








Trimester	Unit Title	Recommended Instructional Days
1	Use Place Value	9 - 12 days
Domain: Number and Operations in Base Ten		
<p><i>Strand:</i></p> <p> 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, 100s.</p> <p> 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.</p> <p> 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.</p> <p style="text-align: center;">  Major Cluster  Supporting Cluster  Additional Cluster  Climate Change Opportunity </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 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 NJSL-CLKS within Unit

Essential Questions:

- Lesson 2.1: How can you count by 1s, 5s, and 10?
- Lesson 2.2: How can you count by 1s, 5s, and 10?
- Lesson 2.3: How can you use place value to find more and less than a 3-digit number?
- Lesson 2.4: How can models help to compare numbers?
- Lesson 2.5: How can you compare numbers?
- Lesson 2.6: How can you compare 3-digit numbers?
- Lesson 2.7: How can you order 3-digit numbers?

Essential Understandings:

- Lesson 2.1: Count by 1s, 5s, and 10s with numbers less than 100.
- Lesson 2.2: Count by 1s, 5s, 10s, and 100s with numbers less than 1,000.
- Lesson 2.3: Use place value to find 10 more, 10 less, 100 more, and 100 less than a 3-digit number.
- Lesson 2.4: Make a model to solve a problem about comparing numbers.
- Lesson 2.5: Use a number line to compare numbers.
- Lesson 2.6: Use symbols to compare 3-digit numbers.
- Lesson 2.7: Order 3-digit numbers.

Vocabulary

- compare
- $>$ is greater than
- $<$ is less than
- $=$ is equal to

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 NJSL, 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 2.2)

1. Take children on a nature walk around the school to collect leaves. Be sure each child collects at least ten leaves.
2. Have children place all their leaves on a table.

3. How can you find how many leaves were collected in all?
4. Have children work in small groups to plan and carry out a way to count the leaves. If needed, suggest that children group the leaves in fives or tens before they count them.
5. After the count has been made, discuss children’s strategies for counting.

Social Studies::

(Lesson 2.2)

Materials: Pennies

1. Explain that long ago people traded to get things. A person might trade a sheep for some wheat. Over time, people began to use coins and other forms of money to buy and sell things.
2. Have children work in small groups. Give each group about 30 pennies.
3. Assign each group a number to count by: 1, 5, or 10. Have the groups count their pennies by that number.
4. Then guide a discussion about the activity. Which groups were able to count faster? Why?

Language Arts:

1. Dave and Boots - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

<p align="center">Social and Emotional Learning: <i>Competencies</i></p>	<p align="center">Social and Emotional Learning: <i>Sub-Competencies</i></p>
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • 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.

**Grade 2 Mathematics
Unit 2: Use Place Value**

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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</p>		<p>Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</p>	
<p align="center">Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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
<p align="center">Supplemental Resources</p>			
<p>Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
<p align="center">Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual,	Utilize a multi-sensory (VAKT) approach during instruction,	Extend time requirements, preferred seating, positive reinforcement, check	Create an enhanced set of introductory activities, integrate

<p>and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat</p>	<p>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.</p>	<p>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.</p>	<p>active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related</p>
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept(s): Career Awareness & Planning</p>	
	<p>Core Ideas:</p>	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions</p>
	<p>Performance Expectation/s:</p>	<p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p>
	<p align="center">Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>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.</p>	

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New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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