Trimester	Unit Title	Recommended Instructional Days
1	**Understand Place Value**	**10 - 12 days**

Domain: Number and Operations in Base Ten

Strand:

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).

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason 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.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:
Lesson 1.1: What is a hundred?

Lesson 1.2: How can you write 3-digit numbers from a group of tens?
Lesson 1.3: How can you show a 3-digit number with blocks?
Lesson 1.4: How can you write a 3-digit number?
Lesson 1.5: What is the value of digits in numbers?
Lesson 1.6: How can you write a 3-digit number using words?
Lesson 1.7:What are the different ways to write a 3-digit number?
Lesson 1.8: How can you show the value of a number in different ways?

Essential Understandings:
Lesson 1.1: Group tens as hundreds.
Lesson 1.2: Write a 3-digit number for a group of tens.
Lesson 1.3: Show a 3-digit number using blocks.
Lesson 1.4: Write a 3-digit number.
Lesson 1.5: Identify the values of digits in numbers.
Lesson 1.6: Write 3-digit numbers using words.
Lesson 1.7: Show three ways to write a 3-digit number.
Lesson 1.8: Use blocks or quick pictures to show the value of a number in different ways.

Vocabulary
- hundred
- thousand

Suggested Activity Description:
Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:
(Lesson 1.5)
Materials: Photo of giant sequoia (General Sherman)
1. Explain that sequoia trees grow very tall. Heavy rains and fog are perfect weather conditions for these trees to grow.
2. Discuss that sequoia trees can be found in Sequoia National Forest in California and may grow to be more than 250 feet tall. Explain that 250 feet is about as tall as a building with 25 floors.
3. Have children write the number 250 and tell the value of each digit.

(Lesson 1.6)
1. Discuss with children that the skeletal system is made up of bones. It helps hold the body up and give it shape. Some bones help protect other parts of the body. For example, the ribs are bones that help protect the lungs and heart. The skeletal system of an adult human has 206 bones.
2. Have children write the number 206 in word form.

Social Studies:
(Lesson 1.5)
Materials: Photo of the Washington Monument
1. Discuss that the Washington Monument was built in Washington, D.C., to honor the first President of the United States, George Washington. It is 555 feet tall.
2. Have children describe the values of the digits in the number 555. The hundreds digit has a value of 500. The tens digit has a value of 50. The ones digit has a value of 5.
3. Discuss how the value of each digit depends on its place in the number.

(Lesson 1.6)
Materials: Road atlas
1. Show children a road atlas of the city or town your school is in. Show children where your city is on the map. Then write the distance between two cities in your state in standard form on the board.
2. Have children write the number of miles in word form.
3. On the board, write a distance from your city to a city in a neighboring state in standard form.
4. You may wish to have children write sentences about traveling from one city to another, using the word form of the distance in miles.

Language Arts:
1. The Number Machine - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals.

	• Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments

Supplemental Resources

Technology:
• Chromebooks • Online math manipulatives
Other:
• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives

Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Career Awareness & Planning**	
	Core Ideas:	An individual's passions, aptitude and skills can affect his/her employment and earning potential
	Performance Expectation/s:	**9.2.5.CAP.1**: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
	Career Readiness, Life Literacies, & Key Skills Practices	
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.**	

	Model integrity, ethical leadership and effective management. **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*