






**Grade 2 Mathematics**  
**Unit 12: Time**

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
2	Time	6 - 7 days
<b>Domain: Measurement</b>		
<p><b>Strand:</b></p> <p> <b>2.M.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p align="center">  <b>Major Cluster</b>                <b>Supporting Cluster</b>                <b>Additional Cluster</b>                <b>Climate Change Opportunity</b> </p>		
<p><b>Progress Indicator:</b> ◊ 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>		
<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>		
<p><b>Essential Questions:</b></p> <p>Lesson 12.1: How can time be described before and after the hour in different ways?</p> <p>Lesson 12.2: How can you tell and show time to five minutes?</p> <p>Lesson 12.3: What is the difference between a digital and analog clock?</p> <p>Lesson 12.4: How can certain time periods be described using the abbreviations a.m. or p.m.?</p>		

**Essential Understandings:**

Lesson 12.1: Tell time to 15 minutes on a clock.

Lesson 12.2: Tell and show time to five minutes.

Lesson 12.3: Read the time on a clock in different ways.

Lesson 12.4: Use a.m. and p.m. to describe times of day.

**Vocabulary**

- minutes
- hour
- quarter past
- noon
- midnight
- a.m.
- p.m.

**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:**

1. At the zoo, different animals are fed at specific times during the day. Here is the feeding schedule:

- Lions: 9:00 AM
- Penguins: 10:15 AM
- Elephants: 12:00 PM
- Monkeys: 1:45 PM

2. How much time is there between feeding the lions and the penguins?

3. How much time is there between feeding the penguins and the elephants?

4. How much time is there between feeding the elephants and the monkeys?

**Social Studies**

1. You are going on a trip to visit three major cities in the United States: New York City, Chicago, and Los Angeles. Here are the times you will leave each city and the times you will arrive at the next city

- Leave New York City: 9:00 AM
- Arrive in Chicago: 12:00 PM
- Leave Chicago: 1:30 PM

- Arrive in Los Angeles: 4:30 PM
2. How long does it take to travel from New York City to Chicago?
  3. How much time do you spend in Chicago before leaving for Los Angeles?
  4. How long is the flight from Chicago to Los Angeles?

**Language Arts:**

1. Is It Time Yet? - (From the Differentiated Centers Kits Grab and Go)

**Spot Light On:** Define "include" with examples.

<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>
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>
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments</li> </ul>	<p><b>Benchmarks &amp; Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter/Unit Assessments • Standardized Tests • Project-based Assessments</li> </ul>

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Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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
Supplemental Resources			
<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>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i>			
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, 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): Career Awareness &amp; Planning</b>		
	<b>Core Ideas:</b>	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions	
	<b>Performance Expectation/s:</b>	<b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	
	<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>		

<p>New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)</p>						
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>
						Standards in Action: <i>Climate Change</i>