Trimester	Unit Title	Recommended Instructional Days
1	**Basic Facts**	**9 - 12 days**

Domain: Operations and Algebraic Thinking

Strand:

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

2.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.

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 3.1: How can you use double facts when adding?
Lesson 3.2: What are the different ways to remember sums?
Lesson 3.3: How can you make a ten?
Lesson 3.4: How are addition and subtraction related?
Lesson 3.5: What are the different ways to find differences?
Lesson 3.6: How can you use ten to subtract?
Lesson 3.7: How can you use equations to show addition and subtraction?

Essential Understandings:
Lesson 3.1: Use doubles facts to find sums for near doubles facts.
Lesson 3.2: Recall different ways to remember sums.
Lesson 3.3: Make a ten to add.
Lesson 3.4: Identify how addition and subtraction are related.
Lesson 3.5: Recall different ways to remember differences.
Lesson 3.6: Use ten to subtract.
Lesson 3.7: Use equations to represent addition and subtraction problems.

Vocabulary
- sums
- addends
- differences

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 3.2)
1. Discuss with children the properties of flowering plants, including color. As the children name the colors of various flowering plants, write this information on the board.
2. Have children write equations to show various combinations of flowers. For example, for the flowers above, they might write $4 \cdot 5 = 9$.

3. Have children explain a strategy they can use to find the sum.

Social Studies::
(Lesson 3.2)
Materials: Calendar
1. Discuss the calendar with children. Review how to identify the days of the week and the dates for those days. Ask questions such as "How many Mondays are in the month?"
2. Have children solve this problem. Mimi plays soccer every Tuesday and Friday. How many times does she play this month?
3. Have children count the number of Tuesdays and the number of Fridays in the current month. Then have them write an equation for the problem and solve.

Language Arts:
1. Benny, Bessie and the Blueberries - (From the Differentiated Centers Kits Grab and Go)
2. Game Time! - (From the Differentiated Centers Kits Grab and Go)

Climate Change: Students may solve two-step word problems involving a climate change related issue in their school, such as food waste, recycling, reusing, and/or reducing the consumption of goods. They may add and subtract within 100 while using drawings or equations to represent the climate change related issue.

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,	Utilize a multi-sensory (VAKT) approach during instruction,	Extend time requirements, preferred seating, positive reinforcement, check	Create an enhanced set of introductory activities, integrate

and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	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.	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.	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): Creativity and Innovation**	
	Core Ideas:	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills
	Performance Expectation/s:	**9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
	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*	**X**	Standards in Action: *Climate Change*