Lakewood Public School District Curriculum Guide

Grade: 2	Content Area: Mathematics

Original Adoption: Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)
Created By:

Recommended Pacing Guide	
Unit 1: Addition within 20	20 days
Unit 2: Subtraction within 20	13 days
Unit 3: Understanding Place Value to 1000	29 days
Unit 4: Properties of Operations within 100: Addition and Missing Addend	16 days
Unit 5: Properties of Operations within 100: Subtraction and Comparison Word Problems	18 days
Unit 6: Measurement	11 days
Unit 7: Place Value and Properties of Operations to Add and Subtract within 100	20 days
Unit 8: Foundations of Multiplication	10 days
Unit 9: Time and Money	10 days
Unit 10: Data	8 days
Unit 11: Adding and Subtraction within 1000	11 days
Unit 12: Reason with Shapes and their Attributes	5 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides (N.J.S.A. 18A:35-28)
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- History of disabled and LGBT persons included in middle and high school curriculum (Section

Grade: 2	Content Area: Mathematics

18A:35-4.35)

- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Unit 1: Addition within 20	Duration: 20 days

New Jersey Student Learning Standards	
2.OA.B	**Add and subtract within 20**
2.OA.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.M.B	**Relate addition and subtraction to length**
2.M.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	• Recognize one's feelings and thoughts. • Recognize the impact of one's feelings and thoughts on one's own behavior. • Recognize one's personal traits, strengths, and limitations.

	• Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	• Recognize and identify the thoughts, feelings, and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	• Develop, implement, and model effective problem-solving and critical thinking skills. • Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

Grade: 2	Content Area: Mathematics

SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Lakewood Public School District Curriculum Guide

Grade: 2	Content Area: Mathematics

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP ● Beginning of the Year Screener

Knowledge & Skills	
Enduring Understandings: ● Numbers 1-9 can be decomposed into two parts. ● Numbers can be represented multiple ways. ● Decomposing numbers can make adding and subtracting easier.	**Essential Questions:** ● What are strategies for learning addition facts within 20? ● What are some ways to think about addition? ● How can the complements of 10 help me with addition?

● Complements of 10 are two numbers that add to 10. ● Teen numbers can be decomposed into a ten and some ones. ● Certain addition problems lend themselves to certain addition strategies. ● We can model our thinking on the open number line. ● The order of the addends will not affect the sum (numbers can be added in any order). ● Bar models can be used to understand and organize word problems. ● Know from memory addition facts within 10.	● How can I model my thinking about addition? (ten frame, open number line, equations) ● Which problems lend themselves to the "making a 10" strategy? ● Which problems lend themselves to the "small facts" strategy? ● When adding, how can I use the commutative property? ● Why might the commutative property make addition easier? ● How can the bar model help me make sense of a word problem?
Content *Students will know…* ● Numbers can be represented multiple ways. ● All representations of a given number equal that number. ● When given one part of a number, students will be able to determine the missing part. ● Addition facts can be used to determine the missing part of a decomposed number when one part is known. ● The decomposition of 10 results in complements of 10.. ● Teen numbers can be decomposed into a ten and some ones. ● When using the "counting on" strategy, we start with one addend and count on the second addend. ● When using the "making a 10" strategy, we decompose the second addend to get to ten. ● When using the "small facts" strategy, we are only adding ones. ● The commutative property can be applied to any addition problem to make adding more efficient. ● Use addition strategies to solve missing addend problems. ● Bar models can be used to interpret word problems.	**Skills** *Students will be able to …* ● Use counters to show the decomposition of numbers ● Use a sentence to describe the decomposition of numbers. ● Use counters to find the missing number when given one part. ● Use ten frames and counters to show multiple decompositions of the same number and record the number pairs. ● Use ten frames and counters to decompose teen numbers into ten and some ones. ● Solve addition problems using the "counting on" strategy. ● Model the "counting on" strategy on the open number line. ● Solve addition problems using the "making a ten" strategy, ● Model the "making a 10" strategy on ten frames. ● Model the" making a 10" strategy on the open number line. ● Solve addition problems using the "small facts" strategy. ● Model the "small facts" strategy with base-10 blocks. ● Model solving missing addend problems on an open number line. ● Match a bar model to a word problem. ● Match a word problem to a bar model. ● Sketch a bar model to match a word problem.

	● Use addition strategies to solve word problems.

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Manipulatives ● Istation ● District Created Lessons (Unit 1) ● District Created Parent Resources ● Communicators ● Unit Review Jeopardy ● *Number Talks*	**Supplemental Materials** ● Illustrative Mathematics ○ 2.OA.2 ● *Baby Goes to Market* by Atinuke ● *Albert Adds Up!* by Eleanor May

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests

- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:
- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Grade: 2	Content Area: Mathematics

Unit 2: Subtraction within 20	Duration: 13 days

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Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
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Grade: 2	Content Area: Mathematics

Social Awareness	• Recognize and identify the thoughts, feelings, and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
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SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
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8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
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Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
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Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
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Grade: 2	**Content Area: Mathematics**

CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
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Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
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Knowledge & Skills	
Enduring Understandings: ● Numbers 1-20 can be decomposed into two parts. ● Decomposing numbers can make adding and subtracting easier. ● Know the complements of 10. ● Teen numbers can be decomposed into a ten and some ones. ● Certain subtraction problems lend themselves to certain subtraction strategies. ● We can model our thinking on the open number line. ● Bar models can be used to understand and organize word problems.	**Essential Questions:** ● What are strategies for learning subtraction facts within 20? ● What are some ways to think about subtraction? ● How can the complements of 10 help me with subtraction? ● How can I model my thinking about subtraction? (ten frame, open number line, equations) ● Which problems lend themselves to the getting to a 10 strategy? ● Which problems lend themselves to the small facts strategy?

	● How can the bar model help me make sense of a word problem?
Content *Students will know…* ● When to apply the counting back strategy for subtraction ● When to apply the small facts strategy for subtraction ● Thinking about complements of 10 can help us subtract from 10. ● When using the counting back strategy, we start with one number and count back the second number. ● When using the getting to 10 strategy, we decompose the second number to get back to ten. ● When using the small facts strategy, we are only subtracting ones. ● Bar models can be used to interpret word problems.	**Skills** *Students will be able to …* ● Use the counting back strategy to subtract ● Model the counting back strategy with counters and number lines ● Use the small fact strategy to subtract ● Model the small fact strategy with base-10 blocks ● Use the getting to 10 strategy to subtract ● Model the getting to 10 strategy on ten frames ● Model the getting to 10 strategy on the open number line. ● Match the bar model to the situation ● Match the situation to the bar model. ● Use subtraction strategies to solve take-away word problems.

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Manipulatives ● Istation ● District Created Lessons (Unit 2) ● District Created Parent Resources ● Communicators ● Unit Review Jeopardy ● *Number Talks*	**Supplemental Materials** ● Illustrative Mathematics ○ 2.OA.2

Suggested Accommodations
English Language Learners: ● Multi-sensory instruction ● Flexible grouping ● Small group instruction ● Provide peer tutoring ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language) ● Chunking information ● Scaffolded questioning ● Manipulatives/concrete models ● Pre-Teach vocabulary ● Co-Constructed Word Banks

- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
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- Directions repeated, clarified, and reworded
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504 Plans:
- Allow extra time to complete assignments or tests
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Gifted and Talented:
- Higher level questioning
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Grade: 2	Content Area: Mathematics

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Culturally Diverse:
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Unit 3: Understanding Place Value to 1000	Duration: 29 days

New Jersey Student Learning Standards	
2.NBT.A	**Understand place value**
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: **a.** 100 can be thought of as a bundle of ten tens – called a “hundred.” **b.** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
2.NBT.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.
2.NBT.B	**Use place value understanding and properties of operations to add and subtract**
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900

Grade: 2	Content Area: Mathematics

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Grade: 2	Content Area: Mathematics

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CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions	**Alternative Assessments:** ● Oral assessments ● Istation

• Whiteboard/Communicators • Math routine responses • Daily DOLs • Daily classwork • Checks for understanding • Spiral Quizzes • Fluency Quizzes • *Number Talks*	
Summative Assessments: • Unit Assessment	**Benchmark Assessments:** • Istation Diagnostic • Monthly ISIP

Knowledge & Skills	
Enduring Understandings: • Two-digit numbers represent an amount of tens and ones. • Numbers can be recorded in different forms (standard, word, expanded) • Ten ones make one ten. • Ten tens make one hundred. • A hundred ones make one hundred. • The symbols <, =, and > can be used to record comparisons. • Identify coins. • Know the value of coins. • Skip-counting by 2s, 5s, 10s and 100s within 1000	**Essential Questions:** • How can 2- and 3-digit numbers be built using base-10 blocks? • How can I use what I know about place value to build a given number in more than one way? • How can I use what I know about place value to compare numbers? • Why is skip-counting useful? • How do we determine which counting sequence to use when skip-counting? • How is the number line related to the hundreds chart? • What patterns are there on the hundreds chart?
Content *Students will know…* • Two-digit numbers can be represented with base-10 blocks. • Numbers can be represented with digits, with words, or as the sum of the value of the digits. • One number can be built many different ways. • Numbers can be compared using place value. • Number comparisons can be recorded using the symbols <, =, and >. • Three-digit numbers can be represented with base-10 blocks.	**Skills** *Students will be able to …* • Use base-10 blocks to build two-digit numbers. • Name the number being represented by base-10 blocks. • Record the word form of a number given in standard form. • Record the standard form of a number given in word form. • Record the expanded form of a number when given the standard form. • Record the standard form of a number when given the expanded form. • Use base-10 blocks to show one number built multiple ways. • Record an addition equation to match the base-10 model of a number.

Grade: 2	Content Area: Mathematics

• The names of coins (penny, nickel, dime, quarter, half dollar, dollar) • The value of each coin. • The sequence of numbers when skip-counting by 2s • When counting by 2s, we are saying every other number. • The sequence of numbers when skip-counting by 5s • When counting by 5s, we are saying every fifth number • The sequence of numbers when skip-counting by 10s • When counting by 10s, we are saying every tenth number • The sequence of numbers when skip-counting by 100s • When counting by 100s, we are saying every hundredth number • The skip-counting sequence can be extended to numbers within 1000 • The hundreds chart is a tool similar to the number line. • Place value can be used to identify a number that is 1 more/less, 10 more/less, 100 more/less than a given number.	• Compare numbers (in various forms) using base-10 models. • Compare numbers (in various forms) using place value. • Use base-10 blocks to build three-digit numbers. • Represent the value of a coin using pennies. • Count by 2s to determine the total quantity within a group of objects. • Count by 5s to determine the total quantity within a group of objects. • Count by 10s to determine the total quantity within a group of objects. • Use a picture to model skip-counting • When given a sequence of numbers, determine what we are counting by and complete the sequence • Skip-count within 1000 • Use the hundreds chart to determine 1 more/less, 10 more/less than a given number. • Use base-10 blocks to model 1 more/less, 10 more/less, 100 more/less than a given number • Use place value understanding to identify the number that is 1 more/less, 10 more/less, 100 more/less than a given number.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Manipulatives
- Istation
- District Created Lessons (Unit 3)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy
- *Number Talks*

Supplemental Materials
- Illustrative Mathematics
  - 2.NBT.1
  - 2.NBT.2
  - 2.NBT.3
  - 2.NBT.4
  - 2.NBT.8
- *Lia & Luis: What has More?* By Ana Crespo
- *Place Value* by David. A. Adler

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames

Grade: 2	Content Area: Mathematics

- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 4: Properties of Operations within 100: Addition and Missing Addend	Duration: 16 days

New Jersey Student Learning Standards	
2.OA.	**Represent and solve problems involving addition and subtraction**
2.OA.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.
2.NBT.	**Use place value understanding and properties of operations to add and subtract**
2.NBT.5	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.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

Grade: 2	Content Area: Mathematics

2.M.	**Relate addition and subtraction to length**
2.M.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills.

	• Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade: 2	Content Area: Mathematics

Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.

Grade: 2	**Content Area: Mathematics**

CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Numbers that are multiples of ten are considered *tens*. ● Complements of 10 are two numbers that add to 10. ● Certain addition problems lend themselves to certain addition strategies. ● Bar models can be used to understand and organize word problems.	**Essential Questions:** ● What are some ways to think about addition? ● How can the complements of 10 help me with addition of larger numbers? ● How can facts within 10 help me with addition of larger numbers? ● How can I model my thinking about addition? (base-10 blocks, open number line, equations) ● Which problems lend themselves to the “making a 10” strategy? ● Which problems lend themselves to the “small facts” strategy? ● How can place value help me when adding 10 to a two-digit number? ● How can the bar model help me make sense of a word problem?
Content *Students will know…* ● The multiple of ten that comes after a given two-digit number is called “the next ten.”	**Skills** *Students will be able to …* ● When given a two-digit number, determine how many are needed to get to the next ten.

Grade: 2	Content Area: Mathematics

• When using the “small facts” strategy, we are only adding ones. • The hundreds chart can be used to understand why the “small facts” strategy works. • Determine how many needed to be added to a given two-digit number to get to the next ten. • Bar models can be used to understand and organize word problems. • Determine the most efficient strategy for solving an addition problem.	• Use base-10 blocks to model getting to the next ten. • Record an addition sentence to match getting to the next ten. • Solve addition problems using the “small facts” strategy. • Model the “small facts” strategy on the hundreds chart. • Sketch a bar model to match a word problem. • Use addition strategies to solve word problems. • Solve addition problems using the “getting to 10” strategy • Model the “getting to a 10” strategy with base-10 blocks • Model the “getting to a 10” strategy on the open number line • Add a multiple of ten to a two-digit number • Solve missing addend addition problems. • Use base-10 blocks to model finding the missing addend • Model finding the missing addend on an open number line

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Supplemental Materials

• Manipulatives
• Istation
• District Created Lessons (Unit 4)
• District Created Parent Resources
• Communicators
• Unit Review Jeopardy
• *Number Talks*
	• Illustrative Mathematics
	  ○ 2.OA1
	  ○ 2.NBT.5
	  ○ 2.NBT.6
	  ○ 2.NBT.9
	  ○ 2.M.6
	• *100 Snowmen* by Jen Arena

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary

- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Grade: 2	Content Area: Mathematics

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 5: Properties of Operations within 100: Subtraction and Comparison Word Problems	Duration: 16 days

New Jersey Student Learning Standards	
2.OA.	**Represent and solve problems involving addition and subtraction**
2.OA.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.
2.NBT.	**Use place value understanding and properties of operations to add and subtract**
2.NBT.5	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.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.M.	**Relate addition and subtraction to length**
2.M.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, …, and represent whole-number sums and differences within 100 on a number line diagram.

Grade: 2	Content Area: Mathematics

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	● Establish and maintain healthy relationships.

	• Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Grade: 2	Content Area: Mathematics

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations	**Alternative Assessments:** ● Oral assessments

● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Numbers that are multiples of ten are considered *tens*. ● Complements of 10 are two numbers that add to 10. ● Certain subtraction problems lend themselves to certain subtraction strategies. ● Bar models can be used to understand and organize word problems.	**Essential Questions:** ● What are some ways to think about subtraction? ● How can the complements of 10 help me with subtraction of larger numbers? ● How can facts within 10 help me with subtraction of larger numbers? ● How can I model my thinking about subtraction? (base-10 blocks, open number line, equations) ● Which problems lend themselves to the “getting to a 10” strategy? ● Which problems lend themselves to the “small facts” strategy? ● How can the bar model help me make sense of a word problem?
Content *Students will know…* ● When using the “small facts” strategy, we are only taking away ones. ● Determine how many need to be taken away from a two-digit number to get back to a ten. ● Complements of 10 can be extended to all multiples of 10. ● The hundreds chart can be used to understand why the “small facts” strategy works. ● Bar models can be used to understand and organize word problems.	**Skills** *Students will be able to …* ● Solve subtraction problems using the “small facts” strategy. ● Model the “small facts” strategy on the hundreds chart. ● Sketch a bar model to match a word problem. ● Model getting back to a ten with base-10 blocks ● Model subtracting from a ten on ten frames and with base-10 blocks. ● Use subtraction strategies to solve word problems.

Grade: 2	Content Area: Mathematics

• Determine the most efficient strategy for solving a subtraction problem. • Understand and solve comparison word problems. • Relate comparison word problems to subtraction.	• Solve subtraction problems using the "getting to a 10" strategy • Model the "getting to a 10" strategy with base-10 blocks • Model the "getting to a 10" strategy on the open number line • Subtract a multiple of ten to a two-digit number • Match a bar model to a word problem. • Match a word problem to a bar model. • Sketch a bar model to match a word problem. • Use subtraction strategies to solve comparison word problems.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	Supplemental Materials

• Manipulatives
• Istation
• District Created Lessons (Unit 5)
• District Created Parent Resources
• Communicators
• Unit Review Jeopardy
• *Number Talks*
	• Illustrative Mathematics
	  ○ 2.OA1
	  ○ 2.NBT.5
	  ○ 2.NBT.6
	  ○ 2.NBT.9
	  ○ 2.M.6
	• *100 Snowmen* by Jen Arena

Suggested Accommodations

English Language Learners:

- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing

Grade: 2	Content Area: Mathematics

- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 6: Measurement	Duration: 11 days

New Jersey Student Learning Standards	
2.M.A	**Measure and estimate lengths in standard units**
2.M.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.M.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.M.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.M.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.M.	**Relate addition and subtraction to length**
2.M.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.

Grade: 2	Content Area: Mathematics

MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an

	informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
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SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Grade: 2	Content Area: Mathematics

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: • Teacher observations • Class discussions • Whiteboard/Communicators • Math routine responses • Daily DOLs • Daily classwork • Checks for understanding • Spiral Quizzes • Fluency Quizzes • *Number Talks*	**Alternative Assessments:** • Oral assessments • Istation
Summative Assessments: • Unit Assessment	**Benchmark Assessments:** • Istation Diagnostic • Monthly ISIP

Grade: 2	**Content Area: Mathematics**

Knowledge & Skills

Enduring Understandings:

- Measurement helps us describe, compare, and understand the world.
- Standard units allow people to measure and compare accurately.
- Choosing the appropriate tools is essential for accurate measurement.
- When measuring an object, we must place the tool correctly, starting at zero, in order to measure accurately.
- Bar models can be used to understand and organize word problems.
- Certain addition and subtraction problems lend themselves to certain addition and subtraction strategies.

Essential Questions:

- What are some things that we can measure the lengths of?
- Which is the most efficient unit of measurement to use when measuring a given object?
- How does the size of the unit affect the measurement?
- How do measurements compare when we change the unit of measure?
- How can the bar model help me make sense of a word problem?
- Which is the most efficient strategy for solving this problem?

Content

Students will know…

- Indirectly compare the length of one object to the length of a second object through the use of a third object.
- Describe the length of an object using standard units of measure.
- Determine an appropriate unit of measure for the length of a given object.
- Understand that when measuring with a larger unit, fewer units are required, and when measuring with a smaller unit, more units are required.

Skills

Students will be able to …

- Use non-standard units to measure the length of an object.
- Describe the length of one object as being *longer* or *shorter* than a second object.
- Interpret the length shown on an inch ruler.
- Use an inch ruler to measure the length of an object.
- Interpret the length shown on a centimeter ruler.
- Use a centimeter ruler to measure the length of an object.
- Measure the same object twice, with two different units, and compare the results.
- Solve measurement word problems.
- Sketch a bar model to match a word problem.
- Use efficient strategies to solve measurement word problems.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Manipulatives
- Istation
- District Created Lessons (Unit 6)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy

Supplemental Materials

- Illustrative Mathematics
  - 2.M.1
  - 2.M.3
  - 2.M.4
  - 2.M.5
- *Length* by Henry Pluckrose

Grade: 2	Content Area: Mathematics

• *Number Talks*	• *Inch by Inch* by Leo Lionni

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Grade: 2	Content Area: Mathematics

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 7: Addition and Subtraction within 100 using Place Value	Duration: 20 days

New Jersey Student Learning Standards	
2.OA.	**Represent and solve problems involving addition and subtraction**
2.OA.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.

Grade: 2	Content Area: Mathematics

2.NBT.	Use place value understanding and properties of operations to add and subtract
2.NBT.5	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.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ.

	• Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	• Develop, implement, and model effective problem-solving and critical thinking skills. • Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
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Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
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9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
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Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.

Grade: 2	**Content Area: Mathematics**

CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Two-digit numbers represent an amount of tens and ones. ● Bar models can be used to understand and organize word problems. ● A ten is composed of 10 ones. ● Fluency for addition and subtraction within 10. ● Use place value to add and subtract within 100.	**Essential Questions:** ● How can place value help us add? ● How can the bar model help me make sense of a word problem? ● How can place value help us subtract?
Content *Students will know…* ● Writing numbers in expanded form allows us to show the values of the digits that make up the number. ● When adding two-digit numbers, we add tens to tens and ones to ones. ● We can use knowledge of small facts when using partial-sums to add.	**Skills** *Students will be able to …* ● Use partial-sums to add two two-digit numbers ● Model partial-sums with base-10 blocks. ● Record partial-sums addition. ● Sketch a bar model to match a word problem. ● Use base-10 blocks to model adding a teen number to a multiple of 10.

Grade: 2	Content Area: Mathematics

• Bar models can be used to understand and organize word problems. • Mentally add a teen number to a ten. • A ten can be exchanged for 10 ones in order to subtract, • Understand and solve comparison word problems. • Relate comparison word problems to subtraction.	• Use partial-difference to subtract within 100. • Model partial-differences with base-10 blocks. • Record partial-differences subtraction. • Use subtraction strategies to solve comparison word problems.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Manipulatives
- Istation
- District Created Lessons (Unit 7)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy
- *Number Talks*

Supplemental Materials
- Illustrative Mathematics
  - 2.OA1
  - 2.NBT.5
  - 2.NBT.6
  - 2.NBT.9
- *100 Snowmen* by Jen Arena
- *Lucky Beans* by Becky Birtha

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
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- Work in a small group
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- Follow all IEP modifications
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504 Plans:
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- Calculators
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- Higher level questioning
- Enriched assignments
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- Choice board to extend learning

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Grade: 2	Content Area: Mathematics

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
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Unit 8: Foundations of Multiplication	Duration: 10 days

New Jersey Student Learning Standards	
2.OA.C	**Work with equal groups of objects to gain foundations for multiplication**
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
2.G.A	**Reason with shapes and their attributes**
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

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Grade: 2	Content Area: Mathematics

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Career Readiness, Life Literacies & Key Skills	
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9.4.2.CI.2	Demonstrate originality and inventiveness in work.
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Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
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CLKS.7	Plan education and career paths aligned to personal goals.
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CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Lakewood Public School District Curriculum Guide

Grade: 2	Content Area: Mathematics

Knowledge & Skills

Enduring Understandings:

- Whole numbers are either even or odd.
- When a quantity or a number of objects can be paired the number is an even number.
- When a quantity or number of objects cannot be paired, the number is an odd number.

Essential Questions:

- How can I determine if a number is even or odd?
- How can we break a shape into equal-sized parts?
- How do arrays help us organize objects so we can count them efficiently?
- Why do rows and columns make counting easier and more accurate?
- What does it mean to write an equation that represents an array?
- What strategies can we use to figure out how many squares fit inside a rectangle?

Content

Students will know…

- Even numbers can be paired.
- Odd numbers cannot be paired.
- Even numbers are quantities that can be separated into two equal groups.
- Arrays can be described in terms of rows or columns (___ by ___).
- Determine the total number of objects in an array using addition.

Skills

Students will be able to …

- Make groups of 2 with a given quantity of counters to determine if the number is odd or even.
- Record an addition sentence to show that a number is odd or even.
- Make two equal groups to show that a number is even.
- Determine how many rows and columns are in a given array.
- Partition rectangles into a given number of equal rows and columns.
- Determine the number of squares within a partitioned rectangle.
- Write addition equations to represent arrays.
- Use addition to determine the total number of objects in an array.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Manipulatives
- Istation
- District Created Lessons (Unit 8)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy
- *Number Talks*

Supplemental Materials

- Illustrative Mathematics
  - 2.OA.3
  - 2.OA.4
  - 2.G.2
- *One Hundred Hungry Ants* by Elinor J. Pinczes

Grade: 2	Content Area: Mathematics

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests

Grade: 2	Content Area: Mathematics

- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 9: Time and Money	Duration: 10 days

New Jersey Student Learning Standards	
2.M.C	**Work with time and money**
2.M.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.M.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Grade: 2	Content Area: Mathematics

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others.

	• Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Grade: 2	Content Area: Mathematics

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Grade: 2	**Content Area: Mathematics**

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP ● SGO Assessment

Knowledge & Skills	
Enduring Understandings: ● There are 24 hours in a day. ● There are 60 minutes in an hour. ● 12 hours of the day are a.m. ● 12 hours of the day are p.m. ● Telling time to the hour on an analog clock. ● When recording time, we write hour:minutes. ● Each coin has a specified value. ● We can use skip-counting to find the total amount of money represented by a set of the same type of coin.	**Essential Questions:** ● How does telling time help us organize our day? ● Why do we measure time in hours and minutes? ● How can we read times on both analog and digital clocks? ● What does it mean to tell time to the nearest five minutes? ● Why is it important to understand the difference between a.m. and p.m.? ● How can we determine the value of a group of coins? ● How can we use different combinations of coins to make the same amount? ● What strategies help us count money accurately?
Content *Students will know…* ● The relative time of day that events happen. ● The numbers on the analog clock represent the hours. ● The numbers on the clock represent increments of 5 minutes.	**Skills** *Students will be able to …* ● Determine an appropriate time for a given event. ● Tell time to the hour on an analog clock. ● Write time __ : __ ● Tell time to the nearest 5 minutes. ● Draw the hands on an analog clock to show a given time to the nearest 5 minutes.

Grade: 2	Content Area: Mathematics

• How to read time shown on an analog clock. • How to read time shown on a digital clock. • Determine the value of a collection of coins. • Equivalent values can be represented with a variety of coins.	• Use skip-counting to determine the value of a set of coins (all coins the same). • Use skip-counting to determine the value of a collection of coins. • Use coins to show two ways to represent a given value.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Manipulatives
- Istation
- District Created Lessons (Unit 9)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy
- *Number Talks*

Supplemental Materials
- Illustrative Mathematics
  - 2.M.7
  - 2.M.8
- *What time is it?* By Luna Carr
- *The Penny Pot* by Stuart J. Murphy
- *How do you know what time it is?* By Robert E. Wells

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators

- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:
- Create an emotionally positive classroom climate.

Grade: 2	Content Area: Mathematics

- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 10: Data	Duration: 8 days

New Jersey Student Learning Standards	
2.DL.A	**Understand concepts of data**
2.DL.1	Understand that people collect data to answer questions. Understand that data can vary.
2.DL.2	Identify what could count as data (e.g., visuals, sounds, numbers).
2.DL.B	**Represent and interpret data**
2.DL.3	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2.DL.4	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies	
Self-Awareness	• Recognize one's feelings and thoughts. • Recognize the impact of one's feelings and thoughts on one's own behavior.

	• Recognize one's personal traits, strengths, and limitations. • Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. • Recognize the skills needed to establish and achieve personal and educational goals. • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	• Recognize and identify the thoughts, feelings, and perspectives of others. • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	• Develop, implement, and model effective problem-solving and critical thinking skills. • Identify the consequences associated with one's actions in order to make constructive choices. • Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

Grade: 2	Content Area: Mathematics

SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Grade: 2	**Content Area: Mathematics**

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Organize, represent and interpret data shown in a picture graph. ● Organize, represent and interpret data shown in a bar graph. ● Understand the scale on a bar graph.	**Essential Questions:** ● How can we organize information so it is easier to understand? ● Which type of data lends itself to being displayed in a picture graph? ● Which type of data lends itself to being displayed in a bar graph?

Grade: 2	Content Area: Mathematics

• Understand the labels of the categories on a bar graph. • Organize, represent and interpret data shown in a line plot. • Use efficient strategies to add and subtract within 100.	• Which type of data lends itself to being displayed in a line plot? • What questions can we answer by looking at a graph? • How does choosing categories and scales affect the meaning of a graph? • How can we collect information to display in a graph?
Content *Students will know…* • Interpret data in order to show it in a picture graph. • Interpret a picture graph to respond to questions about the data. • Interpret a bar graph to respond to questions about the data. • Interpret and display data in a bar graph. • Interpret a line plot to respond to questions about the data. • Interpret and display data in a line plot. • Use efficient addition and subtraction strategies to respond to questions about data in a graph.	**Skills** *Students will be able to …* • Create a picture graph with given data. • Respond to questions about data displayed in a picture graph. • Add and subtract to solve problems about data displayed in a graph (picture, bar, line plot). • Respond to questions about data displayed in a bar graph. • Create a bar graph with given data • Collect data from classmates and display data in a bar graph. • Respond to questions about data displayed in a line plot. • Create a line plot with given data. • Collect data from classmates and display data in a line plot.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
• Manipulatives
• Istation
• District Created Lessons (Unit 10)
• District Created Parent Resources
• Communicators
• Unit Review Jeopardy
• *Number Talks*
	Supplemental Materials
	• Illustrative Mathematics
	  ○ 2.DL.3
	  ○ 2.DL.4
	• *The Girl with a Mind for Math* by Julia Finley Mosca

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning

- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Special Education/Students with Disabilities:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:

- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
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- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models

Grade: 2	Content Area: Mathematics

- Modified assignments
- Brain breaks

Economically Disadvantaged:

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 11: Adding and Subtracting within 1000	Duration: 11 days

New Jersey Student Learning Standards	
2.OA.A	**Represent and solve problems involving addition and subtraction**
2.OA.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.
2.NBT.B	**Use place value understanding and properties of operations to add and subtract.**
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Grade: 2	Content Area: Mathematics

2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
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Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
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Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.

Grade: 2	Content Area: Mathematics

Relationship Skills	• Establish and maintain healthy relationships. • Utilize positive communication and social skills to interact effectively with others. • Identify ways to resist inappropriate social pressure. • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. • Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
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L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
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W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Grade: 2	Content Area: Mathematics

6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
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CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning

Lakewood Public School District Curriculum Guide

Grade: 2	Content Area: Mathematics

Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
Summative Assessments: ● Unit Assessment	**Benchmark Assessments:** ● Istation Diagnostic ● Monthly ISIP

Knowledge & Skills	
Enduring Understandings: ● Place value helps us understand the size and value of numbers. ● Two-digit numbers represent an amount of tens and ones. ● Bar models can be used to understand and organize word problems. ● A ten is composed of 10 ones. ● Fluency for addition and subtraction within 10. ● Numbers can be broken apart and put together in different ways to make computation easier. ● Efficient strategies can make solving addition and subtraction problems faster and more accurate. ● Use place value to add and subtract within 100. ● Models, drawings, and equations help us make sense of our thinking. ● Bar models can be used to understand and organize word problems. ● Different types of problems require different strategies.	**Essential Questions:** ● How does place value help us add and subtract numbers accurately? ● What strategies can we use to add and subtract numbers efficiently? ● How can breaking apart numbers help make addition and subtraction easier? ● Why do some strategies work better than others depending on the numbers? ● How do models, drawings,or equations help us understand addition and subtraction? ● How can we use addition and subtraction to solve real-life problems? ● How do we decide whether to add or subtract when solving a word problem? ● What strategies can help us solve two-step word problems accurately? ● How can pictures, models, or equations help us understand and solve a problem? ● How are different types of word problem situations (add to, take from, compare, put together) alike and different?
Content *Students will know…*	**Skills** *Students will be able to …*

Grade: 2	Content Area: Mathematics

• Writing numbers in expanded form allows us to show the values of the digits that make up the number. • When adding three-digit numbers, we add hundreds to hundreds, tens to tens and ones to ones. • We can use knowledge of small facts when using partial-sums to add. • Base-10 blocks can be used to model addition and subtraction. • Bar models can be used to understand and organize word problems. • Solve two-step word problems.	• Add four two-digit addends using place value strategies.Use partial-sums to add two two-digit numbers • Use partial-sums to add within 1000. • Model partial-sums with base-10 blocks. • Record partial-sums addition. • Use partial-difference to subtract within 1000. • Model partial-differences with base-10 blocks. • Record partial-differences subtraction. • Sketch a bar model to organize and understand information presented in a word problem. • Model thinking on an open number line.

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- Manipulatives
- Istation
- District Created Lessons (Unit 11)
- District Created Parent Resources
- Communicators
- Unit Review Jeopardy
- *Number Talks*

Supplemental Materials
- Illustrative Mathematics
  - 2.NBT.7
  - 2.NBT.8
  - 2.NBT.9

Suggested Accommodations

English Language Learners:
- Multi-sensory instruction
- Flexible grouping
- Small group instruction
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Chunking information
- Scaffolded questioning
- Manipulatives/concrete models
- Pre-Teach vocabulary
- Co-Constructed Word Banks
- Anchor charts
- Gradual release model
- Visual models
- Hands-on activities
- Native language support when possible
- Sheltered English Instruction Strategies
- Sentence starters

Grade: 2	Content Area: Mathematics

Special Education/Students with Disabilities:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Follow all IEP modifications
- Calculators
- Manipulatives/concrete models
- Directions repeated, clarified, and reworded
- Breakdown task into manageable parts

504 Plans:
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Calculators
- Manipulatives/concrete models
- Follow all 504 modifications

Gifted and Talented:
- Higher level questioning
- Enriched assignments
- Tiered assignments
- Choice board to extend learning

Students at Risk of Failure:
- Provide peer tutoring
- Use a strong student as a “buddy”
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Chunking information
- Scaffolded questioning
- Tiered activities
- Manipulatives/concrete models
- Modified assignments
- Brain breaks

Economically Disadvantaged:
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words

Grade: 2	Content Area: Mathematics

- Sentence starters
- Prompting and cueing
- Activate schema
- Build background knowledge

Culturally Diverse:

- Create an emotionally positive classroom climate.
- Create effective communication
- Model and teach cultural respect
- Build relationships with students by interviewing students to understand their background

Unit 12: Reason with Shapes and their Attributes	Duration: 5 days

New Jersey Student Learning Standards	
2.G.A	**Reason with shapes and their attributes**
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.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.

New Jersey Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.4	Model with mathematics.
MP.5	Use appropriate tools strategically.
MP.6	Attend to precision.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.

New Jersey Social and Emotional Competencies and Sub-Competencies

Grade: 2	Content Area: Mathematics

Self-Awareness	● Recognize one's feelings and thoughts. ● Recognize the impact of one's feelings and thoughts on one's own behavior. ● Recognize one's personal traits, strengths, and limitations. ● Recognize the importance of self-confidence in handling daily tasks and challenges.
Self-Management	● Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
Social Awareness	● Recognize and identify the thoughts, feelings, and perspectives of others. ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Demonstrate an awareness of the expectations for social interactions in a variety of settings.
Responsible Decision Making	● Develop, implement, and model effective problem-solving and critical thinking skills. ● Identify the consequences associated with one's actions in order to make constructive choices. ● Evaluate personal, ethical, safety, and civic impact of decisions.
Relationship Skills	● Establish and maintain healthy relationships. ● Utilize positive communication and social skills to interact effectively with others. ● Identify ways to resist inappropriate social pressure. ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. ● Identify who, when, where, or how to seek help for oneself or others when needed.

Interdisciplinary Connections	
ELA Standards	
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.2.1	Demonstrate command of the conventions of writing.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for answers.
RI.MF.2.6	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grade: 2	Content Area: Mathematics

W.IW.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon norms for discussion (e.g., gaining the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversation by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.ES.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.UM.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Social Studies Standards	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.

Computer Science & Design Thinking	
8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies & Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.

Grade: 2	Content Area: Mathematics

9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
CLKS.1	Act as a responsible and contributing community member and employee.
CLKS.2	Attend to financial well-being.
CLKS.3	Consider the environmental, social and economic impacts of decisions.
CLKS.4	Demonstrate creativity and innovation.
CLKS.5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS.6	Model integrity, ethical leadership and effective management.
CLKS.7	Plan education and career paths aligned to personal goals.
CLKS.8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS.9	Work productively in teams while using cultural/global competence.

Evidence of Student Learning	
Formative Tasks: ● Teacher observations ● Class discussions ● Whiteboard/Communicators ● Math routine responses ● Daily DOLs ● Daily classwork ● Checks for understanding ● Spiral Quizzes ● Fluency Quizzes ● *Number Talks*	**Alternative Assessments:** ● Oral assessments ● Istation
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Knowledge & Skills	
Enduring Understandings: ● Shapes have specific attributes that help us identify and classify them.	**Essential Questions:** ● What attributes help us describe and classify shapes?

• Two-dimensional and three-dimensional shapes have different properties. • Attributes determine the category a shape belongs to. • Shapes can look different but still belong to the same category. • Drawing shapes helps us better understand their structure and attributes. • A whole can be divided into equal shares, and the number of shares affects their size. • Equal shares must be the same size, but they do not have to be the same shape.	• Why do some shapes belong in the same group? • How can shapes look differently yet still be the same type of shape? • What does it mean to divide a whole into equal parts? • How can equal shares look different and still represent the same amount?
Content *Students will know…* • Distinguish between defining and non-defining attributes. • Determine the number of sides and angles a given shape has. • Identify shapes with a specified attribute. • Connect the names of shapes with their attributes.	**Skills** *Students will be able to …* • Build and draw shapes with specified attributes. • Count sides, angles, and faces of various shapes. • Name a shape based on its attributes. • When given a partitioned rectangle, name the shares being shown. • Determine how many shares make a whole.

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• District Created Parent Resources
• Communicators
• Unit Review Jeopardy
• *Number Talks*
	Supplemental Materials
	• Illustrative Mathematics
	  ○ 2.G.1
	  ○ 2.G.3
	• *Eating Fractions* by Bruce McMillan
	• *Flat Shapes! Solid Shapes!* By Katie Durgin-Bruce

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