









**Grade 2 Mathematics**  
**Unit 8: More 2-Digit Subtraction**

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
2	More 2-Digit Subtraction	6 - 8 days
<b>Domain: Number and Operations in Base Ten &amp; Operations and Algebraic Thinking</b>		
<p><i>Strand:</i></p> <p> <b>2.NBT.B.5</b> 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.</p> <p> <b>2.NBT.B.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p> <b>2.OA.A.1</b> 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. </p> <p align="center">  <b>Major Cluster</b>      <b>Supporting Cluster</b>      <b>Additional Cluster</b>      <b>Climate Change Opportunity</b> </p>		
<p><i>Progress Indicator:</i> ◇ Tests ◇ Homework / Classwork ◇ Projects ◇ Formative assessments ◇ Summative assessments ◇ Performance assessments</p>		
<b>Mathematical Practices:</b>		
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reason of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>		

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

**Essential Questions:**

- Lesson 8.1: How can you subtract 2-digit numbers?
- Lesson 8.2: How can you subtract 2-digit numbers?
- Lesson 8.3: How can you show 2 different ways to subtract?
- Lesson 8.4: How does addition help you to subtract?
- Lesson 8.5: How can a diagram help you to subtract?
- Lesson 8.6: How can you use an equation to show subtraction?

**Essential Understandings:**

- Lesson 8.1: Subtract 2-digit numbers.
- Lesson 8.2: Practice subtracting 2-digit number
- Lesson 8.3: Write subtraction problems two ways.
- Lesson 8.4: Use addition to solve subtraction problems.
- Lesson 8.5: Draw a diagram to solve subtraction problems
- Lesson 8.6: Write an equation to represent a problem.

**Vocabulary**

None in this unit. Reinforce previous vocabulary.

**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 8.6)**

Materials: Books, photos, or other sources of information on centipedes

1. Show children pictures of some different types of centipedes. Tell children that centi- means “one hundred,” but not all centipedes have 100 legs.
2. Tell children that the number of legs for different centipedes varies. Ask: Suppose one centipede has 17 pairs of legs (34 legs total) and another centipede has 35 pairs of legs (70 legs total). How many more legs does the second centipede have?

**Social Studies:**

**(Lesson 8.6)**

Materials: Books containing biographical information for famous historical people

1. Have children work in small groups to research a famous historical person who has had a positive impact in the United States. Have children record the age of that person at different times in their life when significant events happened.
2. Have children determine the difference in the number of years in age between pairs of major events.

**Language Arts:**

1. Vocabulary Builder TB pg. 302.



**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: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Identify and apply ways to persevere through alternative methods to achieve goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> <li>• Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b>Formative Assessments:</b></p> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	<p><b>Benchmarks &amp; Summative Assessments:</b></p> Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

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<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Chromebooks • Online math manipulatives</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
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,	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

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	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.		
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept(s): Technology Literacy</b>		
	<b>Core Ideas:</b>	Digital tools have a purpose.	
	<b>Performance Expectation/s:</b>	9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools	
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>		
	<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>		

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>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>