture Graphs
●Day 26: Make picture graphs to represent data	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Students will make a class pictograph together. ●Watch “Picture Graphs” on brainpopjr.com ●Students will use their survey data to make a picture graph. ●IXL- Create Picture Graphs
●Day 27: Interpret data in bar graphs and use that information to solve problems.	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Students will answer questions about bar graphs. ● Watch “Tally Charts and Bar Graphs” on brainpopjr.com ●IXL- Interpret Bar Graphs I
●Day 28: Make a bar graph to represent data.	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Students will make a bar graph to show their surveys data and other given data. ●IXL- Create Bar Graphs I
●Day 29: Solve problems involving data by using the strategy to *make a graph.*	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Practice page to practice filling in a graph to help solve problems. ●IXL- Interpret Bar Graphs II
●Day 30: Review interpreting and making: tally charts, picture graphs, and bar graphs.	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Watch “Graphs for Kids” (LearnBright) Graphs for Kids | Learn all about basic gr… ●Students will take a practice assessment on Tally Charts, Picture Graphs, and Bar Graphs. ●IXL- Which Bar Graph is correct?
●Day 31: Assess students’ learning on interpreting and making: tally charts, picture graphs, and bar graphs	2.DL.B4, 2.DLA.1, 2.DL.A.2	●Students will be assessed on Tally Charts, Picture Graphs, and Bar Graphs.

Inclusive concepts

● Centers- Allow for students to work on their individual levels and to work with others to complete tasks

Unit 7 Learning Goals (Geometry & Fractions)
Students will identify two-dimensional shapes and their characteristics. Students will identify three-dimensional shapes and their characteristics. Students will show equal parts of shapes.

Core Instructional Materials	Supplemental Materials
● Go Math Series (Houghton Mifflin Harcourt-2015) Chapter 11 ● Think Central- Student Edition/Online Edition	●Brainpopjr.com ●IXL ●Geometric Shapes ●Tangrams ●YouTube (HomeschoolPop) ● ●

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Identify three-dimensional shapes	2.G.A.1	● Introduce vocabulary ●Match classroom objects to models of solid figures. ●IXL- Shapes of everyday objects I | 2nd grade math? ● Practice page to identify/match 3D solid figures
● Day 2: Identify and describe three-dimensional shapes according to the number of faces, edges, and vertices	2.G.A.1	●Use wooden/foam figures to show the number of faces, edges, vertices. Students fill in a chart. ●IXL-

		https://www.ixl.com/math/grade-2/name-the-three-dimensional-shape? ●Practice page to show number of faces, vertices, and edges
● Day 3:Build three-dimensional shapes using cubes and other objects.	2.G.A.1	● Watch “3D Shapes for Kids” on YouTube (HomeschoolPop) 18 min. ● Make paper figures. ● IXL- https://www.ixl.com/math/grade-2/count-vertices-edges-and-faces?
● Day 4: Name 3-, 4-, 5-, and 6-sided shapes according to the number of sides and vertices.	2.G.A.1	●Introduce vocabulary ● Watch “Plane Shapes” on brainpopjr.com ●Make 2D shapes using toothpicks IXL- https://www.ixl.com/math/grade-2/count-sides-and-vertices? ●Practice page to identify names of figures and numbers of sides and vertices
● Day 5: Identify angles in two-dimensional shapes.	2.G.A.1	●Review vocabulary ● Watch “Polygons” on brainpopjr.com ● IXL - https://www.ixl.com/math/grade-2/classify-polygons-up-to-6-sides? ●Practice page to tell how many angles a polygon has
● Day 6: Sort two-dimensional shapes according to their attributes.	2.G.A.1	● Sort a bag of tangrams by number of angles, sides, or vertices depending on instruction. ●Practice page to sort figures by number of sides, angles, or vertices ● IXL- https://www.ixl.com/math/grade-2/sort-two-dimensional-shapes?
● Day 7: Determine congruent and incongruent shapes	2.G.A.1	●Watch “Congruent and Similar Shapes” & “Slides Turns and Flips” on brainpopjr.com ● Practice page to identify two shapes that are similar or congruent.

● Day 8: Assess students' learning on 2D and 3D shapes and their attributes	2.G.A.2	● Watch "2D Shapes for Kids" on Youtube (Homeschool Pop) 15 min. ● Assess student's learning and progress in Geometry chapter thus far.
● Day 9: Identify and name equal parts of circles and rectangles as halves, thirds, or fourths.	2.G.A.3	● Introduce vocabulary ● Play "Equal or Unequal" to decide if a shape on the smartboard is cut into equal sections or not. ●Practice page to tell the number of equal parts and use the correct vocabulary to describe how the shape is divided. ●IXL:https://www.ixl.com/math/grade-2/equal-parts?
● Day 10: Partition shapes to show halves, thirds, or fourths.	2.G.A.3	● Watch "Basic Parts of a Whole" on brainpopjr.com ● Practice page to divide shapes into halves, thirds, and fourths ●IXL- https://www.ixl.com/math/grade-2/identify-halves-thirds-and-fourths?
● Day 11: Identify and describe one equal part as a half of, a third of, or a fourth of a whole.	2.G.A.3	●Watch "Fractions for Kids" on Youtube (Homeschool Pop) 8 min. ●IXL- https://www.ixl.com/math/grade-2/make-halves-thirds-and-fourths? ● Practice page where students divide shapes into halves, thirds, and fourths, color a section, and write a fraction for the shaded part.
● Day 12: Solve problems involving wholes divided into equal shares by using the strategy draw a diagram	2.G.A.3	● Model how to solve a problem by using a diagram to help get the answer. ● Practice page where students draw a diagram to help them solve a problem involving equal shares. ●IXL- https://www.ixl.com/math/grade-2/make-halves-thirds-and-fourths?

● Day 13: Review geometry vocabulary and skills and fractions	2.G.A.1, 2.G.A.2, 2.G.A.3	●Teacher will model how to solve practice test questions on Smartboard ●Students will complete practice test independently ● IXL- https://www.ixl.com/math/grade-2/make-halves-thirds-and-fourths-in-different-ways?
● Day 14: Assess students' learning on Geometry and Fractions.	2.G.A.1, 2.G.A.2, 2.G.A.3	●Students will be assessed on Geometry and Fractions
● Day 15: Assess students' learning and progress	ALL STANDARDS	● Adminsiter End of the Year Math Test
● Day 16: Assess students' learning and progress	ALL STANDARDS	● Administer MAP Test

Inclusive concepts
● Centers- Allow for students to work on their individual levels and to work with others to complete tasks