

# Second Grade Mathematics

## Chapter One: Apply Addition and Subtraction Concepts

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS for Mathematics

- **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.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.

##### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- use addition and subtraction properties.
- count on and count back to solve addition and subtraction word problems.
- use related facts to complete fact families.
- use doubles to fluently add and subtract.
- make a 10 to help add.

#### Essential/Guiding Question:

- What strategies can I use to add and subtract?

#### Content:

- Addition Properties
- Count On to Add
- Doubles and Near Doubles
- Make a 10
- Add Three Numbers
- Problem Solving Strategy: Write a Number Sentence
- Count Back to Subtract
- Subtract All and Subtract Zero
- Use Doubles to Subtract
- Relate Addition and Subtraction
- Missing Addends
- Fact Families
- Two-Step Word Problems

#### Skills (Objectives):

- Use the Commutative Property and the Identity Property to find sums.
- Use a number line to count on when adding.
- Use doubles and near doubles to find sums.
- Make a 10 to solve addition problems
- Add three numbers to find the sum.
- Write a number sentence to solve problems.
- Count back to find the difference.
- Subtract zero or subtract all to find the difference.
- Use doubles facts to find the difference.
- Use addition facts to subtract.
- Use subtraction facts to help find missing addends.
- Use related facts to write fact families.
- Solve word problems that involve two steps.

#### Interdisciplinary Connection(s):

##### NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.



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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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

## **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## **NJSLS for Career Readiness, Life Literacies and Key Skills**

- **9.1.2.CR.2** - List ways to give back, including making donations, volunteering, and starting a business.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.1.2.PB.2** - Explain why an individual would choose to save money.
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** - Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.3** - Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.4** - Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic).
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.



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## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 1 - Assessment
- Chapter 1 - Performance Task

### Benchmark Assessment:

- N/A

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Let's Find Some Animals!"
- View online video to spark a discussion about how math is used in planning a trip to see animals.
- Introduce the Essential Question: "What strategies can I use to add and subtract?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete "My Math Words" activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete "My Vocabulary Cards" activity.

### Resources:

#### TE pg. 1

- TE/SE pg. 1
- Online Video
- TE/SE pg. 1

#### TE/SE pg. 3

#### TE/SE pg. 4

- Review Vocabulary - add, subtract, minus sign (-), plus sign (+)

#### TE/SE pg. 5-8

- New Vocabulary - add, addend, count back, count on, difference, doubles, fact family, missing



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<p><b>My Foldable</b></p> <ul style="list-style-type: none"> <li>This foldable encourages the use of the Commutative Property of addition to find sums of numbers. Complete the “My Foldable” activities.</li> </ul> <p><b>Wrap Up</b></p> <ul style="list-style-type: none"> <li>Math At Home: Family Letter - Student signs it and presents it to parents/guardians.</li> </ul> <p><a href="#"><u>Learning Opportunities/Strategies:</u></a>  <b>Lesson 1: Addition Properties</b></p> <p><b>Objective:</b> Students will use the Commutative Property and the Identity Property to find sums.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “What strategies can I use to add and subtract?”</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “Why is the sum the same when you find <math>3+2</math> or <math>2+3</math>?”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><a href="#"><u>Learning Opportunities/Strategies:</u></a>  <b>Lesson 2 - Count On to Add</b></p> <p><b>Objective:</b> Students will use a number line to count on when adding.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p>	<p>addend, near doubles, related facts, subtract, sum</p> <p><b>TE/SE pg. 9-10</b></p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>Must print letter</li> </ul> <p><a href="#"><u>Resources:</u></a>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>TE pg. 11A-11B</b></p> <ul style="list-style-type: none"> <li>New Vocabulary - sum, add, addend</li> </ul> <p><b>TE pg. 11B</b></p> <p><b>TE/SE pg. 11-13</b></p> <p><b>TE pg. 14</b></p> <p><b>TE pg. 15-16</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share TE pg. 16, paper</li> <li>SE pg. 15-16</li> </ul> <p><a href="#"><u>Resources:</u></a>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 17A-17B</b></p>
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<ul style="list-style-type: none"> <li>Remind students of the Essential Question: "What strategies can I use to add and subtract?"</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: "Why should you count on from the greater addend?"</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 3 - Doubles and Near Doubles</b></p> <p><b>Objective:</b> Students will use doubles and near doubles to find sums.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: "What strategies can I use to add and subtract?"</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: "How can you use doubles and near doubles to remember 5+5? 5+6?"</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p>	<ul style="list-style-type: none"> <li>New Vocabulary - count on</li> </ul> <p><b>TE pg. 17B</b></p> <p><b>TE/SE pg. 17-19</b></p> <ul style="list-style-type: none"> <li>Crayons</li> </ul> <p><b>TE/SE pg. 20</b></p> <p><b>TE pg. 21-22</b></p> <ul style="list-style-type: none"> <li>Response Cards TE pg. 22, write-on/wipe off boards, dry erase markers</li> <li>SE pg. 21-22</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 23A-23B</b></p> <ul style="list-style-type: none"> <li>New Vocabulary - doubles, near doubles</li> </ul> <p><b>TE pg. 23B</b></p> <p><b>TE/SE pg. 23-25</b></p> <ul style="list-style-type: none"> <li>Various manipulatives</li> </ul> <p><b>TE/SE pg. 26</b></p>
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# Second Grade Mathematics

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Make a 10

**Objective:** Students will make a 10 to solve addition problems.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "What strategies can I use to add and subtract?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Name all the facts you know that have a sum of 10."
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Add Three Numbers

**Objective:** Students will add three numbers to find a sum.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "What strategies can I use to add and subtract?"

## TE pg. 27-28

- Think-Pair-Share TE pg. 28
- SE pg. 27-28

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 29A-29B

- Review Vocabulary - sum, ten

## TE pg. 29B

- Various objects

## TE/SE pg. 29-31

- Cups, two-color counters
- Two-color counters, Work Mat 2

- Two-color counters, Work Mat 2

## TE/SE pg. 32

## TE pg. 33-34

- Response Cards TE pg. 34, write-on/wipe-off boards, dry erase markers
- SE pg. 33-34

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 35A-B



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<ul style="list-style-type: none"> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How do you decide which two numbers to add first when adding three numbers?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><a href="#">Learning Opportunities/Strategies:</a></p> <p><b>Lesson 6 - Problem Solving Strategy: Write a Number Sentence</b></p> <p><b>Objective:</b> Students will write a number sentence to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “What strategies can I use to add and subtract?”</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review Vocabulary - group</li> </ul> <p><b>TE pg. 35B</b></p> <p><b>TE/SE pg. 35-37</b></p> <ul style="list-style-type: none"> <li>• Two-color counters</li> </ul> <p><b>TE/SE pg. 38</b></p> <p><b>TE pg. 39-40</b></p> <ul style="list-style-type: none"> <li>• Journal Writing TE pg. 40, paper</li> <li>• SE pg. 39-40</li> </ul> <p><a href="#">Resources:</a></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 41A-B</b></p> <ul style="list-style-type: none"> <li>• TE pg. 41B, connecting cubes, write-on/wipe-off boards, dry erase markers</li> <li>• TE/SE pg. 41</li> </ul> <p><b>TE/SE pg. 42</b></p> <p><b>TE/SE pg. 43-44</b></p> <p><b>TE pg. 45-46</b></p> <ul style="list-style-type: none"> <li>• Journal Writing TE pg. 46, paper</li> </ul>
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<ul style="list-style-type: none"><li>• Assign homework</li></ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 7 - Count Back to Subtract</b></p> <p><b>Objective:</b> Students will count back to find the difference.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: "What strategies can I use to add and subtract?"</li><li>• Developing Vocabulary</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p> <ul style="list-style-type: none"><li>• Investigate the Math: Explore, Model, Extend</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: "Explain how you count back on a number line to subtract."</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 8 - Subtract All and Subtract Zero</b></p> <p><b>Objective:</b> Students will subtract zero or subtract all to find the difference.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: "What strategies can I use to add and subtract?"</li><li>• Developing Vocabulary</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p>	<ul style="list-style-type: none"><li>• SE pg. 45-46</li></ul> <p><b><u>Resources:</u></b></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 49A-B</b></p> <ul style="list-style-type: none"><li>• New Vocabulary - difference, count back, subtract</li></ul> <p><b>TE pg. 49B</b></p> <p><b>TE/SE pg. 49-51</b></p> <ul style="list-style-type: none"><li>• Crayons</li></ul> <p><b>TE/SE pg. 52</b></p> <p><b>TE pg. 53-54</b></p> <ul style="list-style-type: none"><li>• Response Cards TE pg. 54, write-on/wipe-off boards, dry erase markers</li><li>• SE pg. 53-54</li></ul> <p><b><u>Resources:</u></b></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 55A-B</b></p> <ul style="list-style-type: none"><li>• Review Vocabulary - zero</li></ul> <p><b>TE pg. 55B</b></p>
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## Second Grade Mathematics

- Investigate the Math: Explore, Model, Extend

### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how you know  $8-8=0$  and  $8-0=8$ .”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

## Lesson 9 - Use Doubles to Subtract

**Objective:** Students will use doubles facts to find the difference.

**Review Homework:** Review homework problems as needed.

### Launch:

- Remind students of the Essential Question: "What strategies can I use to add and subtract?"
- Developing Vocabulary
- Problem of the Day

### Build:

- Investigate the Math: Explore, Model, Extend

### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how you can use a doubles fact to subtract.”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

**TE/SE pg. 55-57**

**TE/SE pg. 58**

**TE pg. 59-60**

- Quick Draw TE pg. 60, paper
- SE pg. 59-60

### Resources:

**Follow corresponding Lesson Presentation Slides.**

## Student Homework Page

**TE pg. 61A-B**

- Review Vocabulary - doubles

**TE pg. 61B**

**TE/SE pg. 61-63**

- Connecting cubes
- Connecting cubes

TE/SE pg. 64

**TE pg. 65-66**

- Response Cards TE pg. 66, index cards
- SE pg. 65-66



# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Lesson 10 - Relate Addition and Subtraction

**Objective:** Students will use addition facts to subtract.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "What strategies can I use to add and subtract?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Explain how addition and subtraction are related."
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 11 - Missing Addends

**Objective:** Students will use subtraction facts to help find missing addends.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "What strategies can I use to add and subtract?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 69A-B

- New Vocabulary - related facts

TE pg. 69B

TE/SE pg. 69-71

- Two-color counters

TE/SE pg. 72

TE pg. 73-74

- Think-Pair-Share TE pg. 74
- SE pg. 73-74

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 75A-B

- New Vocabulary - missing addend

TE pg. 75B

TE/SE pg. 75-77



# Second Grade Mathematics

<ul style="list-style-type: none"><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “How do you find the missing addend in <math>5 + \rightarrow = 13</math>?”</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u> <b>Lesson 12 - Fact Families</b></p> <p><b>Objective:</b> Students will use related facts to write fact families.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: “What strategies can I use to add and subtract?”</li><li>• Developing Vocabulary</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p> <ul style="list-style-type: none"><li>• Investigate the Math: Explore, Model, Extend</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “What are the related facts in the fact family 9, 9, 18?”</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u> <b>Chapter 1 Project (use after lesson 12) - Math Posters</b></p>	<p><b>TE/SE pg. 78</b></p> <p><b>TE pg. 79-80</b></p> <ul style="list-style-type: none"><li>• Journal Writing TE pg. 80, paper</li><li>• SE pg. 79-80</li></ul> <p><u><a href="#">Resources:</a></u> <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 81A-B</b></p> <ul style="list-style-type: none"><li>• New Vocabulary - fact family</li></ul> <p><b>TE pg. 81B</b></p> <p><b>TE/SE pg. 81-83</b></p> <ul style="list-style-type: none"><li>• (0-5) number cubes</li></ul> <p><b>TE/SE pg. 84</b></p> <p><b>TE pg. 85-86</b></p> <ul style="list-style-type: none"><li>• Journal Writing TE pg. 86, paper</li><li>• SE pg. 85-86</li></ul> <p><u><a href="#">Resources:</a></u> <b>TE/SE pg. 2</b></p>
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# Second Grade Mathematics

**Essential Question:** Remind students of the Essential Question: “What strategies can I use to add and subtract?”

**Objective:** Create a poster to illustrate Chapter 1 vocabulary words.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 3-5

**Project:**

- Students create posters that illustrate Chapter 1 vocabulary words.
  - Provide each group with specific vocabulary terms from the chapter so that all of the vocabulary words in the chapter are defined.
  - Ask groups to design separate posters on the student page to explain or illustrate their set of vocabulary terms. Have each group glue the pages onto their group’s poster board.

**Wrap Up:**

- Share with class and display.

**Learning Opportunities/Strategies:**

## Lesson 13 - Two-Step Word Problems

**Objective:** Students will solve word problems that involve two steps.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “What strategies can I use to add and subtract?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how to solve a two-step word problem.”
- Independent Practice

## Student Homework Page

**TE/SE pg. 2**

- poster board, crayons, pencils, glue

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

## Student Homework Page

**TE pg. 87A-B**

- Review Vocabulary - add, subtract

**TE pg. 87B**

**TE/SE pg. 87-89**

- Two-color counters



# Second Grade Mathematics

<p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 1 Review and Reflect</b></p> <p><b>Objective:</b> Assess students' understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: "What strategies can I use to add and subtract?"</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Check</li> <li>• Concept Check</li> <li>• Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b>TE/SE pg. 90</b></p> <p><b>TE pg. 91-92</b></p> <ul style="list-style-type: none"> <li>• Response Cards TE pg. 92, write-on/wipe-off board, dry erase marker</li> <li>• SE pg. 91-92</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 95</b>  <b>TE/SE pg. 96</b>  <b>TE/SE pg. 97</b></p> <p><b>TE/SE pg. 98</b></p> <p><b>TE/SE pg. 93-94</b></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Beyond Level"</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to "On Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Approaching Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Approaching Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>individualized learning path</p> <ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Two: Number Patterns

### Stage 1: Desired Results

#### Standards & Indicators: NJSLS for Mathematics



# Second Grade Mathematics

- **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.NBT.2.** - Count within 1000; skip-count by 5s, 10s, and 100s.

## **NJSLS for Mathematical Practice**

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

## **Central Idea / Enduring Understanding:**

Students will...

- skip count by 2s, 5s, and 10s.
- use repeated addition to find the total number of objects when the objects are in equal groups.
- identify even and odd numbers and determine two equal addends of an even number.

## **Essential/Guiding Question:**

- How can equal groups help me add?

## **Content:**

- Skip Count on a Hundred Chart
- Skip Count by 2s, 5s, and 10s
- Problem Solving Strategy: Find a Pattern
- Repeated Addition
- Repeated Addition with Arrays
- Even and Odd Numbers
- Sums of Equal Numbers

## **Skills (Objectives):**

- Use patterns to skip count.
- Model skip counting to find the total in equal groups.
- Find a pattern to solve problems.
- Use repeated addition to add equal groups.
- Use arrays with repeated addition.
- Find even and odd numbers in number patterns.
- Find sums of equal numbers.

## **Interdisciplinary Connection(s):**

## **NJSLS for Literacy**

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills



# Second Grade Mathematics

## **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## **Stage 2: Assessment Evidence**

### **Diagnostic Assessment:**

- Am I Ready?

### **Formative Assessments:**

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw

### **Summative Assessment:**

- My Review
- Reflect
- Chapter 2 - Assessment
- Chapter 2 - Performance Task

### **Benchmark Assessment:**

- N/A



# Second Grade Mathematics

- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, “We’re going to the Desert”.
- View online video to spark a discussion about how math is used in planning a trip to the desert.
- Introduce the Essential Question: “How can equal groups help me add?”

#### Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete “My Math Words” activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

#### My Foldable

- This foldable requires students to use repeated addition to describe arrays. Complete the “My Foldable” activities.

#### Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

### Learning Opportunities/Strategies:

#### Lesson 1: Skip Count On a Hundred Chart

**Objective:** Students will use patterns to skip count.

### Resources:

#### TE pg. 99

- TE/SE pg. 99
- Online Video
- TE/SE pg. 99

#### TE/SE pg. 101

#### TE/SE pg. 102

- Review Vocabulary - addends, sum

#### TE/SE pg. 103-104

- New Vocabulary - array, equal groups, even, odd, repeated addition, skip count

#### TE/SE pg. 105-106

#### Online

- Must print letter

### Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

## Launch:

- Remind students of the Essential Question: "How can equal groups help me add?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "When would you use skip counting?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 2 - Skip count by 2s, 5s, and 10s

**Objective:** Students will model skip counting to find the total in equal groups.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can equal groups help me add?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Create a skip counting story for Exercise 3."
- Independent Practice

## Apply:

## TE pg. 107A-B

- New Vocabulary - skip count

## TE pg. 107B

## TE/SE pg. 107-109

- Crayons

## TE pg. 110

## TE pg. 111-112

- Response Cards TE pg. 112, index cards
- SE pg. 111-112

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 113A-B

- New Vocabulary - equal groups

## TE pg. 113B

## TE/SE pg. 113-115

- Two-color counters
- Two-color counters

- Two-color counters

## TE/SE pg. 116



# Second Grade Mathematics

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Problem Solving Strategy: Find a Pattern

**Objective:** Students will find a pattern to solve problems.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can equal groups help me add?"
- Problem of the Day

## Build:

- Prepare
- Learn the Strategy

## Practice:

- Practice the Strategy

## Apply:

- Apply the Strategy
- Review the Strategy

## Wrap Up:

- Complete formative assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Repeated Addition

**Objective:** Students will use repeated addition to add equal groups.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can equal groups help me add?"
- Developing Vocabulary
- Problem of the Day

## TE pg. 117-118

- Journal Writing TE pg. 118, paper
- SE pg. 117-118

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 119A-B

## TE pg. 119B

- TE pg. 119B, connecting cubes, write-on/wipe-off boards, dry erase markers
- TE/SE pg. 119

## TE/SE pg. 120

## TE/SE pg. 121-122

## TE pg. 123-124

- Response Boards TE pg. 124, write-on/wipe-off boards, dry erase markers
- SE pg. 123-124

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 127A-B

- New Vocabulary - repeated addition



# Second Grade Mathematics

<p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “Create a story for <math>2+2+2+2+2</math>.”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Lesson 5 - Repeated Addition with Arrays</b></p> <p><b>Objective:</b> Students will use arrays with repeated addition.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How can equal groups help me add?”</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “How can arrays help you add?”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul>	<p><b>TE pg. 127B</b></p> <p><b>TE/SE pg. 127-129</b></p> <ul style="list-style-type: none"> <li>Connecting cubes</li> <li>Connecting cubes</li> </ul> <p><b>TE/SE pg. 130</b></p> <p><b>TE pg. 131-132</b></p> <ul style="list-style-type: none"> <li>Response Cards TE pg. 132, index cards</li> <li>SE pg. 131-132</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 133A-B</b></p> <ul style="list-style-type: none"> <li>New Vocabulary - array</li> </ul> <p><b>TE pg. 133B</b></p> <p><b>TE/SE pg. 133-135</b></p> <ul style="list-style-type: none"> <li>Connecting cubes, crayons</li> </ul> <p><b>TE/SE pg. 136</b></p> <p><b>TE pg. 137-138</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share TE pg. 138, grid paper</li> <li>SE pg. 137-138</li> </ul>
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# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Lesson 6 - Even and Odd Numbers

**Objective:** Students will find even and odd numbers in number patterns.

**Review Homework:** Review homework problems as needed.

#### **Launch:**

- Remind students of the Essential Question: "How can equal groups help me add?"
- Developing Vocabulary
- Problem of the Day

#### **Build:**

- Investigate the Math: Explore, Model, Extend

#### **Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "When might you use even and odd numbers?"
- Independent Practice

#### **Apply:**

- Problem Solving
- Brain Builders

#### **Wrap Up:**

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 7 - Sum of Equal Numbers

**Objective:** Students will find sums of equal numbers.

**Review Homework:** Review homework problems as needed.

#### **Launch:**

- Remind students of the Essential Question: "How can equal groups help me add?"
- Developing Vocabulary
- Problem of the Day

#### **Build:**

- Investigate the Math: Explore, Model, Extend

#### **Practice:**

- Math in My World

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 139A-B

- New Vocabulary - even, odd

#### TE pg. 139B

#### TE/SE pg. 139-141

- (5-10) number cubes, connecting cubes
- Connecting cubes

- Connecting cubes

#### TE/SE pg. 142

#### TE pg. 143-144

- Think-Pair-Share TE pg. 144
- SE pg. 143-144

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 145A-B

- Review Vocabulary - sum, addend

#### TE pg. 145B

#### TE/SE pg. 145-147

- Connecting cubes



# Second Grade Mathematics

- Guided Practice
- Talk Math
  - Students turn and talk: “How did you find the equal addends that make each sum?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Chapter 2 Project (use after lesson 7) - Math Posters

**Essential Question:** Remind students of the Essential Question: “How can equal groups help me add?”

**Objective:** Create a poster to illustrate Chapter 2 math concepts.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 3-5

## Project:

- Students create posters that illustrate Chapter 2 math concepts.
  - Provide groups with a list of chapter concepts (array, skip counting, equal groups, repeated addition, even, odd, patterns, sums of equal addends).
  - Ask groups to work together to define or illustrate as many concepts as possible on each group member’s student pages. Have each group glue the pages onto their group’s poster board.

## Wrap Up:

- Share with class and display.

## Learning Opportunities/Strategies:

### Chapter 2 Review and Reflect

**Objective:** Assess students’ understanding of the vocabulary and key concepts in this chapter.

**Review Homework:** Review homework problems as needed.

TE/SE pg. 148

TE pg. 149-150

- Journal Writing TE pg. 150, paper
- SE pg. 149-150

## Resources:

TE/SE pg. 100

## Student Homework Page

TE/SE pg. 100

- poster board, crayons, markers, colored pencils, pencils, glue

## Resources:

## Student Homework Page



## Second Grade Mathematics

<b>Essential Question</b> <ul style="list-style-type: none"><li>Remind students of the Essential Question: “How can equal groups help me add?”</li></ul>			
<b>Review</b> <ul style="list-style-type: none"><li>Vocabulary Check</li><li>Concept Check</li><li>Brain Builders</li></ul>		TE/SE pg. 153 TE/SE pg. 153-154 TE/SE pg. 155	
<b>Reflect</b>		TE/SE pg. 156	
<b>Assign homework</b>		TE/SE pg. 151-152	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Small Group</p> <ul style="list-style-type: none"><li>Utilize gradual release model</li><li>Modify problem set to “Beyond Level”</li><li>Focus on critical thinking questions at the end of the lesson.</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>Participate in RedBird Math individualized learning path</li><li>Participate in Reflex Math individualized learning path</li><li>Utilize McGraw Hill eTools for online manipulative support</li><li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li><li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li><li>Utilize the McGraw Hill English Language Learner Guide to provide</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>Utilize gradual release model</li><li>Modify problem set to “On Level”</li><li>Utilize “Reteach” problem-set to model questions.</li><li>Focus on critical thinking questions at the end of the lesson.</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>Participate in RedBird Math individualized learning path</li><li>Participate in Reflex Math individualized learning path</li><li>Utilize McGraw Hill eTools for online manipulative support</li><li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li><li>Utilize McGraw Hill online lesson animations to</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>Utilize gradual release model</li><li>Modify problem set to “Approaching Level”</li><li>Utilize “Reteach” problem-set to model questions.</li><li>Focus on critical thinking questions at the end of the lesson.</li><li>Pair with on grade level or higher-achieving students to problem solve</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>Participate in RedBird Math individualized learning path</li><li>Participate in Reflex Math individualized learning path</li><li>Utilize McGraw Hill eTools for online manipulative support</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>Utilize gradual release model</li><li>Modify problem set to “Approaching Level”</li><li>Utilize “Reteach” problem-set to model questions.</li><li>Focus on critical thinking questions at the end of the lesson.</li><li>Pair with on grade level or higher-achieving students to problem solve</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>Participate in RedBird Math individualized learning path</li><li>Participate in Reflex Math individualized learning path</li><li>Utilize McGraw Hill eTools for online manipulative support</li></ul>



## Second Grade Mathematics

	<p>demonstrate a model/sample</p> <ul style="list-style-type: none"> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Three: Add Two-Digit Numbers

#### Stage 1: Desired Results

##### Standards & Indicators:

##### NJSLS for Mathematics

- 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.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.

##### NJSLS for Mathematical Practice

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



# Second Grade Mathematics

<p><b><u>Central Idea / Enduring Understanding:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• add two two-digit numbers by taking apart and making numbers that end in zero.</li> <li>• regroup ones as tens when adding two-digit numbers.</li> <li>• add three and four two-digit numbers.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How can I add two-digit numbers?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Take Apart Tens to Add</li> <li>• Regroup Ones as Tens</li> <li>• Add to a Two-Digit Number</li> <li>• Add Two-Digit Numbers</li> <li>• Rewrite Two-Digit Addition</li> <li>• Add Three and Four Two-Digit Numbers</li> <li>• Problem Solving Strategy: Make a Model</li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Take apart an addend to make a ten to add.</li> <li>• Use models to regroup ones as tens to add.</li> <li>• Add one-digit numbers and two-digit numbers.</li> <li>• Add two-digit numbers.</li> <li>• Rewrite horizontal addition problems vertically to add.</li> <li>• Add three and four two-digit numbers.</li> </ul>
<p><b><u>Interdisciplinary Connection(s):</u></b></p> <p><b><u>NJSLS for Literacy</u></b></p> <ul style="list-style-type: none"> <li>• <b>L.RF.2.3.</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• <b>L.RF.2.4.</b> - Read with sufficient accuracy and fluency to support comprehension.</li> <li>• <b>SL.PE.2.1.</b> - Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> <li>• <b>SL.II.2.2.</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• <b>SL.ES.2.3.</b> - 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.</li> <li>• <b>S.PI.2.4.</b> - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• <b>SL.UM.2.5.</b> - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <b>SL.AS.2.6.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• <b>L.WF.2.1.</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>L.WF.2.3.</b> - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills</li> </ul> <p><b><u>NJSLS for Science</u></b></p> <ul style="list-style-type: none"> <li>• <b>K-2-ETS1-1</b> - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• <b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> </ul> <p><b><u>NJSLS for Social Studies (Performance Expectations)</u></b></p> <ul style="list-style-type: none"> <li>• <b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> <li>• <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> <li>• <b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul> <p><b><u>NJSLS for Career Readiness, Life Literacies, and Key Skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>9.1.2.CR.1</b> - Recognize ways to volunteer in the classroom, school and community.</li> </ul>	



## Second Grade Mathematics

- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

### Stage 2: Assessment Evidence

#### Diagnostic Assessment:

- Am I Ready?

#### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

#### Summative Assessment:

- My Review
- Reflect
- Chapter 3 - Assessment
- Chapter 3 - Performance Task

#### Benchmark Assessment:

- Benchmark Assessment

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

##### **Chapter Introduction**

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Resources:



# Second Grade Mathematics

## Chapter Introduction:

- Introduce the chapter by discussing the theme, “I Like Teamwork!”
- View online video to spark a discussion about how math is used in teamwork.
- Introduce the Essential Question: “How can I add two-digit numbers?”

## Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

## My Math Words

- Review vocabulary words and complete “My Math Words” activity.

## My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

## My Foldable

- This foldable provides guidance in regrouping ones as tens when adding two two-digit numbers. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Take Apart Tens to Add

**Objective:** Students will take apart an addend to make a ten to add.

## Launch:

- Remind students of the Essential Question: “How can I add two-digit numbers?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math

## TE pg. 157

- TE/SE pg. 157
- Online Video
- TE/SE pg. 157

## TE/SE pg. 159

## TE/SE pg. 160

- Review Vocabulary - addends, sum, add

## TE/SE pg. 161-162

- New Vocabulary - regroup

## TE/SE pg. 163-164

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

## TE pg. 165A-B

- Review Vocabulary - addend

## TE pg. 165B

## TE/SE pg. 165-167

- Base-ten blocks



## Second Grade Mathematics

<ul style="list-style-type: none"><li>○ Students turn and talk: “How do you decide which addend to take apart when adding?”</li><li>● Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>● Problem Solving</li><li>● Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>● Complete Formative Assessment</li><li>● Assign homework</li></ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Chapter 3 Project (use after lesson 1) - A Guide to Adding Two-Digit Numbers</b></p> <p><b>Essential Question:</b> Remind students of the Essential Question: “How can I add two-digit numbers?”</p> <p><b>Objective:</b> Students will explain and illustrate different ways to add two-digit numbers.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Students per Group:</b> 3-5</p> <p><b>Project:</b></p> <ul style="list-style-type: none"><li>● Groups create separate pages that explain and illustrate different ways to add two-digit numbers.<ul style="list-style-type: none"><li>○ Place students into groups. Have them work together to create a guide to adding two-digit numbers.</li><li>○ After each lesson, have groups show how to solve each concept that was learned that day on a blank piece of paper. The groups can include vocabulary, write definitions, create examples, and number the steps that tell how to work through each strategy.</li><li>○ After the last lesson, have each group create a cover for their two-digit addition guide using their student project page.</li><li>○ After all of the pages of the guide have been completed, bind or staple all of their pages together.</li></ul></li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>● Share with class and display.</li></ul>	<p><b>TE pg. 168</b></p> <p><b>TE pg. 169-170</b></p> <ul style="list-style-type: none"><li>● Think-Pair-Share TE pg. 170</li><li>● SE pg. 169-170</li></ul> <p><b><u>Resources:</u></b></p> <p><b>TE/SE pg. 158</b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 158</b></p> <ul style="list-style-type: none"><li>● pencils, crayons, blank pieces of paper</li></ul>
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# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Lesson 2 - Regroup Ones as Tens

**Objective:** Students will use models to regroup ones as tens to add.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How do you know if you need to regroup?"
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Add to a Two-Digit Number

**Objective:** Students will add one-digit numbers and two-digit numbers.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 171A-B

- New Vocabulary - regroup

TE pg. 171B

TE/SE pg. 171-173

- Base-ten blocks
- Base-ten blocks, Work Mat 6

- Base-ten blocks, Work Mat 6

TE/SE pg. 174

TE pg. 175-176

- Response Boards TE pg. 176, Write-on/wipe-off boards, dry erase markers
- SE pg. 175-176

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 177A-B

- Review Vocabulary - add

TE pg. 177B



# Second Grade Mathematics

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How do you show that you regrouped?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Add Two-Digit Numbers

**Objective:** Students will add two-digit numbers.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I add two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "What do you do first when you add two-digit numbers?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Rewrite Two-Digit Addition

## TE/SE pg. 177-179

- Base-ten blocks
- Base-ten blocks, Work Mat 6
  
- Base-ten blocks, Work Mat 6

## TE/SE pg. 180

## TE pg. 181-182

- Quick Draw TE pg. 182, paper, pencils, crayons
- SE pg. 181-182

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 185A-B

- Review Vocabulary - regroup

## TE pg. 185B

## TE/SE pg. 185-187

- Base-ten blocks
- Base-ten blocks, Work Mat 6
  
- Base-ten blocks, Work Mat 6

## TE/SE pg. 188

## TE pg. 189-190

- Quick Draw TE pg. 190, paper
- SE pg. 189-190

## Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

**Objective:** Students will rewrite horizontal addition problems vertically to add.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Why is it helpful to rewrite addition?"
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 6 - Add Three and Four Two-Digit Numbers**

**Objective:** Students will add three and four two-digit numbers.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice

**Student Homework Page**

**TE pg. 191A-B**

- Review Vocabulary - add

**TE pg. 191B**

**TE/SE pg. 191-193**

**TE/SE pg. 194**

**TE pg. 195-196**

- Response Boards TE pg. 196, write-on/wipe-off boards, dry erase markers
- SE pg. 195-196

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 197A-B**

- Review Vocabulary - ones, tens

**TE pg. 197B**

**TE/SE pg. 197-199**

- Base-ten blocks



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How is adding three two-digit numbers like adding two two-digit numbers?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Lesson 7 - Problem Solving Strategy: Make a Model</b></p> <p><b>Objective:</b> Students will make a model to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I add two-digit numbers?”</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Climate Change Opportunity</b></p> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> <li>• Assign homework</li> </ul>	<p><b>TE/SE pg. 200</b></p> <p><b>TE pg. 201-202</b></p> <ul style="list-style-type: none"> <li>• Response Boards TE pg. 202, write-on/wipe-off boards, dry erase markers</li> <li>• SE pg. 201-202</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 203A-B</b></p> <ul style="list-style-type: none"> <li>• TE pg. 203B, write-on/wipe-off boards, dry erase markers, attribute blocks, interactive whiteboard, virtual manipulatives</li> <li>• TE/SE pg. 203</li> </ul> <p><b>TE/SE pg. 204</b></p> <p><b>TE/SE pg. 205-206</b></p> <p><b>Climate Change Opportunity</b></p> <ul style="list-style-type: none"> <li>• Word problem #6 on page 206. Take the opportunity to further discuss recycling and how it is incorporated into your school/classroom.</li> </ul> <p><b>TE pg. 207-208</b></p> <ul style="list-style-type: none"> <li>• Response Boards TE pg. 208, base-ten blocks, paper, pencils or crayons</li> <li>• SE pg. 207-208</li> </ul>
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## Second Grade Mathematics

<p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 3 Review and Reflect</b></p> <p><b>Objective:</b> Assess students' understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: "How can I add two-digit numbers?"</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Vocabulary Check</li> <li>Concept Check</li> <li>Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>		<p><b><u>Resources:</u></b></p> <p><b>Student Homework Page</b></p> <p>TE/SE pg. 211  TE/SE pg. 211-212  TE/SE pg. 213</p> <p>TE/SE pg. 214</p> <p>TE/SE pg. 209-210</p>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "Beyond Level"</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> </ul>	<p><b>On Grade Level Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "On Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> </ul>	<p><b>Struggling Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> </ul>	<p><b>Special Needs/ELL</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Four: Subtract Two-Digit Numbers

#### Stage 1: Desired Results

##### Standards & Indicators:

##### NJSLS for Mathematics

- 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.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.

##### NJSLS for Mathematical Practice

- 1.** - Make sense of problems and persevere in solving them.
- 2.** - Reason abstractly and quantitatively.
- 3.** - Construct viable arguments and critique the reasoning of others.
- 4.** - Model with mathematics.



# Second Grade Mathematics

- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.
- 7. - Look for and make use of structure.
- 8. - Look for and express regularity in repeated reasoning.

## Central Idea / Enduring Understanding:

Students will...

- write a two-digit fact family when given the three numbers in the fact family.
- take apart a number to make a ten to subtract.
- regroup 1 ten as 10 ones when subtracting with a two-digit number.
- check subtraction with addition.

## Essential/Guiding Question:

- How can I subtract two-digit numbers?

## Content:

- Two-Digit Fact Families
- Take Apart Tens to Subtract
- Regroup a Ten as Ones
- Subtract From a Two-Digit Number
- Subtract Two-Digit Numbers
- Rewrite Two-Digit Subtraction
- Check Subtraction
- Problem Solving Strategy: Write a Number Sentence
- Two-Step Word Problems

## Skills (Objectives):

- Use related facts to make two-digit fact families.
- Take apart numbers to make a ten to subtract.
- Use models to regroup and find differences.
- Subtract one-digit numbers from two-digit numbers.
- Subtract two-digit numbers.
- Rewrite a horizontal two-digit subtraction sentence vertically before subtracting.
- Use addition to check subtraction.
- Write a number sentence to solve problems.
- Read and solve two-step word problems.

## Interdisciplinary Connection(s):

### NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

### NJSLS for Science

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### NJSLS for Social Studies (Performance Expectations)



# Second Grade Mathematics

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## **Stage 2: Assessment Evidence**

### **Diagnostic Assessment:**

- Am I Ready?

### **Formative Assessments:**

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### **Summative Assessment:**

- My Review
- Reflect
- Chapter 4 - Assessment
- Chapter 4 - Performance Task

### **Benchmark Assessment:**

- N/A



# Second Grade Mathematics

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Let's Explore the Seasons!"
- View online video to spark a discussion about how math is used in studying seasons.
- Introduce the Essential Question: "How can I subtract two-digit numbers?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete "My Math Words" activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete "My Vocabulary Cards" activity.

#### My Foldable

- This foldable provides practice in creating fact families. Complete the "My Foldable" activities.

#### Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

### Learning Opportunities/Strategies:

#### Lesson 1: Two-Digit Fact Families

**Objective:** Students will use related facts to make two-digit fact families.

#### Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

### Resources:

#### TE pg. 215

- TE/SE pg. 215
- Online Video
- TE/SE pg. 215

#### TE/SE pg. 217

#### TE/SE pg. 218

- Review Vocabulary - difference, fact family, sum

#### TE/SE pg. 219-220

- New Vocabulary - No new vocabulary for this chapter.

#### TE/SE pg. 221-222

#### Online

- Must print letter

### Resources:

Follow corresponding Lesson Presentation Slides.

#### TE pg. 223A-B

- Review Vocabulary - fact family

#### TE pg. 223B



# Second Grade Mathematics

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How are these exercises like fact families that you have learned earlier?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 2 - Take Apart Tens to Subtract

**Objective:** Students will take apart numbers to make a ten to subtract.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I subtract two-digit numbers?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how you decide what to subtract when working these problems.”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment

## TE/SE pg. 223-225

- Base-ten blocks

## TE pg. 226

## TE pg. 227-228

- Response Boards TE pg. 228, write-on/wipe-off boards, dry erase markers
- SE pg. 227-228

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 229A-B

- Review Vocabulary - ten

## TE pg. 229B

## TE/SE pg. 229-231

- Base-ten blocks

## TE/SE pg. 232

## TE pg. 233-234

- Think-Pair-Share TE pg. 234, Base-ten blocks, Work Mat 6



# Second Grade Mathematics

- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Regroup a Ten as Ones

**Objective:** Students will use models to regroup and find differences.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How do you know when you need to regroup? Explain."
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Subtract From a Two-Digit Number

**Objective:** Students will subtract one-digit numbers from two-digit numbers.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

- SE pg. 233-234

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 235A-B

- Review Vocabulary - regroup, compare

#### TE pg. 235B

#### TE/SE pg. 235-237

- Base-ten blocks
- Base-ten blocks, Work Mat 6

- Base-ten blocks, Work Mat 6

#### TE/SE pg. 238

- Base-ten blocks, Work Mat 6

#### TE pg. 239-240

- Response Boards TE pg. 240, write-on/wipe-off boards, dry erase markers
- SE pg. 239-240

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 241A-B

- Review Vocabulary - regroup, ones, tens
- Connecting cubes



# Second Grade Mathematics

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How do you regroup 1 ten?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Climate Change Opportunity****Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 5 - Subtract Two-Digit Numbers**

**Objective:** Students will subtract two-digit numbers.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I subtract two-digit numbers?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How is subtracting 41-16 different than 41-6?”
- Independent Practice

**Apply:****TE pg. 241B****TE/SE pg. 241-243**

- Base-ten blocks
- Base-ten blocks, Work Mat 6

- Base-ten blocks, Work Mat 6

**TE/SE pg. 244****Climate Change Opportunity**

- Word problem # 16 on page 244. To incorporate Climate Change, you can expand the question to discuss what would happen if the other apples are not purchased, i.e. will that contribute to food waste in the cafeteria.

**TE pg. 245-246**

- Response Boards TE pg. 246, write-on/wipe-off boards, dry erase markers
- SE pg. 245-246

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page****TE pg. 249A-B**

- Review Vocabulary - subtraction

**TE pg. 249B****TE/SE pg. 249-251**

- Base-ten blocks
- Base-ten blocks, Work Mat 6

- Base-ten blocks, Work Mat 6

**TE/SE pg. 252**



# Second Grade Mathematics

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 6 - Rewrite Two-Digit Subtraction

**Objective:** Students will rewrite a horizontal two-digit subtraction sentence vertically before subtracting.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Why is it helpful to rewrite subtraction?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 7 - Check Subtraction

**Objective:** Students will use addition to check subtraction.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"

## TE pg. 253-254

- Response Cards TE pg. 254, index cards
- SE pg. 253-254

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 255A-B

- Review Vocabulary - greater

## TE pg. 255B

## TE/SE pg. 255-257

- Base-ten blocks

## TE/SE pg. 258

## TE pg. 259-260

- Think-Pair-Share TE pg. 260, paper
- SE pg. 259-260

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 261A-B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “Why does addition work as a check for subtraction?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 4 Project (use after lesson 7) - Teach a Review Mathematics Lesson</b></p> <p><b>Essential Question:</b> Remind students of the Essential Question: “How can I subtract two-digit numbers?”</p> <p><b>Objective:</b> Students will teach a review mathematics lesson.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Students per Group:</b> 2-3</p> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Students will work in pairs or small groups to teach a concept from the chapter. <ul style="list-style-type: none"> <li>◦ Assign a concept to each group.</li> <li>◦ Students will teach a short, 5-8 minute review lesson to the class.</li> <li>◦ Encourage students to use manipulatives, visuals, posters, or props to teach the lesson.</li> <li>◦ Have students plan their lesson and practice it several times before presenting it to the class.</li> <li>◦ Have students present all lessons on the same day as a review for the chapter test or over several days leading up to the end of the chapter.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review Vocabulary - fact family</li> </ul> <p><b>TE pg. 261B</b></p> <p><b>TE/SE pg. 261-263</b></p> <ul style="list-style-type: none"> <li>• Base-ten blocks</li> </ul> <p><b>TE/SE pg. 264</b></p> <p><b>TE pg. 265-266</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 266, paper</li> <li>• SE pg. 265-266</li> </ul> <p><b><u>Resources:</u></b>  <b>TE/SE pg. 216</b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 216</b></p> <ul style="list-style-type: none"> <li>• Manipulatives, paper, crayons, pencils</li> </ul>
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# Second Grade Mathematics

## Wrap Up:

- Present lesson to class.

## [Learning Opportunities/Strategies:](#)

### Lesson 8 - Problem Solving Strategy: Write a Number Sentence

**Objective:** Students will write a number sentence to solve problems.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Problem of the Day

## Build:

- Prepare
- Learn the Strategy

## Practice:

- Practice the Strategy

## Apply:

- Apply the Strategy
- Review the Strategy

## Wrap Up:

- Complete formative assessment
- Assign homework

## [Learning Opportunities/Strategies:](#)

### Lesson 9 - Two-Step Word Problems

**Objective:** Students will read and solve two-step word problems.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract two-digit numbers?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## [Resources:](#)

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 267A-B

TE pg. 267B

- TE pg. 267B, write-on/wipe-off boards, dry erase markers
- TE/SE pg. 267

TE/SE pg. 268

TE/SE pg. 269-270

TE pg. 271-272

- Self Assessment TE pg. 272, paper
- SE pg. 271-272

## [Resources:](#)

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 273A-B

- Review Vocabulary - difference
- Connecting cubes

TE pg. 273B



# Second Grade Mathematics

<p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “How do you solve a two-step problem?”</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><u><b>Learning Opportunities/Strategies:</b></u> <b>Chapter 4 Review and Reflect</b></p> <p><b>Objective:</b> Assess students’ understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: “How can I subtract two-digit numbers?”</li></ul> <p><b>Review</b></p> <ul style="list-style-type: none"><li>• Vocabulary Check</li><li>• Concept Check</li><li>• Brain Builders</li></ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b>TE/SE pg. 273-275</b></p> <ul style="list-style-type: none"><li>• Base-ten blocks</li></ul> <p><b>TE/SE pg. 276</b></p> <p><b>TE pg. 277-278</b></p> <ul style="list-style-type: none"><li>• Response Boards TE pg. 278, write-on/wipe-off boards, dry erase boards</li><li>• SE pg. 277-278</li></ul> <p><u><b>Resources:</b></u></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 281</b> <b>TE/SE pg. 282</b> <b>TE/SE pg. 283</b></p> <p><b>TE/SE pg. 284</b></p> <p><b>TE/SE pg. 279-280</b></p>		
<p><u><b>Differentiation</b></u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p>	<p><b>On Grade Level Students</b></p>	<p><b>Struggling Students</b></p>	<p><b>Special Needs/ELL</b></p>
<p>Small Group</p> <ul style="list-style-type: none"><li>• Utilize gradual release model</li><li>• Modify problem set to “Beyond Level”</li><li>• Focus on critical thinking questions at the end of the lesson.</li></ul> <p>Technology</p>	<p>Small Group</p> <ul style="list-style-type: none"><li>• Utilize gradual release model</li><li>• Modify problem set to “On Level”</li><li>• Utilize “Reteach” problem-set to model questions.</li><li>• Focus on critical thinking</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>• Utilize gradual release model</li><li>• Modify problem set to “Approaching Level”</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>• Utilize gradual release model</li><li>• Modify problem set to “Approaching Level”</li></ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>questions at the end of the lesson.</p> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>• My Learning Station student-led activity</li> </ul>
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# Second Grade Mathematics

## Chapter Five: Place Value to 1,000

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS for Mathematics

- **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.
- **2.NBT.1a.** - 100 can be thought of as a bundle of ten tens — called a “hundred.”
- **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.

##### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- write a given amount of hundreds as tens and ones.
- represent a three-digit number with base-ten blocks, in a place-value chart, and in standard form.
- use place value to write a number that is 1,000 or less in standard form, word form, and expanded form.
- complete a counting pattern that increases by 5s, 10s, or 100s.
- compare numbers to 1,000.

#### Essential/Guiding Question:

- How can I use place value?

#### Content:

- Hundreds
- Hundreds, Tens, and Ones
- Place Value to 1,000
- Problem Solving Strategy: Use Logical Reasoning
- Read and Write Numbers to 1,000
- Count by 5s, 10s, and 100s
- Compare Numbers to 1,000

#### Skills (Objectives):

- Relate hundreds, tens, and ones.
- Read, write, and model numbers to 999.
- Identify and use words, models, and expanded form to represent numbers to 1,000.
- Use logical reasoning to solve problems.
- Read and write numbers to 1,000.
- Find counting patterns.
- Compare three-digit numbers using  $<$ ,  $>$ , and  $=$ .

#### Interdisciplinary Connection(s):

##### NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **W.AW.2.1.** - With prompts and support, write opinion pieces to present an idea with reasons or information.
- **W.AW.2.1.A-** Introduce an opinion.



## Second Grade Mathematics

- **W.AW.2.1.B-** Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- **W.AW.2.1.C-** Provide a conclusion
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

### **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.



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- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 5 - Assessment
- Chapter 5 - Performance Task

### Benchmark Assessment:

- N/A

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Look at My Collections!"
- View online video to spark a discussion about how math is used in organizing collections.
- Introduce the Essential Question: "How can I use place value?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

### Resources:

#### TE pg. 285

- TE/SE pg. 285
- Online Video
- TE/SE pg. 285

#### TE/SE pg. 287

#### TE/SE pg. 288

- Review Vocabulary - ones, tens



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- Review vocabulary words and complete “My Math Words” activity.

## My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

## My Foldable

- This foldable allows students to identify hundreds, tens, and ones in a three-digit number. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Hundreds

**Objective:** Students will relate hundreds, tens, and ones.

#### Launch:

- Remind students of the Essential Question: “How can I use place value?”
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Is 100 the same as ten tens? How do you know?”
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 2 - Hundreds, Tens, and Ones

## TE/SE pg. 289-292

- New Vocabulary - compare, digit, equal to ( $=$ ), expanded form, greater than ( $>$ ), hundreds, less than ( $<$ ), ones, place value, tens, thousands

## TE/SE pg. 293-294

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

## TE pg. 295A-B

- New Vocabulary - hundreds

## TE pg. 295B

## TE/SE pg. 295-297

- Yellow, green, and red crayons

## TE pg. 298

## TE pg. 299-300

- Response Boards TE pg. 300, write-on/wipe-off boards, dry erase markers
- SE pg. 299-300

## Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

**Objective:** Students will read, write, and model numbers to 999.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I use place value?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “What is the value of 1 in 712, in 165, and in 381?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 3 - Place Value to 1,000**

**Objective:** Students will identify and use words, models, and expanded form to represent numbers to 1,000.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I use place value?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World

**Student Homework Page**

**TE pg. 301A-B**

- Review Vocabulary - hundreds, ones, tens

**TE pg. 301B**

**TE/SE pg. 301-303**

- Base-ten blocks, Work Mat 7

**TE/SE pg. 304**

**TE pg. 305-306**

- Response Boards TE pg. 306, write-on/wipe-off boards, dry erase markers
- SE pg. 305-306

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 307A-B**

- New Vocabulary - digit, expanded form, place value

**TE pg. 307B**

**TE/SE pg. 307-309**

- (0-5) Number cubes



# Second Grade Mathematics

- Guided Practice
- Talk Math
  - Students turn and talk: “How are 562 and 265 the same? How are they different?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Problem Solving Strategy: Use Logical Reasoning

**Objective:** Students will use logical reasoning to solve problems.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I use place value?”
- Problem of the Day

## Build:

- Prepare
- Learn the Strategy

## Practice:

- Practice the Strategy

## Apply:

- Apply the Strategy
- Review the Strategy

## Wrap Up:

- Complete formative assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Read and Write Numbers to 1,000

**Objective:** Students will read and write numbers to 1,000.

TE/SE pg. 310

TE pg. 311-312

- Response Boards TE pg. 312, write-on/wipe-off boards, dry erase markers
- SE pg. 311-312

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 315A-B

TE pg. 315B

- TE pg. 315B, write-on/wipe-off boards, dry erase markers
- TE/SE pg. 315

TE/SE pg. 316

TE/SE pg. 317-318

TE pg. 319-320

- Journal Writing TE pg. 320, paper
- SE pg. 319-320

## Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

<p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: “How can I use place value?”</li><li>• Developing Vocabulary</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p> <ul style="list-style-type: none"><li>• Investigate the Math: Explore, Model, Extend</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “Explain how you would write 62 and 602 using words.”</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><a href="#">Learning Opportunities/Strategies:</a> <b>Lesson 6 - Count by 5s, 10s, and 100s</b></p> <p><b>Objective:</b> Students will find counting patterns.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: “How can I use place value?”</li><li>• Developing Vocabulary</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p> <ul style="list-style-type: none"><li>• Investigate the Math: Explore, Model, Extend</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “How can you tell if a number pattern is counting by hundreds?”</li></ul></li><li>• Independent Practice</li></ul>	<p><b>Student Homework Page</b></p> <p><b>TE pg. 321A-B</b></p> <ul style="list-style-type: none"><li>• New Vocabulary - thousand</li></ul> <p><b>TE pg. 321B</b></p> <p><b>TE/SE pg. 321-323</b></p> <ul style="list-style-type: none"><li>• crayons or colored pencils</li></ul> <p><b>TE/SE pg. 324</b></p> <p><b>TE pg. 325-326</b></p> <ul style="list-style-type: none"><li>• Response Cards TE pg. 326, index cards, pencils</li><li>• SE pg. 325-326</li></ul> <p><a href="#">Resources:</a> <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 327A-B</b></p> <ul style="list-style-type: none"><li>• Review Vocabulary - skip count</li></ul> <p><b>TE pg. 328B</b></p> <p><b>TE/SE pg. 327-329</b></p> <ul style="list-style-type: none"><li>• Yellow and red crayons or colored pencils</li></ul>
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# Second Grade Mathematics

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Chapter 5 Project (use after lesson 6) - Number Pattern Stories

**Essential Question:** Remind students of the Essential Question: “How can I use place value?”

**Objective:** Students will write a fiction story that includes a counting pattern using numbers up to 1,000.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 3-4

## Project:

- Students work in small groups to write a fiction story that includes a counting pattern using numbers up to 1,000.
  - Encourage students to reread stories to help generate ideas.
  - Have students plan what they will write using the story map on their student page and determine the number pattern they will include in the story.
  - Students create illustrations for each page and a cover for the book.

## Wrap Up:

- Groups share and read their stories aloud to class.

## Learning Opportunities/Strategies:

### Lesson 7 - Compare Numbers to 1,000

**Objective:** Students will compare three-digit numbers using  $<$ ,  $>$ , and  $=$ .

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I use place value?”

TE/SE pg. 330

TE pg. 331-332

- 3-2-1 Strategy Form TE pg. 332, paper
- SE pg. 331-332

## Resources:

TE/SE pg. 286

## Student Homework Page

TE/SE pg. 286

- Crayons, markers, blank paper

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 333A-B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: "Explain how you compare 567 and 575."</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u>  <b>Chapter 5 Review and Reflect</b></p> <p><b>Objective:</b> Assess students' understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: "How can I use place value?"</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Vocabulary Check</li> <li>Concept Check</li> <li>Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<ul style="list-style-type: none"> <li>New Vocabulary - compare, equal to, greater than, less than</li> </ul> <p><b>TE pg. 333B</b></p> <p><b>TE/SE pg. 333-335</b></p> <ul style="list-style-type: none"> <li>Base-ten blocks</li> </ul> <p><b>TE/SE pg. 336</b></p> <p><b>TE pg. 337-338</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share TE pg. 338, paper</li> <li>SE pg. 337-338</li> </ul> <p><u><a href="#">Resources:</a></u></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 339</b>  <b>TE/SE pg. 339-340</b>  <b>TE/SE pg. 341</b></p> <p><b>TE/SE pg. 342</b></p> <p><b>TE/SE pg. N/A</b></p>
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[Differentiation](#) \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities -</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities -</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Modify problem set to “Beyond Level”</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Modify problem set to “On Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>kinesthetic, visual, auditory, tactile</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>kinesthetic, visual, auditory, tactile</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> </ul>
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# Second Grade Mathematics

			<ul style="list-style-type: none"> <li>The multilingual eGlossary can support vocabulary</li> </ul>
			Learning Station <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>

## Chapter Six: Add Three-Digit Numbers

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS for Mathematics

- 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.

#### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- take apart an addend to make a hundred to add.
- add two hundreds.
- mentally add 10 or 100 to a three-digit number.
- add three-digit numbers that involve regrouping the ones, tens, or both place values.

#### Essential/Guiding Question:

- How can I add three-digit numbers?

#### Content:

- Make a Hundred to Add
- Add Hundreds
- Mentally Add 10 or 100
- Regroup Ones to Add
- Regroup Tens to Add
- Add Three-Digit Numbers
- Rewrite Three-Digit Addition
- Problem Solving Strategy: Guess, Check, and Revise

#### Skills (Objectives):

- Make a hundred to add a three-digit number.
- Add numbers in the hundreds.
- Add 10 or 100 mentally.
- Regroup the ones to add three-digit numbers.
- Regroup tens to add three-digit numbers.
- Add three-digit numbers with regrouping.
- Given a three-digit addition problem written horizontally, rewrite it vertically before adding.
- Use the guess, check, and revise strategy to solve problems.



# Second Grade Mathematics

## Interdisciplinary Connection(s):

### **NJSLS for Literacy**

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

### **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.



# Second Grade Mathematics

- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 6 - Assessment
- Chapter 6 - Performance Task

### Benchmark Assessment:

- Benchmark Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "This is My Town".
- View online video to spark a discussion about how math is used in operating a town.
- Introduce the Essential Question: "How can I add three-digit numbers?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

### Resources:

#### TE pg. 343

- TE/SE pg. 343
- Online Video
- TE/SE pg. 343

#### TE/SE pg. 345



# Second Grade Mathematics

## My Math Words

- Review vocabulary words and complete “My Math Words” activity.

## My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

## My Foldable

- This foldable allows students to practice adding three-digit numbers. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Make a Hundred to Add

**Objective:** Students will make a hundred to add a three-digit number.

#### Launch:

- Remind students of the Essential Question: “How can I add three-digit numbers?”
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how you know which addend to take apart to make a hundred to add.”
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## TE/SE pg. 346

- Review Vocabulary - ones, regroup, sum, tens

## TE/SE pg. 347-348

- New Vocabulary - There are no new vocabulary words in this chapter.

## TE/SE pg. 349-350

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

## TE pg. 351A-B

- Review Vocabulary - add, hundred

## TE pg. 351B

## TE/SE pg. 351-353

- Base-ten blocks

## TE pg. 354

## TE pg. 355-356

- Think-Pair-Share TE pg. 356, Work Mat 7, base-ten blocks
- SE pg. 355-356



# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Lesson 2 - Add Hundreds

**Objective:** Students will add numbers in the hundreds.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "What addition fact can help you find  $600 + 100$ ? Explain."
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Mentally Add 10 or 100

**Objective:** Students will add 10 or 100 mentally.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I add three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

**TE pg. 357A-B**

- Review Vocabulary - zero

**TE pg. 357B**

**TE/SE pg. 357-359**

- Base-ten blocks

**TE/SE pg. 360**

**TE pg. 361-362**

- 3-2-1 Strategy Form TE pg. 362, paper
- SE pg. 361-362

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

**TE pg. 363A-B**

- Review Vocabulary - addition

**TE pg. 363B**

**TE/SE pg. 363-365**

- Base-ten blocks



# Second Grade Mathematics

- Guided Practice
- Talk Math
  - Students turn and talk: “Why is it easy to mentally add 10 or 100?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Regroup Ones to Add

**Objective:** Students will regroup the ones to add three-digit numbers.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I add three-digit numbers?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How is three-digit addition like two-digit addition?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Regroup Tens to Add

TE/SE pg. 366

TE pg. 367-368

- Response Boards TE pg. 368, write-on/wipe-off boards, dry erase markers
- SE pg. 367-368

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 371A-B

- Review Vocabulary - regroup

TE pg. 371B

TE/SE pg. 371-373

- Base-ten blocks
- Base-ten blocks, Work Mat 7

- Base-ten blocks, Work Mat 7

TE/SE pg. 374

TE pg. 375-376

- Think-Pair-Share TE pg. 376, paper
- SE pg. 375-376

## Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

**Objective:** Students will regroup tens to add three-digit numbers.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I add three-digit numbers?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How is regrouping ones different from regrouping tens?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 6 - Add Three-Digit Numbers**

**Objective:** Students will add three-digit numbers with regrouping.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I add three-digit numbers?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice

**Student Homework Page**

**TE pg. 377A-B**

- Review Vocabulary - regroup

**TE pg. 377B**

**TE/SE pg. 377-379**

- Base-ten blocks
- Base-ten blocks, Work Mat 7

- Base-ten blocks, Work Mat 7

**TE/SE pg. 380**

**TE pg. 381-382**

- Response Cards TE pg. 382, index cards
- SE pg. 381-382

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 383A-B**

- Review Vocabulary - regroup, add

**TE pg. 383B**

**TE/SE pg. 383-385**

- Base-ten blocks
- Base-ten blocks, Work Mat 7



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “Explain how you solved Exercise 2.”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Lesson 7 - Rewrite Three-Digit Addition</b></p> <p><b>Objective:</b> Students will be given a three-digit addition problem written horizontally, and will rewrite it vertically before adding.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I add three-digit numbers?”</li> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How is rewriting three-digit addition different than rewriting two-digit addition?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul>	<ul style="list-style-type: none"> <li>• Base-ten blocks</li> </ul> <p><b>TE/SE pg. 386</b></p> <p><b>TE pg. 387-388</b></p> <ul style="list-style-type: none"> <li>• Response Cards TE pg. 388, index cards</li> <li>• SE pg. 387-388</li> </ul> <p><b><u>Resources:</u></b>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 389A-B</b></p> <ul style="list-style-type: none"> <li>• Review Vocabulary - regroup, hundreds, ones, tens</li> </ul> <p><b>TE pg. 389B</b></p> <p><b>TE/SE pg. 389-391</b></p> <p><b>TE/SE pg. 392</b></p> <p><b>TE pg. 393-394</b></p> <ul style="list-style-type: none"> <li>• Response Boards TE pg. 394, write-on/wipe-off boards, dry erase markers</li> <li>• SE pg. 393-394</li> </ul>
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# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Chapter 6 Project (use after lesson 7) - Practice Game

**Essential Question:** Remind students of the Essential Question: “How can I add three-digit numbers?”

**Objective:** Students will design and specify rules for an addition game.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 2-4

#### **Project:**

- Students work in small groups to design and create a three-digit addition card game or board game.
  - Students design their game on the corresponding student page before constructing it.
  - Have all the necessary materials available for students.
  - Students construct their games.

#### **Wrap Up:**

- Groups share their games and explain how their games show three-digit addition.

## Learning Opportunities/Strategies:

### Lesson 8 - Problem Solving Strategy: Guess, Check, and Revise

**Objective:** Students will use the guess, check, and revise strategy to solve problems.

**Review Homework:** Review homework problems as needed.

#### **Launch:**

- Remind students of the Essential Question: “How can I add three-digit numbers?”
- Problem of the Day

#### **Build:**

- Prepare
- Learn the Strategy

#### **Practice:**

- Practice the Strategy

## Resources:

TE/SE pg. 344

### Student Homework Page

TE/SE pg. 344

- Index cards, pencils, markers, manipulatives

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 395A-B

TE pg. 395B

- TE pg. 395B, write-on/wipe-off boards, dry erase markers, interactive whiteboard
- TE/SE pg. 395

TE/SE pg. 396



# Second Grade Mathematics

<p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 6 Review and Reflect</b></p> <p><b>Objective:</b> Assess students' understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: "How can I add three-digit numbers?"</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Check</li> <li>• Concept Check</li> <li>• Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b>TE/SE pg. 397-398</b></p> <p><b>TE pg. 399-400</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 400</li> <li>• SE pg. 399-400</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 401</b>  <b>TE/SE pg. 401-402</b>  <b>TE/SE pg. 403</b></p> <p><b>TE/SE pg. 404</b></p> <p><b>TE/SE pg. N/A</b></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Beyond Level"</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to "On Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Approaching Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to "Approaching Level"</li> <li>• Utilize "Reteach" problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>higher-achieving students to problem solve</p> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>higher-achieving students to problem solve</p> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Seven: Subtract Three-Digit Numbers

#### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS for Mathematics

- 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



# Second Grade Mathematics

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.

## NJSLS for Mathematical Practice

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

## Central Idea / Enduring Understanding:

Students will...

- take apart one of the numbers in a subtraction problem to make a hundred so that it is easier to subtract.
- subtract two hundreds.
- mentally subtract 10 or 100 from a three-digit number.
- subtract three-digit numbers that involve regrouping tens, hundreds, or both place values.
- subtract three-digit numbers when the top number ends in two zeros.

## Essential/Guiding Question:

- How can I subtract three-digit numbers?

## Content:

- Take Apart Hundreds to Subtract
- Subtract Hundreds
- Mentally Subtract 10 or 100
- Regroup Tens
- Regroup Hundreds
- Subtract Three-Digit Numbers
- Rewrite Three-Digit Subtraction
- Problem Solving Strategy: Write a Number Sentence
- Subtract Across Zeros

## Skills (Objectives):

- Make a hundred to subtract a three-digit number.
- Subtract numbers in the hundreds.
- Mentally subtract numbers by 10 or 100.
- Regroup tens to subtract three-digit numbers.
- Regroup hundreds to subtract three-digit numbers.
- Subtract three-digit numbers.
- Rewrite horizontally three-digit subtraction as vertical three-digit subtraction.
- Use the write a number sentence strategy to solve problems.
- Subtract from numbers ending in zero.

## Interdisciplinary Connection(s):

## NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



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- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

## **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.



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## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 7 - Assessment
- Chapter 7 - Performance Task

### Benchmark Assessment:

- N/A

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, “My School is Cool!”
- View online video to spark a discussion about how math is used in school.
- Introduce the Essential Question: “How can I subtract three-digit numbers?”

#### Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete “My Math Words” activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

### Resources:

#### TE pg. 343

- TE/SE pg. 405
- Online Video
- TE/SE pg. 405

#### TE/SE pg. 407

#### TE/SE pg. 408

- Review Vocabulary - difference, regroup, tens, ones, subtract

#### TE/SE pg. 409-410

- New Vocabulary - There are no new vocabulary words in this chapter.



# Second Grade Mathematics

## My Foldable

- This foldable allows students to practice subtracting three-digit numbers when regrouping is necessary. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Take Apart Hundreds to Subtract

**Objective:** Students will make a hundred to subtract a three-digit number.

## Launch:

- Remind students of the Essential Question: “How can I subtract three-digit numbers?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “In Exercise 2, why is 2 added back?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Chapter 7 Project (use after lesson 1) - Reference Poster for Subtracting Three-Digit Numbers

**Essential Question:** Remind students of the Essential Question: “How can I subtract three-digit numbers?”

**Objective:** Students will create a poster to illustrate subtraction concepts.

TE/SE pg. 411-412

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

TE pg. 413A-B

- Review Vocabulary - hundreds

TE pg. 413B

TE/SE pg. 413-415

- Base-ten blocks

TE pg. 416

TE pg. 417-418

- Think-Pair-Share TE pg. 418, Work Mat 7, base-ten blocks
- SE pg. 417-418

## Resources:

TE/SE pg. 406



# Second Grade Mathematics

**Review Homework:** Review homework problems as needed.

**Students per Group:** 3-5

**Project:**

- Students work in small groups to create a poster to illustrate subtraction concepts.
  - Encourage groups to plan what they will include on their poster on the corresponding student page.
  - Provide groups with construction paper, poster board, and art materials to create their poster.
  - Each poster should contain three-digit subtraction concepts that were learned throughout the chapter, a list of steps showing how to solve an example problem for the concepts, an illustration of the concepts, and any feedback the group would like to include.

**Wrap Up:**

- Share and display posters.

**Learning Opportunities/Strategies:**

**Lesson 2 - Subtract Hundreds**

**Objective:** Students will subtract numbers in the hundreds.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "What subtraction fact can you use to find  $900 - 800$ ?"
- Independent Practice

**Apply:**

- Problem Solving

**Student Homework Page**

**TE/SE pg. 406**

- Construction paper, poster board, art materials

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 419A-B**

- Review Vocabulary - subtract

**TE pg. 419B**

**TE/SE pg. 419-421**

- Base-ten blocks
- Base-ten blocks

**TE/SE pg. 422**



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- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Mentally Subtract 10 or 100

**Objective:** Students will mentally subtract numbers by 10 or 100.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Tell how to mentally subtract 10 or 100."
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Regroup Tens

**Objective:** Students will regroup tens to subtract three-digit numbers.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"

## TE pg. 423-424

- Response Boards TE pg. 424, write-on/wipe-off boards, dry erase markers
- SE pg. 423-424

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 425A-B

- Review Vocabulary - subtraction

## TE pg. 425B

## TE/SE pg. 425-427

- Base-ten blocks

## TE/SE pg. 428

## TE pg. 429-430

- Line Up TE pg. 430
- SE pg. 429-430

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 433A-B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How is subtracting three-digit numbers like subtracting two-digit numbers?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u>  <b>Lesson 5 - Regroup Hundreds</b></p> <p><b>Objective:</b> Students will regroup hundreds to subtract three-digit numbers.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I subtract three-digit numbers?”</li> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How do you know when to regroup?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul>	<ul style="list-style-type: none"> <li>• Review Vocabulary - regroup</li> </ul> <p><b>TE pg. 433B</b></p> <p><b>TE/SE pg. 433-435</b></p> <ul style="list-style-type: none"> <li>• Base-ten blocks</li> <li>• Base-ten blocks, Work Mat 7</li> </ul> <ul style="list-style-type: none"> <li>• Base-ten blocks, Work Mat 7</li> </ul> <p><b>TE/SE pg. 436</b></p> <p><b>TE pg. 437-438</b></p> <ul style="list-style-type: none"> <li>• Response Boards TE pg. 438, write-on/wipe-off boards, dry erase markers</li> <li>• SE pg. 437-438</li> </ul> <p><u><a href="#">Resources:</a></u>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 439A-B</b></p> <ul style="list-style-type: none"> <li>• Review Vocabulary - regroup</li> </ul> <p><b>TE pg. 439B</b></p> <p><b>TE/SE pg. 439-441</b></p> <ul style="list-style-type: none"> <li>• Base-ten blocks</li> <li>• Base-ten blocks, Work Mat 7</li> </ul> <ul style="list-style-type: none"> <li>• Base-ten blocks, Work Mat 7</li> </ul> <p><b>TE/SE pg. 442</b></p>
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# Second Grade Mathematics

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 6 - Subtract Three-Digit Numbers

**Objective:** Students will subtract three-digit numbers.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Explain what you write in the box above the ones and tens when you regroup tens and hundreds."
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 7 - Rewrite Three-Digit Subtraction

**Objective:** Students will rewrite horizontal three-digit subtraction as vertical three-digit subtraction.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"
- Developing Vocabulary

## TE pg. 443-444

- Think-Pair-Share TE pg. 444
- SE pg. 443-444

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 445A-B

- Review Vocabulary - regroup, subtract

## TE pg. 445B

## TE/SE pg. 445-447

- Base-ten blocks
- Base-ten blocks, Work Mat 7

- Base-ten blocks, Work Mat 7

## TE/SE pg. 448

## TE pg. 449-450

- Response boards TE pg. 450, write-on/wipe-off boards, dry erase markers
- SE pg. 449-450

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 451A-B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How is rewriting three-digit subtraction different than when you rewrite two-digit subtraction?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><a href="#">Learning Opportunities/Strategies:</a></p> <p><b>Lesson 8 - Problem Solving Strategy: Write a Number Sentence</b></p> <p><b>Objective:</b> Students will use the write a number sentence strategy to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I subtract three-digit numbers?”</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review Vocabulary - regroup, hundreds, ones, tens</li> </ul> <p><b>TE pg. 451B</b></p> <p><b>TE/SE pg. 451-453</b></p> <ul style="list-style-type: none"> <li>• Base-ten blocks</li> </ul> <p><b>TE/SE pg. 454</b></p> <p><b>TE pg. 455-456</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 456, paper</li> <li>• SE pg. 455-456</li> </ul> <p><a href="#">Resources:</a></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 457A-B</b></p> <p><b>TE pg. 457B</b></p> <ul style="list-style-type: none"> <li>• TE pg. 457B, write-on/wipe-off boards, dry erase markers</li> <li>• TE/SE pg. 457</li> </ul> <p><b>TE/SE pg. 458</b></p> <p><b>TE/SE pg. 459-460</b></p> <p><b>TE pg. 461-462</b></p>
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# Second Grade Mathematics

- Assign homework

## Learning Opportunities/Strategies:

### Lesson 9 - Subtract Across Zeros

**Objective:** Students will subtract from numbers ending in zero.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How is subtracting from 400 different than subtracting from 435?"
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Chapter 7 Review and Reflect

**Objective:** Assess students' understanding of the vocabulary and key concepts in this chapter.

**Review Homework:** Review homework problems as needed.

#### Essential Question

- Remind students of the Essential Question: "How can I subtract three-digit numbers?"

#### Review

- Response Boards TE pg. 462, write-on/wipe-off boards, dry erase markers
- SE pg. 461-462

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 463A-B

- Review Vocabulary - zero

#### TE pg. 463B

#### TE/SE pg. 463-465

- Base-ten blocks

- Base-ten blocks, Work Mat 7

#### TE/SE pg. 466

#### TE pg. 467-468

- Response Cards TE pg. 468, index cards
- SE pg. 467-468

## Resources:

### Student Homework Page



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>Vocabulary Check</li> <li>Concept Check</li> <li>Brain Builders</li> </ul>		TE/SE pg. 469	
Reflect		TE/SE pg. 472	
Assign homework		TE/SE pg. N/A	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "Beyond Level"</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> Technology <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "On Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> Technology <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> Technology <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> Technology <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson</li> </ul>



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	Learner Guide to provide	animations to demonstrate a model/sample <ul style="list-style-type: none"> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	animations to demonstrate a model/sample <ul style="list-style-type: none"> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> Learning Station <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Eight: Money

### Stage 1: Desired Results

#### Standards & Indicators:

#### NJSLS for Mathematics

- 2.M.8.** - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

#### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- find the value of a group of coins.
- find the value of a group of coins and determine if the value equals \$1.00.
- solve word problems involving quarters, dimes, nickels, and pennies.

#### Essential/Guiding Question:

- How do I count and use money?

#### Content:

- Pennies, Nickels, and Dimes
- Quarters
- Count Coins
- Problem Solving Strategy: Act It Out
- Dollars

#### Skills (Objectives):

- Count to find the value of pennies, nickels, and dimes.
- Count to find the value of coins.
- Skip count and count on to determine the value of a group of coins.



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- Use the act it out strategy to solve problems.
- Use coins to make one dollar.

## Interdisciplinary Connection(s):

### **NJSLS for Literacy**

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

### **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.FI.1** - Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.



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- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 8 - Assessment
- Chapter 8 - Performance Task

### Benchmark Assessment:

- N/A

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Let's Count Money!"
- View online video to spark a discussion about how math contributes when using money.
- Introduce the Essential Question: "How do I count and use money?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills

### Resources:

#### TE pg. 473

- TE/SE pg. 473
- Online Video
- TE/SE pg. 473

#### TE/SE pg. 475



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they need in order to successfully learn the new skills and concepts presented in this chapter.

## My Math Words

- Review vocabulary words and complete “My Math Words” activity.

## My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

## My Foldable

- This foldable requires students to count money. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Pennies, Nickels, and Dimes

**Objective:** Students will count to find the value of pennies, nickels, and dimes.

### Launch:

- Remind students of the Essential Question: “How do I count and use money?”
- Developing Vocabulary
- Problem of the Day

### Build:

- Investigate the Math: Explore, Model, Extend

### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How many dimes are equal to 70 cents?”
- Independent Practice

### Apply:

- Problem Solving
- Brain Builders

### Wrap Up:

- Complete Formative Assessment
- Assign homework

## TE/SE pg. 476

- Review Vocabulary - equal groups, repeated addition, skip count

## TE/SE pg. 477-480

- New Vocabulary - cent ( ¢ ), cent sign ( ¢ ), dime, dollar, dollar sign ( \$ ), nickel, penny, quarter

## TE/SE pg. 481-482

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

## TE pg. 483A-B

- New Vocabulary - cent ( ¢ ), dime, nickel, penny

## TE pg. 483B

## TE/SE pg. 483-485

- Manipulative pennies, nickels, dimes

## TE pg. 486

## TE pg. 487-488

- Think-Pair-Share TE pg. 488, manipulative pennies, nickels, dimes
- SE pg. 487-488



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## Learning Opportunities/Strategies:

### Lesson 2 - Quarters

**Objective:** Students will count to find the value of coins.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I count and use money?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How many quarters do you need to make 100 ¢?"
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Count Coins

**Objective:** Students will skip count and count on to determine the value of a group of coins.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I count and use money?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 489A-B

- New Vocabulary - quarter

#### TE pg. 489B

#### TE/SE pg. 489-491

- Manipulative pennies, nickels, dimes, quarters

#### TE/SE pg. 492

#### TE pg. 493-494

- Think-Pair-Share TE pg. 494, Manipulative pennies, nickels, dimes, quarters
- SE pg. 493-494

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 495A-B

- Review Vocabulary - value, coin, count

#### TE pg. 495B

#### TE/SE pg. 495-497



# Second Grade Mathematics

<ul style="list-style-type: none"><li>• Math in My World</li><li>• Guided Practice</li><li>• Talk Math<ul style="list-style-type: none"><li>◦ Students turn and talk: “How does skip counting help you to count groups of different coins?”</li></ul></li><li>• Independent Practice</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Problem Solving</li><li>• Brain Builders</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete Formative Assessment</li><li>• Assign homework</li></ul> <p><a href="#"><u>Learning Opportunities/Strategies:</u></a> <b>Lesson 4 - Problem Solving Strategy: Act It Out</b></p> <p><b>Objective:</b> Students will use the act it out strategy to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"><li>• Remind students of the Essential Question: “How do I count and use money?”</li><li>• Problem of the Day</li></ul> <p><b>Build:</b></p> <ul style="list-style-type: none"><li>• Prepare</li><li>• Learn the Strategy</li></ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"><li>• Practice the Strategy</li></ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"><li>• Apply the Strategy</li><li>• Review the Strategy</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>• Complete formative assessment</li><li>• Assign homework</li></ul> <p><a href="#"><u>Learning Opportunities/Strategies:</u></a> <b>Lesson 5 - Dollars</b></p> <p><b>Objective:</b> Students will use coins to make one dollar.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p>	<ul style="list-style-type: none"><li>• Manipulative pennies, nickels, dimes, quarters</li></ul> <p><b>TE/SE pg. 498</b></p> <p><b>TE pg. 499-500</b></p> <ul style="list-style-type: none"><li>• Response Boards TE pg. 500, write-on/wipe-off boards, dry erase markers, manipulative coins</li><li>• SE pg. 499-500</li></ul> <p><a href="#"><u>Resources:</u></a> <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 503A-B</b></p> <p><b>TE pg. 503B</b></p> <ul style="list-style-type: none"><li>• TE pg. 503B, manipulative coins, paper, pencils</li><li>• TE/SE pg. 503, manipulative coins</li></ul> <p><b>TE/SE pg. 504</b></p> <ul style="list-style-type: none"><li>• Manipulative coins</li></ul> <p><b>TE/SE pg. 505-506</b></p> <p><b>TE pg. 507-508</b></p> <ul style="list-style-type: none"><li>• Think-Pair-Share TE pg. 508, manipulative coins</li><li>• SE pg. 507-508</li></ul> <p><a href="#"><u>Resources:</u></a> <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p>
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# Second Grade Mathematics

## Launch:

- Remind students of the Essential Question: “How do I count and use money?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How are \$ and ¢ different? How are they alike?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

**Chapter 8 Project (use after lesson 5) - Classroom Store**

**Essential Question:** Remind students of the Essential Question: “How do I count and use money?”

**Objective:** Students will earn money by managing a classroom store.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 2-4

## Project:

- Students will set up and shop at a classroom store.
  - Send a letter to parents explaining the project, detailing it's goals, and asking them to donate items. Have students bring in items from home to donate to the store. Have students price each item \$1.00 or less.
  - Explain to students that they will earn money (play money) for working at school and behaving appropriately each day

## TE pg. 509A-B

- New Vocabulary - dollar, dollar sign (\$)

## TE pg. 509B

## TE/SE pg. 509-511

- Manipulative coins

## TE/SE pg. 512

## TE pg. 513-514

- Think-Pair-Share TE pg. 514
- SE pg. 513-514

## Resources:

TE/SE pg. 474

## Student Homework Page

## TE/SE pg. 474

- Play money, erasers, pencils, old books, small used toys, notebooks, baseball cards, etc.



## Second Grade Mathematics

<p>throughout the chapter, and that they will use the money they earn to shop at the classroom store.</p> <ul style="list-style-type: none"><li>○ Have students set up a classroom store which will open for one day when the chapter is complete.</li><li>○ On the shopping day, students take turns counting their money and shopping.</li><li>○ Have students record three items they bought, how much each item cost, and the coins used to purchase.</li></ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"><li>● Share with class.</li></ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Chapter 8 Review and Reflect</b></p> <p><b>Objective:</b> Assess students’ understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"><li>● Remind students of the Essential Question: “How do I count and use money?”</li></ul> <p><b>Review</b></p> <ul style="list-style-type: none"><li>● Vocabulary Check</li><li>● Concept Check</li><li>● Brain Builders</li></ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b><u>Resources:</u></b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 515</b> <b>TE/SE pg. 515-516</b> <b>TE/SE pg. 517</b></p> <p><b>TE/SE pg. 518</b></p> <p><b>TE/SE pg. N/A</b></p>		
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p>	<p><b>On Grade Level Students</b></p>	<p><b>Struggling Students</b></p>	<p><b>Special Needs/ELL</b></p>
<p>Small Group</p> <ul style="list-style-type: none"><li>● Utilize gradual release model</li><li>● Modify problem set to “Beyond Level”</li><li>● Focus on critical thinking questions at the end of the lesson.</li></ul> <p>Technology</p> <ul style="list-style-type: none"><li>● Participate in RedBird Math individualized learning path</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>● Utilize gradual release model</li><li>● Modify problem set to “On Level”</li><li>● Utilize “Reteach” problem-set to model questions.</li><li>● Focus on critical thinking questions at the</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>● Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>● Utilize gradual release model</li><li>● Modify problem set to “Approaching Level”</li></ul>	<p>Small Group</p> <ul style="list-style-type: none"><li>● Specific use of modalities - kinesthetic, visual, auditory, tactile</li><li>● Utilize gradual release model</li><li>● Modify problem set to “Approaching Level”</li></ul>



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<ul style="list-style-type: none"> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p style="text-align: center;">end of the lesson.</p> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>• My Learning Station student-led activity</li> </ul>
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# Second Grade Mathematics

## Chapter Nine: Data Analysis

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS for Mathematics

- **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.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.

##### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- take a survey and record the data on a tally chart.
- make and analyze picture graphs.
- make and analyze bar graphs.
- make and analyze line plots.

#### Essential/Guiding Question:

- How can I record and analyze data?

#### Content:

- Take a Survey
- Make Picture Graphs
- Analyze Picture Graphs
- Make Bar Graphs
- Analyze Bar Graphs
- Problem Solving Strategy: Make a Table
- Make Line Plots
- Analyze Line Plots

#### Skills (Objectives):

- Take a survey and organize data using tally marks.
- Use data to create picture graphs.
- Analyze data on picture graphs.
- Make bar graphs to show data.
- Draw conclusions and answer questions based on bar graphs.
- Make a table to solve problems.
- Use data to create line plots.
- Analyze data on line plots.

#### Interdisciplinary Connection(s):

##### NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.



# Second Grade Mathematics

- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

## **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.



# Second Grade Mathematics

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 9 - Assessment
- Chapter 9 - Performance Task

### Benchmark Assessment:

- Benchmark Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Our Bodies Need Healthful Food!"
- View online video to spark a discussion about how math is used in recording and analyzing data.
- Introduce the Essential Question: "How can I record and analyze data?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete "My Math Words" activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete "My Vocabulary Cards" activity.

### Resources:

#### Introduction Slide Presentation

[https://docs.google.com/presentation/d/1191bjRYLij6c0ml\\_4zocWCxg\\_ypG5daggE2xJI9Bz6k/edit?usp=sharing](https://docs.google.com/presentation/d/1191bjRYLij6c0ml_4zocWCxg_ypG5daggE2xJI9Bz6k/edit?usp=sharing)

#### TE pg. 519

- TE/SE pg. 519
- Online Video
- TE/SE pg. 519

#### TE/SE pg. 521

#### TE/SE pg. 522

- Review Vocabulary - compare, graph, tally

#### TE/SE pg. 523-526

- New Vocabulary - bar graph, data, key, line plot, picture graph, survey, symbol, tally marks



# Second Grade Mathematics

## My Foldable

- This foldable requires students to take a survey and create a picture graph, then use the information to complete a bar graph. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Take a Survey

**Objective:** Students will take a survey and organize data using tally marks.

## Launch:

- Remind students of the Essential Question: “How can I record and analyze data?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How do tally marks help you organize data?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 2 - Make Picture Graphs

**Objective:** Students will use data to create picture graphs.

**Review Homework:** Review homework problems as needed.

- When introducing the concept of the vocabulary word data, expand on the idea that data can be visuals, sounds and numbers.

TE/SE pg. 527-528

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

TE pg. 529A-B

- New Vocabulary - data, survey, tally marks

TE pg. 529B

TE/SE pg. 529-531

TE pg. 532

TE pg. 533-534

- Think-Pair-Share TE pg. 534, paper
- SE pg. 533-534

## Resources:

Follow corresponding Lesson Presentation Slides.

Student Homework Page



# Second Grade Mathematics

**Launch:**

- Remind students of the Essential Question: “How can I record and analyze data?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How are picture graphs different from tally charts?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 3 - Analyze Picture Graphs**

**Objective:** Students will analyze data on picture graphs.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I record and analyze data?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How would you count the votes for bike riding if each picture stood for 2 votes?”
- Independent Practice

**Apply:****TE pg. 535A-B**

- New Vocabulary - picture graph, symbol

**TE pg. 535B****TE/SE pg. 535-537****TE/SE pg. 538****TE pg. 539-540**

- Think-Pair-Share TE pg. 540
- SE pg. 539-540

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page****TE pg. 541A-B**

- Review Vocabulary - data, picture graph

**TE pg. 541B****TE/SE pg. 541-543****TE/SE pg. 544**



# Second Grade Mathematics

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 4 - Make Bar Graphs

**Objective:** Students will make bar graphs to show data.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I record and analyze data?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How are bar graphs different from picture graphs?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Analyze Bar Graphs

**Objective:** Students will draw conclusions and answer questions based on bar graphs.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I record and analyze data?"
- Developing Vocabulary

## TE pg. 545-546

- Response Cards TE pg. 546, index cards, pencils
- SE pg. 545-546

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 549A-B

- New Vocabulary - bar graph

## TE pg. 549B

## TE/SE pg. 549-551

- Crayons or markers

## TE/SE pg. 552

## TE pg. 553-554

- Think-Pair-Share TE pg. 554
- SE pg. 553-554

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 555A-B

- Review Vocabulary - bar graph



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How could this graph help a teacher plan a class party?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><a href="#">Learning Opportunities/Strategies:</a>  <b>Lesson 6 - Problem Solving Strategy: Make a Table</b></p> <p><b>Objective:</b> Students will make a table to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I record and analyze data?”</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> <li>• Assign homework</li> </ul> <p><a href="#">Learning Opportunities/Strategies:</a>  <b>Lesson 7 - Make Line Plots</b></p>	<p><b>TE pg. 555B</b></p> <p><b>TE/SE pg. 555-557</b></p> <ul style="list-style-type: none"> <li>• Crayons or markers</li> </ul> <p><b>TE/SE pg. 558</b></p> <p><b>TE pg. 559-560</b></p> <ul style="list-style-type: none"> <li>• Response Boards TE pg. 560, write-on/wipe-off boards, dry erase markers, pencils, paper</li> <li>• SE pg. 559-560</li> </ul> <p><a href="#">Resources:</a>  Follow corresponding Lesson Presentation Slides.</p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 561A-B</b></p> <p><b>TE pg. 561B</b></p> <ul style="list-style-type: none"> <li>• TE pg. 561B</li> <li>• TE/SE pg. 561</li> </ul> <p><b>TE/SE pg. 562</b></p> <p><b>TE/SE pg. 563-564</b></p> <p><b>TE pg. 565-566</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 566, paper</li> <li>• SE pg. 565-566</li> </ul> <p><a href="#">Resources:</a>  Follow corresponding Lesson Presentation Slides.</p>
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## Second Grade Mathematics

**Objective:** Students will use data to create line plots.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I record and analyze data?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How are line plots similar to tally charts?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 8 - Analyze Line Plots**

**Objective:** Students will analyze data on line plots.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I record and analyze data?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math

**Student Homework Page**

**TE pg. 567A-B**

- New Vocabulary - line plot

**TE pg.567B**

**TE/SE pg. 567-569**

**TE/SE pg. 570**

**TE pg. 571-572**

- Think-Pair-Share TE pg. 572, write-on/wipe-off boards, dry erase markers
- SE pg. 571-572

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 573A-B**

- Review Vocabulary - line plot

**TE pg. 573B**

**TE/SE pg. 573-575**



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>○ Students turn and talk: “How are line plots the same or different than bar graphs or picture graphs?”</li> <li>● Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>● Complete Formative Assessment</li> <li>● Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Chapter 9 Project (use after lesson 8) - Graph Data</b></p> <p><b>Essential Question:</b> Remind students of the Essential Question: “How can I record and analyze data?”</p> <p><b>Objective:</b> Students will create a survey, collect data, and display the data in a graph.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Students per Group:</b> 2-4</p> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>● Students will work with a partner or small group to create a survey, collect data, and display the data collected in a graph. <ul style="list-style-type: none"> <li>○ Give students a topic or have them select one.</li> <li>○ Have them create a survey and conduct it with at least 15 people.</li> <li>○ Ask students to decide what type of graph would best illustrate the data they collected. Display different types of graphs students could use as a model to build their own graphs.</li> <li>○ Have students include a few sentences to summarize the data they collected.</li> </ul> </li> <li>● <b>Climate Change Opportunity</b> <ul style="list-style-type: none"> <li>○ Consider providing a climate change related question instead of having provide their own question</li> </ul> </li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>● Share results with class and display.</li> </ul>	<p><b>TE/SE pg. 576</b></p> <p><b>TE pg. 577-578</b></p> <ul style="list-style-type: none"> <li>● Think-Pair-Share TE pg. 578</li> <li>● SE pg. 577-7-578</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>TE/SE pg. 520</b></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 520</b></p> <ul style="list-style-type: none"> <li>● pencils, crayons</li> </ul> <p><b>Climate Change Example</b></p> <ul style="list-style-type: none"> <li>● Students may draw a bar graph having a single-unit scale to represent a data set about a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods.</li> </ul>
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## Second Grade Mathematics

<p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 9 Review and Reflect</b></p> <p><b>Objective:</b> Assess students' understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: "How can I record and analyze data?"</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Vocabulary Check</li> <li>Concept Check</li> <li>Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>		<p><b><u>Resources:</u></b></p> <p><b>Student Homework Page</b></p> <p>TE/SE pg. 579  TE/SE pg. 580  TE/SE pg. 581</p> <p>TE/SE pg. 582</p> <p>TE/SE pg. N/A</p>	
<p><b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p><b>High-Achieving Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "Beyond Level"</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> </ul>	<p><b>On Grade Level Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to "On Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> </ul>	<p><b>Struggling Students</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> </ul>	<p><b>Special Needs/ELL</b></p> <p>Small Group</p> <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> <li>Modify problem set to "Approaching Level"</li> <li>Utilize "Reteach" problem-set to model questions.</li> <li>Focus on critical thinking questions at the end of the lesson.</li> <li>Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>Participate in RedBird Math individualized learning path</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Reflex Math individualized learning path</li> <li>Utilize McGraw Hill eTools for online manipulative support</li> <li>Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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### Chapter Ten: Time

## Stage 1: Desired Results

### Standards & Indicators:

#### NJSLS for Mathematics

- 2.M.7** - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. & p.m.

#### NJSLS for Mathematical Practice

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



# Second Grade Mathematics

<p><b><u>Central Idea / Enduring Understanding:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• tell time to the hour on an analog and digital clock.</li> <li>• tell time to the half hour on an analog and digital clock.</li> <li>• show and tell time to the quarter hour.</li> <li>• skip count to tell time to five-minute intervals</li> <li>• decide if an activity takes place in the a.m. or p.m.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do I use and tell time?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>• Time to the Hour</li> <li>• Time to the Half Hour</li> <li>• Problem Solving Strategy: Find a Pattern</li> <li>• Time to the Quarter Hour</li> <li>• Time to Five-Minute Intervals</li> <li>• A.M. and P.M.</li> </ul>	<p><b><u>Skills (Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Tell and write time to the nearest hour.</li> <li>• Tell and write time to the nearest half hour.</li> <li>• Find a pattern to solve problems.</li> <li>• Tell and write time to the quarter hour.</li> <li>• Tell and write time to the nearest five minutes.</li> <li>• Use a.m. and p.m. when telling and writing time.</li> </ul>
<p><b><u>Interdisciplinary Connection(s):</u></b></p> <p><b><u>NJSLS for Literacy</u></b></p> <ul style="list-style-type: none"> <li>• <b>L.RF.2.3.</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• <b>L.RF.2.4.</b> - Read with sufficient accuracy and fluency to support comprehension.</li> <li>• <b>SL.PE.2.1.</b> - Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</li> <li>• <b>SL.II.2.2.</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• <b>SL.ES.2.3.</b> - 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.</li> <li>• <b>S.PI.2.4.</b> - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• <b>SL.UM.2.5.</b> - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• <b>SL.AS.2.6.</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• <b>L.WF.2.1.</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>L.WF.2.3.</b> - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills</li> </ul> <p><b><u>NJSLS for Science</u></b></p> <ul style="list-style-type: none"> <li>• <b>K-2-ETS1-1</b> - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• <b>K-2-ETS1-2</b> - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> </ul> <p><b><u>NJSLS for Social Studies (Performance Expectations)</u></b></p> <ul style="list-style-type: none"> <li>• <b>6.1.5.GeoHE.2:</b> Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</li> <li>• <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> <li>• <b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>	



# Second Grade Mathematics

- **6.3.8.EconET.1:** Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- **6.1.12.EconNE.6.a:** Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## **Stage 2: Assessment Evidence**

### **Diagnostic Assessment:**

- Am I Ready?

### **Formative Assessments:**

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### **Summative Assessment:**

- My Review
- Reflect
- Chapter 10 - Assessment
- Chapter 10 - Performance Task

### **Benchmark Assessment:**

- N/A



# Second Grade Mathematics

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, “Away We Go!”
- View online video to spark a discussion about how math is used in determining when to go somewhere.
- Introduce the Essential Question: “How do I use and tell time?”

#### Am I Ready?

- Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

- Review vocabulary words and complete “My Math Words” activity.

#### My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

#### My Foldable

- This foldable allows students to tell and write time on digital and analog clocks using A.M. and P.M. Complete the “My Foldable” activities.

#### Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

### Learning Opportunities/Strategies:

#### Lesson 1: Time to the Hour

**Objective:** Students will tell and write time to the nearest hour.

#### Launch:

- Remind students of the Essential Question: “How do I use and tell time?”
- Developing Vocabulary

### Resources:

#### TE pg. 583

- TE/SE pg. 583

- Online Video

- TE/SE pg. 583

#### TE/SE pg. 585

#### TE/SE pg. 586

- Review Vocabulary - afternoon, evening, morning

#### TE/SE pg. 587-590

- New Vocabulary - A.M., analog clock, digital clock, half hour, hour, hour hand, minute, minute hand, P.M., quarter hour

#### TE/SE pg. 591-592

#### Online

- Must print letter

### Resources:

Follow corresponding Lesson Presentation Slides.

#### TE pg. 593A-B

- New Vocabulary - hour, hour hand, minute, minute hand, analog clock, digital clock



# Second Grade Mathematics

- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “How is an analog clock similar to a number line?”
- Independent Practice

### Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

## Chapter 10 Project (use after lesson 1) - Create a Temperature Log

**Essential Question:** Remind students of the Essential Question: “How do I use and tell time?”

**Objective:** Students will create and keep a temperature log.

**Review Homework:** Review homework problems as needed.

**Students per Group: 1-3**

**Project:**

- Students will create and keep a temperature log.
  - Place a thermometer outside the classroom window.
  - Each day, have students record the date, the temperature, and the time on their Temperature Log. If possible, try to have students record their temperatures at a time they just learned about in the lesson that day.
  - At the end of the chapter, ask students to write a short paragraph comparing the warmest day and the coldest day.
  - Have students subtract and record the difference in temperature.

## Wrap Up:

**TE pg. 593B**

**TE/SE pg. 593-595**

- Manipulative clocks
- Manipulative clocks

- Manipulative clocks

**TE pg. 596**

**TE pg. 597-598**

- Think-Pair-Share TE pg. 598
- SE pg. 597-598

### Resources:

**TE/SE pg. 584**

## Student Homework Page

**TE/SE pg. 584**

- Pencils



# Second Grade Mathematics

- Share with class.

## Learning Opportunities/Strategies:

### Lesson 2 - Time to the Half Hour

**Objective:** Students will tell and write time to the nearest half hour.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I use and tell time?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "It is half past eight. Explain what half past means."
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 3 - Problem Solving Strategy: Find a Pattern

**Objective:** Students will find a pattern to solve problems.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I use and tell time?"
- Problem of the Day

#### Build:

- Prepare
- Learn the Strategy

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 599A-B

- New Vocabulary - half hour, half past

#### TE pg. 599B

#### TE/SE pg. 599-601

- Manipulative clocks
- Manipulative clocks

- Manipulative clocks

#### TE/SE pg. 602

#### TE pg. 603-604

- Quick Draw TE pg. 604, paper
- SE pg. 603-604

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 605A-B

- TE pg. 605B
- TE/SE pg. 605



# Second Grade Mathematics

**Practice:**

- Practice the Strategy

**Apply:**

- Apply the Strategy
- Review the Strategy

**Wrap Up:**

- Complete formative assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 4 - Time to the Quarter Hour**

**Objective:** Students will tell and write time to the quarter hour.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How do I use and tell time?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “At 4:15, where is the minute hand?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 5 - Time to Five-Minute Intervals**

TE/SE pg. 606

TE/SE pg. 607-608

TE pg. 609-610

- Response Boards TE pg. 610, write-on/wipe-off boards, dry erase markers
- SE pg. 609-610

**Resources:**

Follow corresponding Lesson Presentation Slides.

**Student Homework Page**

TE pg. 613A-B

- New Vocabulary - quarter hour

TE pg. 613B

TE/SE pg. 613-615

- Paper plates, demonstration clock, connecting cubes, crayons
- Demonstration and manipulative clocks
- Manipulative clocks

TE/SE pg. 616

TE pg. 617-618

- Think-Pair-Share TE pg. 618, demonstration clock
- SE pg. 617-618

**Resources:**

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

**Objective:** Students will tell and write time to the nearest five minutes.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How do I use and tell time?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how you skip count by 5s to tell time.”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 6 - A.M. and P.M.**

**Objective:** Students will use A.M. and P.M. when telling and writing time.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How do I use and tell time?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice

**Student Homework Page**

**TE pg. 619A-B**

- Review Vocabulary - analog clock, digital clock

**TE pg. 619B**

**TE/SE pg. 619-621**

- Manipulative clocks
- Manipulative clocks
- Manipulative clocks

**TE/SE pg. 622**

**TE pg. 623-624**

- Think-Pair-Share TE pg. 624, demonstration clock
- SE pg. 623-624

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 625A-B**

- New Vocabulary - A.M., P.M.

**TE pg. 625B**

**TE/SE pg. 625-627**

- Crayons or colored pencils



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How can you remember if it is A.M. or P.M.?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u>  <b>Chapter 10 Review and Reflect</b></p> <p><b>Objective:</b> Assess students’ understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How do I use and tell time?”</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Check</li> <li>• Concept Check</li> <li>• Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b>TE/SE pg. 628</b></p> <p><b>TE pg. 629-630</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 630</li> <li>• SE pg. 629-630</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 631</b>  <b>TE/SE pg. 632</b>  <b>TE/SE pg. 633</b></p> <p><b>TE/SE pg. 634</b></p> <p><b>TE/SE pg. N/A</b></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Beyond Level”</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “On Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>• My Learning Station student-led activity</li> </ul>
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# Second Grade Mathematics

## Chapter Eleven: Customary and Metric Lengths

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS for Mathematics

- **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.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.
- **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.
- **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.

##### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- estimate and then find the length of the object.
- select and use a measurement tool.
- compare customary and metric lengths.
- use a number line to find the length of an object.
- collect data and display it on a graph.

#### Essential/Guiding Question:

- How can I measure objects?

#### Content:

- Inches
- Feet and Yards
- Select and Use Customary Tools
- Compare Customary Lengths
- Relate Inches, Feet, and Yards
- Problem Solving Strategy: Use Logical Reasoning
- Centimeters and Meters
- Select and Use Metric Tools
- Compare Metric Lengths
- Relate Centimeters and Meters
- Measure on a Number Line

#### Skills (Objectives):

- Use an inch ruler to measure objects.
- Measure objects in feet and yards.
- Choose the appropriate customary tool and measure objects by length.
- Measure to compare customary lengths.
- Use measurement to relate inches, feet, and yards.
- Use the logical reasoning strategy to solve problems.
- Use a centimeter ruler and a meterstick to measure objects.



# Second Grade Mathematics

- Measurement Data

- Choose the appropriate metric tool and measure objects by length.
- Use measurement to compare metric length.
- Use measurement to relate centimeters and meters.
- Use a number line to measure objects.
- Measure lengths to generate data shown on a line plot.

## Interdisciplinary Connection(s):

### **NJSLS for Literacy**

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

### **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.3.8.EconET.1:** Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- **6.1.12.EconNE.6.a:** Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

### **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.



# Second Grade Mathematics

- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.
- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 11 - Assessment
- Chapter 11 - Performance Task

### Benchmark Assessment:

- N/A

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

### Resources:

#### TE pg. 635

- TE/SE pg. 635



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Introduce the chapter by discussing the theme, “I Love Sports!”</li> <li>• View online video to spark a discussion about how math is used in various sports activities.</li> <li>• Introduce the Essential Question: “How can I measure objects?”</li> </ul> <p><b>Am I Ready?</b></p> <ul style="list-style-type: none"> <li>• Complete the “Am I Ready?” assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.</li> </ul> <p><b>My Math Words</b></p> <ul style="list-style-type: none"> <li>• Review vocabulary words and complete “My Math Words” activity.</li> </ul> <p><b>My Vocabulary Cards</b></p> <ul style="list-style-type: none"> <li>• Introduce vocabulary words and complete “My Vocabulary Cards” activity.</li> </ul> <p><b>My Foldable</b></p> <ul style="list-style-type: none"> <li>• This foldable requires students to estimate lengths and heights using customary and metric units. Complete the “My Foldable” activities.</li> </ul> <p><b>Wrap Up</b></p> <ul style="list-style-type: none"> <li>• Math At Home: Family Letter - Student signs it and presents it to parents/guardians.</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Lesson 1: Inches</b></p> <p><b>Objective:</b> Students will use an inch ruler to measure objects.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I measure objects?”</li> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>○ Students turn and talk: “How do you use a ruler to measure inches?”</li> </ul> </li> <li>• Independent Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Online Video</li> <li>• TE/SE pg. 635</li> </ul> <p><b>TE/SE pg. 637</b></p> <p><b>TE/SE pg. 638</b></p> <ul style="list-style-type: none"> <li>• Review Vocabulary - compare, longest, shortest</li> </ul> <p><b>TE/SE pg. 639-642</b></p> <ul style="list-style-type: none"> <li>• New Vocabulary - centimeter, estimate, foot, inch, length, measure, meter, yard</li> </ul> <p><b>TE/SE pg. 643-644</b></p> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>• Must print letter</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>TE pg. 645A-B</b></p> <ul style="list-style-type: none"> <li>• New Vocabulary - estimate, inch, length, measure</li> </ul> <p><b>TE pg. 645B</b></p> <p><b>TE/SE pg. 645-647</b></p> <ul style="list-style-type: none"> <li>• Color tiles</li> <li>• Rulers</li> </ul> <ul style="list-style-type: none"> <li>• Rulers</li> </ul>
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# Second Grade Mathematics

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 2 - Feet and Yards**

**Objective:** Students will tell and write time to the nearest half hour.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: "How can I measure objects?"
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "How can you measure a large object with a ruler?"
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:****Lesson 3 - Select and Use Customary Tools**

**Objective:** Students will choose the appropriate customary tool and measure objects by length.

**Review Homework:** Review homework problems as needed.

TE pg. 648

TE pg. 649-650

- Think-Pair-Share TE pg. 650
- SE pg. 649-650

**Resources:**

Follow corresponding Lesson Presentation Slides.

**Student Homework Page**

TE pg. 651A-B

- New Vocabulary - yard, foot

TE pg. 651B

TE/SE pg. 651-653

- Rulers, yardsticks

- Rulers, yardsticks

TE/SE pg. 654

TE pg. 655-656

- Response Cards TE pg. 656, write-on/wipe-off boards, dry erase markers
- SE pg. 655-656

**Resources:**

Follow corresponding Lesson Presentation Slides.

**Student Homework Page**



# Second Grade Mathematics

<p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How can I measure objects?”</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “How do you know which tool to use to measure?”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Lesson 4 - Compare Customary Lengths</b></p> <p><b>Objective:</b> Students will measure to compare customary lengths.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How can I measure objects?”</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “Why do you need to know how to compare lengths?”</li> </ul> </li> <li>Independent Practice</li> </ul>	<p><b>TE pg. 657A-B</b></p> <ul style="list-style-type: none"> <li>Review Vocabulary - measure</li> </ul> <p><b>TE pg. 657B</b></p> <p><b>TE/SE pg. 657-659</b></p> <ul style="list-style-type: none"> <li>Rulers, yardsticks, measuring tape, pencil, crayon</li> <li>Rulers, yardsticks, measuring tape</li> </ul> <p><b>TE/SE pg. 660</b></p> <p><b>TE pg. 661-662</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share TE pg. 662</li> <li>SE pg. 661-662</li> </ul> <p><b><u>Resources:</u></b></p> <p><b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 665A-B</b></p> <ul style="list-style-type: none"> <li>Review Vocabulary - longer, shorter</li> </ul> <p><b>TE pg. 665B</b></p> <p><b>TE/SE pg. 665-667</b></p> <ul style="list-style-type: none"> <li>Pencils, crayons, rulers, yardsticks, measuring tapes, classroom objects</li> <li>Rulers, yardsticks, measuring tape</li> <li>Rulers, yardsticks, measuring tape</li> </ul>
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# Second Grade Mathematics

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 5 - Relate Inches, Feet, and Yards

**Objective:** Students will use measurement to relate inches, feet, and yards.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: "How can I measure objects?"
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "If there are 12 inches in 1 foot and 3 feet in a yard, how many inches are in 1 yard?"
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 6 - Problem Solving Strategy: Use Logical Reasoning

**Objective:** Students will use the logical reasoning strategy to solve problems.

TE/SE pg. 668

TE pg. 669-670

- Response Cards TE pg. 670, index cards, pencils, yardsticks
- SE pg. 669-670

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 671A-B

- Review Vocabulary - yard, foot, inch

TE pg. 671B

TE/SE pg. 671-673

- Rulers, yardsticks, classroom objects
- Rulers, yardsticks

- Rulers, yardsticks

TE/SE pg. 674

TE pg. 675-676

- Response Cards TE pg. 676, index cards, pencils
- SE pg. 675-676

## Resources:

Follow corresponding Lesson Presentation Slides.



# Second Grade Mathematics

<p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How can I measure objects?”</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Prepare</li> <li>Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Apply the Strategy</li> <li>Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete formative assessment</li> <li>Assign homework</li> </ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u>  <b>Lesson 7 - Centimeters and Meters</b></p> <p><b>Objective:</b> Students will use a centimeter ruler and a meterstick to measure objects.</p>	<p><b>Student Homework Page</b></p> <p><b>TE pg. 677A-B</b></p> <ul style="list-style-type: none"> <li>TE pg. 677B, yardsticks, balls of yarn or string, scissors</li> <li>TE/SE pg. 677</li> </ul> <p><b>TE/SE pg. 678</b></p> <p><b>TE/SE pg. 679-680</b></p> <p><b>TE pg. 681-682</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share TE pg. 682</li> <li>SE pg. 681-682</li> </ul> <p><u><a href="#">Resources:</a></u>  <b>Follow corresponding Lesson Presentation Slides.</b></p>
<p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How can I measure objects?”</li> <li>Developing Vocabulary</li> <li>Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math <ul style="list-style-type: none"> <li>Students turn and talk: “Identify objects in the classroom that are about 1 centimeter long.”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> </ul>	<p><b>Student Homework Page</b></p> <p><b>TE pg. 685A-B</b></p> <ul style="list-style-type: none"> <li>New Vocabulary - centimeter, meter</li> </ul> <p><b>TE pg. 685B</b></p> <p><b>TE/SE pg. 685-687</b></p> <ul style="list-style-type: none"> <li>Base-ten blocks</li> <li>Centimeter rulers, metersticks</li> <li>Centimeter rulers, metersticks</li> </ul> <p><b>TE/SE pg. 688</b></p>



# Second Grade Mathematics

- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 8 - Select and Use Metric Tools

**Objective:** Students will choose the appropriate metric tool and measure objects by length.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I measure objects?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Can you measure a paperclip with a meterstick? Explain.”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 9 - Compare Metric Lengths

**Objective:** Students will use measurement to compare metric length.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How can I measure objects?”

## TE pg. 689-690

- Exit Slip TE pg. 690
- SE pg. 689-690

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 691A-B

- Review Vocabulary - measure

## TE pg. 691B

## TE/SE pg. 691-693

- Centimeter rulers, metersticks, pencils
- Centimeter rulers, metersticks
- Centimeter ruler, meterstick

## TE/SE pg. 694

## TE pg. 695-696

- Think-Pair-Share TE pg. 696
- SE pg. 695-696

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

## TE pg. 697A-B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “When you are comparing lengths, why is it important to use the same unit of measure for both objects?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> <li>• <b>Climate Change Opportunity</b></li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u>  <b>Lesson 10 - Relate Centimeters and Meters</b></p> <p><b>Objective:</b> Students will use measurement to relate centimeters and meters.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I measure objects?”</li> <li>• Developing Vocabulary</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math</li> </ul>	<ul style="list-style-type: none"> <li>• Review Vocabulary - longer, shorter</li> </ul> <p><b>TE pg. 697B</b></p> <p><b>TE/SE pg. 697-699</b></p> <ul style="list-style-type: none"> <li>• Stapler, eraser, centimeter rulers, objects</li> <li>• Centimeter rulers, meter sticks</li> <li>• Centimeter rulers, meter sticks</li> </ul> <p><b>TE/SE pg. 700</b></p> <p><b>Climate Change Opportunity</b></p> <ul style="list-style-type: none"> <li>• Word problem #9 on page 700. To incorporate climate change, you can expand the lesson to discuss how riding a bike to school helps the environment versus riding in a car or on a bus.</li> </ul> <p><b>TE pg. 701-702</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 702</li> <li>• SE pg. 701-702</li> </ul> <p><u><a href="#">Resources:</a></u>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 703A-B</b></p> <ul style="list-style-type: none"> <li>• Review Vocabulary - centimeter, meter</li> </ul> <p><b>TE pg. 703B</b></p> <p><b>TE/SE pg. 703-705</b></p> <ul style="list-style-type: none"> <li>• Centimeter rulers, meter sticks</li> <li>• Centimeter rulers, meter sticks</li> </ul>
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# Second Grade Mathematics

<ul style="list-style-type: none"> <li>○ Students turn and talk: “Which unit of measure gives you a more exact measurement?”</li> <li>● Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>● Complete Formative Assessment</li> <li>● Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Lesson 11 - Measure on a Number Line</b></p> <p><b>Objective:</b> Students will use a number line to measure objects.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>● Remind students of the Essential Question: “How can I measure objects?”</li> <li>● Developing Vocabulary</li> <li>● Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>● Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>● Math in My World</li> <li>● Guided Practice</li> <li>● Talk Math <ul style="list-style-type: none"> <li>○ Students turn and talk: “How does the number line help you compare measurements?”</li> </ul> </li> <li>● Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>● Complete Formative Assessment</li> <li>● Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Chapter 11 Project (use after lesson 11) - Measurement All Around</b></p>	<ul style="list-style-type: none"> <li>● Centimeter rulers, meter sticks</li> </ul> <p><b>TE/SE pg. 706</b></p> <p><b>TE pg. 707-708</b></p> <ul style="list-style-type: none"> <li>● Response Cards TE pg. 708, index cards, pencils</li> <li>● SE pg. 707-708</li> </ul> <p><b><u>Resources:</u></b>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 709A-B</b></p> <ul style="list-style-type: none"> <li>● Review Vocabulary - number line</li> <li>● Centimeter rulers</li> </ul> <p><b>TE pg. 709B</b></p> <p><b>TE/SE pg. 709-711</b></p> <ul style="list-style-type: none"> <li>● Crayons, scissors, classroom objects</li> </ul> <p><b>TE/SE pg. 712</b></p> <p><b>TE pg. 713-714</b></p> <ul style="list-style-type: none"> <li>● Response Boards TE pg. 714, write-on/wipe-off boards, dry erase markers</li> <li>● SE pg. 713-714</li> </ul> <p><b><u>Resources:</u></b>  <b>TE/SE pg. 636</b></p>
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# Second Grade Mathematics

**Essential Question:** Remind students of the Essential Question: “How can I measure objects?”

**Objective:** Students will measure objects using different units.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 1

**Project:**

- Students will measure objects using different units.
  - Have students select various objects in the classroom to measure.
  - Encourage students to list the object, record an estimate, measure the object, and record their measurement and the unit they measured in.
  - After students have measured at least five objects in each unit, have them list all the objects they measured in each unit in order from smallest to largest.
  - Have students compare the items they measured with their classmates
  - Have students fill in the “units” table with real-world objects and tools, for example, inches/phone/inch ruler.

**Wrap Up:**

- Share with class.

**Learning Opportunities/Strategies:**

**Lesson 12 - Measurement Data**

**Objective:** Students will measure lengths to generate data shown on a line plot.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How can I measure objects?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World

**Student Homework Page**

**TE/SE pg. 636**

- Pencils, paper, rulers, yardsticks, measuring tape, centimeter rulers, metersticks

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 715A-B**

- Review Vocabulary - data

**TE pg. 715B**

**TE/SE pg. 715-717**

- Inch rulers, pencils



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How does a line plot help to show measurement data?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><b>Chapter 11 Review and Reflect</b></p> <p><b>Objective:</b> Assess students’ understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How can I measure objects?”</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Check</li> <li>• Concept Check</li> <li>• Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<ul style="list-style-type: none"> <li>• Inch rulers</li> <li>• Inch and centimeter rulers</li> </ul> <p><b>TE/SE pg. 718</b></p> <p><b>TE pg. 719-720</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 720</li> <li>• SE pg. 719-720</li> </ul> <p><u><b>Resources:</b></u></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 721</b>  <b>TE/SE pg. 722</b>  <b>TE/SE pg. 723</b></p> <p><b>TE/SE pg. 724</b></p> <p><b>TE/SE pg. N/A</b></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Beyond Level”</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Utilize gradual release model</li> <li>• Modify problem set to “On Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> </ul>	<p>Small Group</p> <ul style="list-style-type: none"> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• Utilize gradual release model</li> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> </ul>



## Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p> <ul style="list-style-type: none"> <li>• My Learning Station student-led activity</li> </ul>
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# Second Grade Mathematics

## Chapter Twelve: Geometric Shapes and Equal Shares

### Stage 1: Desired Results

#### Standards & Indicators:

##### NJSLS for Mathematics

- **2.G.1.** - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- **2.G.2.** - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- **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. For example, students partition a rectangle (i.e. the whole) into three equal shares, identify each of the shares as a 'third' and describe the rectangle as three 'thirds'.

##### NJSLS for Mathematical Practice

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

#### Central Idea / Enduring Understanding:

Students will...

- identify and describe two-dimensional shapes.
- identify and describe three-dimensional shapes.
- partition two-dimensional shapes into equal parts.

#### Essential/Guiding Question:

- How do I use shapes and equal parts?

#### Content:

- Two-Dimensional Shapes
- Sides and Angles
- Problem Solving Strategy: Draw a Diagram
- Three-Dimensional Shapes
- Faces, Edges, and Vertices
- Relate Shapes and Solids
- Halves, Thirds, and Fourths
- Area

#### Skills (Objectives):

- Identify two-dimensional geometric shapes.
- Recognize attributes (sides and angles) of two-dimensional shapes.
- Use the draw a diagram strategy to solve problems.
- Identify three-dimensional geometric shapes.
- Describe the faces, edges, and vertices of three-dimensional shapes.
- Identify two-dimensional shapes and solid shapes.
- Partition two-dimensional shapes into two, three, and four equal parts.
- Determine the area of a rectangle.

#### Interdisciplinary Connection(s):

##### NJSLS for Literacy

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **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.



# Second Grade Mathematics

- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **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.
- **L.WF.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.3.** - Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

## **NJSLS for Science**

- **K-2-ETS1-1** - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- **K-2-ETS1-2** - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

## **NJSLS for Social Studies (Performance Expectations)**

- **6.1.5.GeoHE.2:** Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.3.8.EconET.1:** Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- **6.1.12.EconNE.6.a:** Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

## **NJSLS for Career Readiness, Life Literacies, and Key Skills**

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.FP.1** - Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2** - Differentiate between financial wants and needs.
- **9.1.2.FP.3** - Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- **9.2.2.CAP.1** - Make a list of different types of jobs and describe the skills associated with each job.
- **9.2.2.CAP.2** - Explain why employers are willing to pay individuals to work.
- **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 (e.g., inductive, deductive).
- **9.4.2.DC.1** - Explain differences between ownership and sharing of information.
- **9.4.2.DC.2** - Explain the importance of respecting digital content of others.
- **9.4.2.DC.3** - Explain how to be safe online and follow safe practices when using the internet
- **9.4.2.DC.4** - Compare information that should be kept private to information that might be made public.
- **9.4.2.IML.1** - Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** - Represent data in a visual format to tell a story about the data.
- **9.4.2.TL.1** - Identify the basic features of a digital tool and explain the purpose of the tool.



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- **9.4.2.TL.2** - Create a document using a word processing application.
- **9.4.2.TL.4** - Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.5** - Describe the difference between real and virtual experiences.
- **9.4.2.TL.6** - Illustrate and communicate ideas and stories using multiple digital tools.
- **9.4.2.TL.7** - Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

## Stage 2: Assessment Evidence

### Diagnostic Assessment:

- Am I Ready?

### Formative Assessments:

- Journal Writing
- Think-Pair-Share
- Response Cards
- Line Up
- Self Assessment
- Quick Draw
- Response Boards
- 3-2-1 Strategy Form
- Exit Slip
- Graffiti Fact
- Journal Reflection
- Turn to Your Partner
- Graffiti Write
- Quick Write
- Debriefing

### Summative Assessment:

- My Review
- Reflect
- Chapter 12 - Assessment
- Chapter 12 - Performance Task

### Benchmark Assessment:

- Benchmark Assessment

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Chapter Introduction

**Objective:** Use diagnostic resources to determine which level of instruction is needed to help students get ready for the chapter.

#### Chapter Introduction:

- Introduce the chapter by discussing the theme, "Let's Go to the Park!"
- View online video to spark a discussion about how math is used in activities or objects found in the park.
- Introduce the Essential Question: "How do I use shapes and equal parts?"

#### Am I Ready?

- Complete the "Am I Ready?" assessment to determine if students have the foundational skills they need in order to successfully learn the new skills and concepts presented in this chapter.

#### My Math Words

### Resources:

#### TE pg. 725

- TE/SE pg. 725
- Online Video
- TE/SE pg. 725

#### TE/SE pg. 727

#### TE/SE pg. 728

- Review Vocabulary - circle, rectangle, square



# Second Grade Mathematics

- Review vocabulary words and complete “My Math Words” activity.

## My Vocabulary Cards

- Introduce vocabulary words and complete “My Vocabulary Cards” activity.

## My Foldable

- This foldable provides practice recognizing spheres, pyramids, rectangular prisms, and cubes. Complete the “My Foldable” activities.

## Wrap Up

- Math At Home: Family Letter - Student signs it and presents it to parents/guardians.

## Learning Opportunities/Strategies:

### Lesson 1: Two-Dimensional Shapes

**Objective:** Students will identify two-dimensional geometric shapes

#### Launch:

- Remind students of the Essential Question: “How do I use shapes and equal parts?”
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “What is the difference between a pentagon and a hexagon? How are they alike?”
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## TE/SE pg. 729-736

- New Vocabulary - angle, cone, cube, cylinder, edge, face, fourths, halves, hexagon, parallelogram, partition, pentagon, pyramid, quadrilateral, rectangular prism, side, sphere, thirds, three-dimensional shapes, trapezoid, two-dimensional shapes, vertex

## TE/SE pg. 737-738

## Online

- Must print letter

## Resources:

Follow corresponding Lesson Presentation Slides.

## TE pg. 739A-B

- New Vocabulary - hexagon, parallelogram, pentagon, trapezoid, two-dimensional shape

## TE pg. 739B

## TE/SE pg. 739-741

- Small attribute blocks

## TE pg. 742

## TE pg. 743-744

- Think-Pair-Share TE pg. 744
- SE pg. 743-744



# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Chapter 12 Project (use after lesson 1) - Two-Dimensional Shape Collages

**Essential Question:** Remind students of the Essential Question: “How do I use shapes and equal parts?”

**Objective:** Students will create a shape collage.

**Review Homework:** Review homework problems as needed.

**Students per Group:** 1

#### **Project:**

- Students will create a two-dimensional shape collage as they work through the chapter.
  - Students may use two-dimensional shapes cut out of paper or magazines. They might also draw their own two-dimensional shapes.
  - For each collage, have students label the sides and angles of at least one of the shapes.
  - Display the collages on a bulletin board for students to use as reference tools throughout the chapter.
  - Have students use the collages on the bulletin board to fill in the table on page 726.

#### **Wrap Up:**

- Share with class.

## Learning Opportunities/Strategies:

### Lesson 2 - Sides and angles

**Objective:** Students will recognize attributes (sides and angles) of two-dimensional shapes.

**Review Homework:** Review homework problems as needed.

#### **Launch:**

- Remind students of the Essential Question: “How do I use shapes and equal parts?”
- Developing Vocabulary
- Problem of the Day

#### **Build:**

- Investigate the Math: Explore, Model, Extend

#### **Practice:**

## Resources:

TE/SE pg. 726

### Student Homework Page

TE/SE pg. 726

- Pencils, paper, glue, scissors, magazines

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

TE pg. 745A-B

- New Vocabulary - angle, quadrilateral, side

TE pg. 745B

TE/SE pg. 745-747



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>• Math in My World</li> <li>• Guided Practice</li> <li>• Talk Math <ul style="list-style-type: none"> <li>◦ Students turn and talk: “How are a square and a hexagon alike? How are they different?”</li> </ul> </li> <li>• Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete Formative Assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Lesson 3 - Problem Solving Strategy: Draw a Diagram</b></p> <p><b>Objective:</b> Students will use the draw a diagram strategy to solve problems.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Launch:</b></p> <ul style="list-style-type: none"> <li>• Remind students of the Essential Question: “How do I use shapes and equal parts?”</li> <li>• Problem of the Day</li> </ul> <p><b>Build:</b></p> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Learn the Strategy</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Practice the Strategy</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>• Apply the Strategy</li> <li>• Review the Strategy</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>• Complete formative assessment</li> <li>• Assign homework</li> </ul> <p><b><u>Learning Opportunities/Strategies:</u></b>  <b>Lesson 4 - Three-Dimensional Shapes</b></p> <p><b>Objective:</b> Students will identify three-dimensional geometric shapes.</p>	<ul style="list-style-type: none"> <li>• Pattern blocks, pencils</li> </ul> <p><b>TE/SE pg. 748</b></p> <p><b>TE pg. 749-750</b></p> <ul style="list-style-type: none"> <li>• Think-Pair-Share TE pg. 750, pattern blocks</li> <li>• SE pg. 749-750</li> </ul> <p><b><u>Resources:</u></b>  <b>Follow corresponding Lesson Presentation Slides.</b></p> <p><b>Student Homework Page</b></p> <p><b>TE pg. 751A-B</b></p> <ul style="list-style-type: none"> <li>• TE pg. 751B, write-on/wipe-off boards, dry erase markers</li> <li>• TE/SE pg. 751</li> </ul> <p><b>TE/SE pg. 752</b></p> <p><b>TE/SE pg. 753-754</b></p> <p><b>TE pg. 755-756</b></p> <ul style="list-style-type: none"> <li>• Quick Draw TE pg.756, paper, crayons, pencils</li> <li>• SE pg. 755-756</li> </ul> <p><b><u>Resources:</u></b>  <b>Follow corresponding Lesson Presentation Slides.</b></p>
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# Second Grade Mathematics

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How do I use shapes and equal parts?”
- Developing Vocabulary
  
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Name two objects in your classroom that are the same shape as a rectangular prism?”
- Independent Practice

**Apply:**

- Problem Solving
- Brain Builders

**Wrap Up:**

- Complete Formative Assessment
- Assign homework

**Learning Opportunities/Strategies:**

**Lesson 5 - Faces, Edges, and Vertices**

**Objective:** Students will describe the faces, edges, and vertices of three-dimensional shapes.

**Review Homework:** Review homework problems as needed.

**Launch:**

- Remind students of the Essential Question: “How do I use shapes and equal parts?”
- Developing Vocabulary
- Problem of the Day

**Build:**

- Investigate the Math: Explore, Model, Extend

**Practice:**

- Math in My World
- Guided Practice

**Student Homework Page**

**TE pg. 759A-B**

- New Vocabulary - cone, cube, cylinder, pyramid, rectangular prism, sphere, three-dimensional shape

**TE pg. 759B**

**TE/SE pg. 759-761**

**TE/SE pg. 762**

**TE pg. 763-764**

- Think-Pair-Share TE pg. 764, geometric solids
- SE pg. 763-764

**Resources:**

**Follow corresponding Lesson Presentation Slides.**

**Student Homework Page**

**TE pg. 765A-B**

- New Vocabulary - vertex, edge, face

**TE pg. 765B**

**TE/SE pg. 765-767**



# Second Grade Mathematics

- Talk Math
  - Students turn and talk: “What figure has 6 equal faces? How do you know?”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 6 - Relate Shapes and Solids

**Objective:** Students will identify two-dimensional shapes and solid shapes.

**Review Homework:** Review homework problems as needed.

## Launch:

- Remind students of the Essential Question: “How do I use shapes and equal parts?”
- Developing Vocabulary
- Problem of the Day

## Build:

- Investigate the Math: Explore, Model, Extend

## Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: “Explain how two-dimensional shapes and three-dimensional shapes are related.”
- Independent Practice

## Apply:

- Problem Solving
- Brain Builders

## Wrap Up:

- Complete Formative Assessment
- Assign homework

TE/SE pg. 768

TE pg. 769-770

- Think-Pair-Share TE pg. 770
- SE pg. 769-770

## Resources:

Follow corresponding Lesson Presentation Slides.

## Student Homework Page

TE pg. 771A-B

- Review Vocabulary - solid, shape

TE pg. 771B

TE/SE pg. 771-773

- Geometric solids, stickers, pencils

TE/SE pg. 774

TE pg. 775-776

- Response Cards TE pg. 776, index cards, pencils
- SE pg. 775-776



# Second Grade Mathematics

## Learning Opportunities/Strategies:

### Lesson 7 - Halves, Thirds, and Fourths

**Objective:** Students will partition two-dimensional shapes into two, three, and four equal shares.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I use shapes and equal parts?"
- Developing Vocabulary
- Problem of the Day

#### Build:

- Investigate the Math: Explore, Model, Extend

#### Practice:

- Math in My World
- Guided Practice
- Talk Math
  - Students turn and talk: "Explain how you can divide a pie so that four people each get an equal part."
- Independent Practice

#### Apply:

- Problem Solving
- Brain Builders

#### Wrap Up:

- Complete Formative Assessment
- Assign homework

## Learning Opportunities/Strategies:

### Lesson 8 - Area

**Objective:** Students will determine the area of a rectangle.

**Review Homework:** Review homework problems as needed.

#### Launch:

- Remind students of the Essential Question: "How do I use shapes and equal parts?"
- Developing Vocabulary
- Problem of the Day

#### Build:

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 777A-B

- New Vocabulary - fourths, halves, thirds

#### TE pg. 777B

#### TE/SE pg. 777-779

- Pattern blocks, pencils

#### TE/SE pg. 780

#### TE pg. 781-782

- Quick Draw TE pg. 782, construction paper, pencils, rulers
- SE pg. 781-782

## Resources:

Follow corresponding Lesson Presentation Slides.

### Student Homework Page

#### TE pg. 783A-B

- Review Vocabulary - fourth of, half of, partition, third of

#### TE pg. 783B



# Second Grade Mathematics

<ul style="list-style-type: none"> <li>Investigate the Math: Explore, Model, Extend</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Math in My World</li> <li>Guided Practice</li> <li>Talk Math             <ul style="list-style-type: none"> <li>Students turn and talk: “Explain how you would partition a rectangle into 6 equal-sized squares.”</li> </ul> </li> <li>Independent Practice</li> </ul> <p><b>Apply:</b></p> <ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Builders</li> </ul> <p><b>Wrap Up:</b></p> <ul style="list-style-type: none"> <li>Complete Formative Assessment</li> <li>Assign homework</li> </ul> <p><u><a href="#">Learning Opportunities/Strategies:</a></u></p> <p><b>Chapter 12 Review and Reflect</b></p> <p><b>Objective:</b> Assess students’ understanding of the vocabulary and key concepts in this chapter.</p> <p><b>Review Homework:</b> Review homework problems as needed.</p> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>Remind students of the Essential Question: “How do I use shapes and equal parts?”</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>Vocabulary Check</li> <li>Concept Check</li> <li>Brain Builders</li> </ul> <p><b>Reflect</b></p> <p><b>Assign homework</b></p>	<p><b>TE/SE pg. 783-785</b></p> <ul style="list-style-type: none"> <li>Color tiles, pencils</li> </ul> <ul style="list-style-type: none"> <li>Color tiles</li> </ul> <p><b>TE/SE pg. 786</b></p> <p><b>TE pg. 787-788</b></p> <ul style="list-style-type: none"> <li>Quick Draw TE pg. 788, grid paper, pencils</li> <li>SE pg. 787-788</li> </ul> <p><u><a href="#">Resources:</a></u></p> <p><b>Student Homework Page</b></p> <p><b>TE/SE pg. 789</b>  <b>TE/SE pg. 790</b>  <b>TE/SE pg. 791</b></p> <p><b>TE/SE pg. 792</b></p> <p><b>TE/SE pg. N/A</b></p>
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[Differentiation](#) \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to “Beyond Level”</li> <li>Focus on critical thinking questions at the end of the lesson.</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Utilize gradual release model</li> <li>Modify problem set to “On Level”</li> <li>Utilize “Reteach” problem-set to model questions.</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> </ul>	Small Group <ul style="list-style-type: none"> <li>Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>Utilize gradual release model</li> </ul>



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<p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on critical thinking questions at the end of the lesson.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide</li> </ul>	<ul style="list-style-type: none"> <li>• Modify problem set to “Approaching Level”</li> <li>• Utilize “Reteach” problem-set to model questions.</li> <li>• Focus on critical thinking questions at the end of the lesson.</li> <li>• Pair with on grade level or higher-achieving students to problem solve</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Participate in RedBird Math individualized learning path</li> <li>• Participate in Reflex Math individualized learning path</li> <li>• Utilize McGraw Hill eTools for online manipulative support</li> <li>• Utilize McGraw Hill Personal Tutor to demonstrate a model/sample</li> <li>• Utilize McGraw Hill online lesson animations to demonstrate a model/sample</li> <li>• Utilize the McGraw Hill English Language Learner Guide to provide foundational support</li> <li>• Specific use of modalities - kinesthetic, visual, auditory, tactile</li> <li>• The multilingual eGlossary can support vocabulary</li> </ul> <p>Learning Station</p>
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## Second Grade Mathematics

			<ul style="list-style-type: none"> <li>My Learning Station student-led activity</li> </ul>
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Math Pacing Guide Grade 2				
MP	Chapter Breakdown	# of days allotted	# of days subtotal	# of days cumulative
MP1	<b>McGraw Hill: My Math - Chapter 1 - Apply Addition and Subtraction Concepts</b>		20	20
	• Chapter Introduction	1		
	• Lessons 1-12 (@ 1 lesson per day)	12		
	• Chapter 1 Project	1		
	• Lessons 13 (@ 1 lesson per day)	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP1	<b>McGraw Hill: My Math - Chapter 2 - Number Patterns</b>		14	34
	• Chapter Introduction	1		
	• Lesson 1-7 (@ 1 lesson per day)	7		
	• Chapter 2 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP1-2	<b>McGraw Hill: My Math - Chapter 3 - Add Two-Digit Numbers</b>		14	48
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 lesson per day)	1		
	• Chapter 3 Project	1		
	• Lessons 2-7 (@ 1 lesson per day)	6		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	2		
MP2	<b>Benchmark Test #1 (covers chapters 1-3).</b>		1	49
MP2	<b>McGraw Hill: My Math - Chapter 4 - Subtract Two-Digit Numbers</b>		16	65



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	<ul style="list-style-type: none"> <li>• Chapter Introduction</li> <li>• Lesson 1-7 (@ 1 lesson per day)</li> <li>• Chapter 4 Project</li> <li>• Lesson 8-9 (@ 1 lesson per day)</li> <li>• Review and Reflect</li> <li>• Chapter Assessment</li> <li>• Chapter Performance Task</li> <li>• Flex Days</li> </ul>	1 7 1 2 1 1 1 2		
<b>MP2</b>	<b>McGraw Hill: My Math - Chapter 5 - Place Value to 1,000</b> <ul style="list-style-type: none"> <li>• Chapter Introduction</li> <li>• Lessons 1-6 (@ 1 lesson per day)</li> <li>• Chapter 5 Project</li> <li>• Lesson 7 (@ 1 lesson per day)</li> <li>• Review and Reflect</li> <li>• Chapter Assessment</li> <li>• Chapter Performance Task</li> <li>• Flex Days</li> </ul>	1 6 1 1 1 1 1 2	14	79
<b>MP2-3</b>	<b>McGraw Hill: My Math - Chapter 6 - Add Three-Digit Numbers</b> <ul style="list-style-type: none"> <li>• Chapter Introduction</li> <li>• Lesson 1-7 (@ 1 lesson per day)</li> <li>• Chapter 6 Project</li> <li>• Lesson 8 (@ 1 lesson per day)</li> <li>• Review and Reflect</li> <li>• Chapter Assessment</li> <li>• Chapter Performance Task</li> <li>• Flex Days</li> </ul>	1 7 1 1 1 1 1 1	14	93
<b>MP3</b>	<b>Benchmark Test #2 (covers chapters 4-6).</b>	1		94
<b>MP3</b>	<b>McGraw Hill: My Math - Chapter 7 - Subtract Three-Digit Numbers</b> <ul style="list-style-type: none"> <li>• Chapter Introduction</li> <li>• Lesson 1 (@ 1 lesson per day)</li> <li>• Chapter 7 Project</li> <li>• Lessons 2-9 (@ 1 lesson per day)</li> <li>• Review and Reflect</li> <li>• Chapter Assessment</li> <li>• Chapter Performance Task</li> <li>• Flex Days</li> </ul>	1 1 1 8 1 1 1 1	15	109
<b>MP3</b>	<b>McGraw Hill: My Math - Chapter 8 - Money</b>		11	120



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	• Chapter Introduction	1		
	• Lessons 1-5 (@ 1 lesson per day)	5		
	• Chapter 8 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
<b>MP3</b>	<b>McGraw Hill: My Math - Chapter 9 - Data Analysis</b>		14	134
	• Chapter Introduction	1		
	• Lessons 1-8 (@ 1 lesson per day)	8		
	• Chapter 9 Project	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
<b>MP3</b>	<b>Benchmark Test #3 (covers chapters 7-9).</b>			135
<b>MP4</b>	<b>McGraw Hill: My Math - Chapter 10 - Time</b>		12	147
	• Chapter Introduction	1		
	• Lesson 1 (@ 1 lesson per day)	1		
	• Chapter 10 Project	1		
	• Lessons 2-6 (@ 1 lesson per day)	5		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
<b>MP4</b>	<b>McGraw Hill: My Math - Chapter 11 - Customary and Metric Lengths</b>		18	165
	• Chapter Introduction	1		
	• Lessons 1-11 (@ 1 lesson per day)	11		
	• Chapter 11 Project	1		
	• Lesson 12 (@ 1 lesson per day)	1		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
<b>MP4</b>	<b>McGraw Hill: My Math - Chapter 12 - Geometric Shapes and Equal Shares</b>		14	179
	• Chapter Introduction	1		



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	• Lesson 1 (@ 1 lesson per day)	1		
	• Chapter 12 Project	1		
	• Lessons 2-8 (@ 1 lesson per day)	7		
	• Review and Reflect	1		
	• Chapter Assessment	1		
	• Chapter Performance Task	1		
	• Flex Days	1		
<b>MP4</b>	<b>Benchmark Test #4 (covers chapters 1-12).</b>	<b>1</b>		<b>180</b>