






Grade 2 Mathematics
Unit 16: Fraction Concepts

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
3	Fraction Concepts	6 - 8 days
Domain: Geometry		
<p>Strand:</p> <p> 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. For example, students partition a rectangle (i.e., the whole) into three equal shares, identify each of the shares as a ‘third’ and describe the rectangle as three ‘thirds’.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
<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		
<p>Essential Questions:</p> <p>Lesson 16.1: Do equal shares have to be the same size and shape?</p> <p>Lesson 16.2: When you divide a shape into two/three/four equal shares, what are the shares called?</p> <p>Lesson 16.3: How can you find a half of, a third of or a fourth of a whole?</p>		

Lesson 16.4: How can you use repeated reasoning to divide shapes into equal shares?

Essential Understandings:

Lesson 16.1: Identify halves, thirds, and fourths.

Lesson 16.2: Show halves, thirds, and fourths.

Lesson 16.3: Find a half of, a third of, or a fourth of a whole

Lesson 16.4: Draw a diagram when solving problems about equal shares.

Vocabulary

- fourths
- halves
- thirds
- fourth of
- quarter of
- half of
- third of

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:

1. You are learning about ant farms and their habitat. Draw a rectangle to represent the ant farm habitat.
2. The ant farm needs to be filled with dirt. Divide the ant farm into halves.
3. Color one half brown to represent the dirt.
4. Don't forget to draw ants and their tunnels to finish the ant farm habitat.

Social Studies:

1. Your class is designing a community garden. Three separate garden plots are in the shape of a square to make up the community garden.. Each square is divided into equal parts. The garden will be used for different plants: Draw and label the garden according to the below:
 - Square 1: Tomatoes: They will need half of the garden.
 - Square 2: Carrots: They will need a quarter of the garden.
 - Square 3: Flowers: They will need a third of the garden.

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<p>Language Arts: 1. The Pizza Puzzle - (From the Differentiated Centers Kits Grab and Go)</p> <p>Spot Light On: Define "include" with examples.</p>			
<p>Social and Emotional Learning: <i>Competencies</i></p>		<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making</p>		<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. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan</p>	<p>Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets</p>	<p>Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled</p>	<p>ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments</p>

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Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI		Strategies for English Learners, Linguistic Support	
Supplemental Resources			
<p>Technology: • Chromebooks • Online math manipulatives</p> <p>Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives</p>			
Differentiated Student Access to Content: Recommended <i>Strategies & 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, 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): Technology Literacy	
	<i>Core Ideas:</i>	Digital tools have a purpose.
	<i>Performance Expectation/s:</i>	9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools
	Career Readiness, Life Literacies, & Key Skills Practices	
	<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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>
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