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| **Curriculum Management System** | |
| ***PAULSBORO PUBLIC SCHOOLS*** | |
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| **Mathematics Curriculum- Second Grade** | |
| **UPDATED JUNE 2016** | |
| **For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.** | **Board Approved: September 2016** |

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| |  | | --- | |  | | **Paulsboro Public Schools**  ***Dr. Laurie Bandlow, Superintendent***  ***Board of Education***  Mr. Thomas Ridinger, President Ms. Bonnie Eastlack, Vice President Mrs. Barbara Dunn Mr. Marvin E. Hamilton, Sr. Mr. John Hughes\* Mr. Joseph L. Lisa  Mrs. Lisa L. Lozada-Shaw Mrs. Lisa Priest Mrs. Irma R. Stevenson Mr. James J. Walter  \* Greenwich Township Board of Education Representative  ***District Administration***  Dr. Lucia Pollino, Director of Curriculum & Assessment  Ms. Jennifer Johnson, Business Administrator/Board Secretary  Mr. John Giovannitti, Director of Special Services  Mr. Paul Bracciante, Principal, grades Pre-K to 2  Mr. Matthew J. Browne, Principal, grades 3-6  ***Curriculum Writing Team*** Mrs. Prudence Hanly and Ms. Caitlin Cusack, Curriculum Facilitator | | **Paulsboro Public Schools** | | **MissionStatement**  The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level. |   New Jersey State Department of Education  21st Century College and Career Readiness Standards  **The 12 Career Ready Practices**  These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Reading Unit** | **Reading Standards** | **Writing Unit** | **Writing Standards** | **Speaking & Listening Standards** | **Language Standards** | **Foundational Skills Standards** | | Taking Charge of Reading | RL.2.1, RL.2.5, RL.2.7 | Launching Writing Workshop | W.2.3, W.2.5 | SL.2.1, SL.2.3 | L.2.1a  L2.2a | RF.2.3a, b  RF.2.4a,c | | Tackling Trouble | RI.2.2, RI.2.4 | Narrative | W.2.3, W.2.5 | SL.2.1, SL.2.3 | L.2.1a  L.2.2a, L2.4a, d | RF.2.3a,b,c  RF.2.4a | | Characters Face Bigger Challenges | RL.2.3, RL.2.7 | Narrative: Small Moments | W.2.3, W.2.8 | SL.2.4, SL.2.6 | L.2.1b,c,d  L.2.2b, L.2.5a | RF.2.3a,b  RF.2.4 | | Non Fiction | RI.2.1, RI.2.4, RI.2.7, RI.2.8 | Non Fiction  Chapter Books | W.2.2, W.2.6, W.2.7 | SL.2.2 | L.2.2d,e  L.2.3 | RF.2.3e  RF.2.4 | | Series Reading/ Reading Clubs | Rl.2.1, RL.2.6 | Writing About Reading | W.2.2, W.2.5, W.2.8 | SL.2.1, S.2.2 | L2.1b,e  L.2.2a, c, L.2.5b | RF.2.3e  RF.2.4 | | Poetry/  Fables | Rl.2.1, RL.2.2. RL.2.4, RL.2.9 | Poetry | W.2.2, W.2.5, W.2.8 | SL.2.5 | L2.2a,c  L.2.4e | RF.e,f  RF.2.4 | | Nonfiction Reading Clubs | RI.2.1, RI.2.3, RI.2.5, RI.2.7, RI.2.9, RL.2.5 | Non Fiction  Opinion | W.2.1, W.2.5 | SL.2.2, SL.2.5 | L.2.1f,  L.2.4b,c, L.2.6 | RF.2.3d  RF.2.4 | | Reading & Role Playing | RL.2.1, RL.2.2, RL.2.3, RL.2.9, RL.2.10, RI.2.8 | Realistic Fiction/ Opinion | W.2.1, W.2.5 | SL.2.1, SL.2.4 | L.2.2c, L.2.5 | RF.2.3  RF.2.4 | | Science Topics | RI.2.6, RI.2.10 | Lab Reports & Science Books/  Opinon | W.2.1, W.2.6, W.2.8 | SL.2.3, SL.2.6 | L.2.4, L.2.6 | RF.2.3  RF.2.4 | |
| **Standards for Mathematical Practice**  MP.1 Make sense of problems and persevere in solving them.  MP.2 Reason abstractly and quantitatively.  MP.3 Construct viable arguments & critique the reasoning of others.  MP.4 Model with mathematics.  MP.5 Use appropriate tools strategically.  MP.6 Attend to precision.  MP.7 Look for and make use of structure.  MP.8 Look for and express regularity in repeated reasoning.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **TOPIC** | **# OF DAYS** | **DATES** | **COMMENTS** | **TEACHER NOTES** | | 1 – Understanding Addition & Subtraction | 10 | 9/14 – 9/25 |  | MAJOR | | 2 – Addition Strategies | 10 | 9/28 – 10/9 |  | MAJOR | | 3 – Subtraction Strategies | 10 | 10/13 – 10/28 |  | MAJOR | | 4 – Working With Equal Groups | 6 | 10/28 – 11/4 |  | SUPPORTING | | 5 – Place Value to 100 | 7 | 11/9 – 11/20 |  | MAJOR | | 6 – Mental Addition | 8 | 11/23 – 12/4 |  | MAJOR | | 7 – Mental Subtraction | 10 | 12/7 – 12/22 |  | MAJOR | | 8 – Adding Two-Digit Numbers | 10 | 1/4 – 1/15 |  | MAJOR | | 9 – Subtracting Two-Digit Numbers | 10 | 1/19 – 2/1 |  | MAJOR | | 10 – Place Value to 1000 | 11 | 2/2 – 2/17 |  | MAJOR | | 11 – Three-Digit Addition & Subtraction | 12 | 2/18 – 3/4 |  | ADDITIONAL | | 12 – Geometry | 12 | 3/7 – 3/23 |  | ADDITIONAL | | 13 – Counting Money | 12 | 3/29 – 4/15 |  | SUPPORTING | | 14 – Money | 10 | 4/18 – 4/29 |  | SUPPORTING | | 15 – Measuring Lengths | 12 | 5/2 – 5/18 |  | MAJOR | | 16 – Time, Graphs, Data | 15 | 5/19 – 6/3 |  | MAJOR | |  |  |  |  |  | |

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| **Scope and Sequence** | |
| **Quarter 1 – Grade \_2\_** | |
| **Big Idea #1: Add and Subtract Within 100 (NJ DOE Unit 1)**  **(EnVision Topic 1, 3, 4, 5, 6, 7, 8, 13, 14, 15)** | **Big Idea #2: Understand Place Value to 1000 (NJ DOE Unit 1)**  **(EnVision Topic 8 and 9)** |

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| **Scope and Sequence** | |
| **Quarter 2 – Grade \_2\_** | |
| **Big Idea #1: Place Value Strategies for Addition (NJ DOE Unit 2)**  **(EnVision Topic 3, 4, 5, 6, 9, 10, 11)** | **Big Idea #2: Place Value Strategies for Subtraction (NJ DOE Unit 2)**  **(EnVision Topic 3, 4, 5, 6, 9, 10, 11)** |

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| **Scope and Sequence** | |
| **Quarter 3 – Grade \_2\_** | |
| **Big Idea #1: Measurement (NJ DOE Unit 3)**  **(EnVision Topic 12, 13, 14)**  **Big Idea 3#: Understand Place Value to 1000 (NJ DOE Unit 3)**  **(EnVision Topic 8 and 9)** | **Big Idea #2: Telling Time (NJ DOE Unit 3)**  **(EnVision Topic 8)** |

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| **Scope and Sequence** | |
| **Quarter 4 – Grade \_2\_** | |
| **Big Idea #1: Geometry (NJ DOE Unit 4)**  **(EnVision Topic 15)**  **Big Idea #3: Money (NJ DOE Unit 4)**  **(EnVision Topic 8)** | **Big Idea #2: Data Analysis (NJ DOE Unit 4)**  **(EnVision Topic 14)**  **Big Idea #4: Addition & Subtraction (NJ DOE Unit 4)**  **(EnVision Topic 3, 4, 5, 6, 9, 10, 11)** |

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| **QUARTER 1 –  Big Idea: Add and Subtract Within 100**  **Topic: Understanding Addition and Subtraction** | | |
| **Standards:**  2.OA.A.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.B.2. Fluently add and subtract within 20 using mental strategies.  2.NBT.A.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.A.2. Count within 1000; skip count by 5s, 10s, and 100s.  2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  2.NBT.A.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.  2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will represent and solve problems involving addition and subtraction. | |
| **Essential Questions Assessments** | |
| 1. How can we fluently add and subtract within 10?  2. What are strategies for adding numbers to 100?  3. What are strategies for subtracting numbers to 100?  4. How can we add and subtract within 20 to solve 1 and 2-step word problems? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Strategies are adding two numbers in different orders to get the same sum, use double facts to find near doubles, making ten, finding patterns, and using number lines.  2,3. Strategies are finding patterns on a hundreds chart to add or subtract numbers mentally, using an open number line to add or subtract tens to two digit numbers, and breaking apart addends to find the sum.  4. Count on and put together to add, take from or take apart to subtract, use drawings and equations to represent the problem. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.aaamath.com](http://www.aaamath.com)  [www.kidsnumbers.com](http://www.kidsnumbers.com)  [www.factmonster.com](http://www.factmonster.com)  [www.xtramath.com](http://www.xtramath.com)  2.OA.A.1 Pencil and a Sticker  2.OA.B.2 Building toward fluency 2.NBT.A.1 Making 124  2.NBT.A.1 Largest Number Game 2.NBT.A.3 Looking at Numbers Every Which Way  2.NBT.A.4 Ordering 3-digit numbers  2.NBT.B.8 Choral Counting |
| **QUARTER 1 –  Big Idea: Understand Place Value to 1000**  **Topic: Use Place Value Understanding & Properties of Operations to Add and Subtract** | | |
| **Standards:**  2.OA.A.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.B.2. Fluently add and subtract within 20 using mental strategies.  2.OA.C.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.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends  2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  2.NBT.B.5. Fluently add and subtract  within 100 using strategies based on  place value, properties of operations,  and/or the relationship between  addition and subtraction.  2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.NBT.B.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.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.  2.NBT.A.2. Count within 1000; skip count  by 5s, 10s, and 100s.  **Career Ready Practices**  **CRP2.** Apply appropriate academic and technical skills.  **CRP4.** Communicate clearly and effectively and with reason**.**  **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real-life experiences, physical materials, and technology to model, understand, add and subtract 3-digit numbers to solve problems. | |
| **Essential Questions Assessments** | |
| 1. Can we represent and identify 3-digit numbers as specific amounts of hundreds, tens and ones?  2. How can we skip count within 1000?  3. Can we read and write numbers to 1000 using base-ten numerals, number names and expanded form?  4. How do we compare two 3-digit numbers?  5. Can we use mental strategies to add or subtract 10 or 100? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Represent 100 as a bundle of ten tens. Represent the number of hundreds, tens and ones in a 3-digit number.  2. Skip count by fives, by tens and by hundreds.  3. Use base ten numerals to read and write numbers to 1000 and apply this understanding to write in expanded form.  4. Use >, < or = to record results of comparing two 3-digit numbers.  5. Mentally add or subtract 10 or 100 from any number between 100-900 using place value. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com)  [www.aplusmath.com](http://www.aplusmath.com)  [www.aaamath.com](http://www.aaamath.com)  [www.kidsnumbers.com](http://www.kidsnumbers.com)  [www.factmonster.com](http://www.factmonster.com)  [www.xtramath.com](http://www.xtramath.com)  2.OA.A.1 Pencil and a Sticker  2.OA.B.2 Building toward fluency 2.NBT.A.1 Making 124  2.NBT.A.1 Largest Number Game 2.NBT.A.3 Looking at Numbers Every Which Way  2.NBT.A.4 Ordering 3-digit numbers  2.NBT.B.8 Choral Counting |
| **Enduring Understanding Resources** | |
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| **QUARTER 2 –  Big Idea: Place Value Strategies for Addition**  **Topic: Adding Within 1000** | | |
| **Standards:**  2.OA.A.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.B.2. Fluently add and subtract within 20 using mental strategies.  2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number or members.  2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.NBT.B.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.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.  2.NBT.A.2. Count within 1000; skip count by 5s, 10s, and 100s.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to understand and develop the meaning of addition by then use of manipulatives, modeling, and discussion of real life problems. | |
| **Essential Questions Assessments** | |
| 1. What are strategies to solve 1 and 2-step addition word problems?  2. How can mental strategies help us add?  3. How do we solve an equation with two equal addends?  4. How do we use addition to find the total number of objects in an array?  5. What strategies can we use to add within 1000? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Count on and put together, use drawings and equations to represent the problem.  2. Memorize sums of all two one-digit numbers.  3. Pairing up to 20 objects, counting by twos and recognizing even and odd numbers.  4. Use repeated addition and write a corresponding equation to find the total, and partition a rectangle in rows and columns of the same sized squares to find a total.  5. Place value strategies, properties of operations, concrete models or drawings, composing or decomposing tens and hundreds, written equations, and the relationship between addition and subtraction.  6. Additional strategies of addition include skip counting by 2s, 5s, 10s or 100s. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: Ways to Count to Ten – Ruby Dee   |  | | --- | | 2.OA.B.2 Hitting the Target Number  2.OA.C.3 Red and Blue Tiles  2.OA.C.4 Counting Dots in Arrays  2.G.A.2 Partitioning a Rectangle into Unit Squares  2.NBT.B.6 Toll Bridge Puzzle 2.NBT.B.7 How Many Days Until Summer Vacation?  2.NBT.B.9 Peyton and Presley Discuss Addition | |
| **QUARTER 2 –  Big Idea: Place Value Strategies for Subtraction**  **Topic: Subtracting Within 1000** | | |
| **Standards:**  2.OA.A.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.B.2. Fluently add and subtract within 20 using mental strategies.  2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number or members.  2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.  2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.NBT.B.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.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.  2.NBT.A.2. Count within 1000; skip count by 5s, 10s, and 100s.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to understand and develop the meaning of subtraction by then use of manipulatives, modeling, and discussion of real life problems. | |
| **Essential Questions Assessments** | |
| 1. What are strategies to solve 1 and 2-step subtraction word problems?  2. How can mental strategies help us subtract?  3. What strategies can you use to subtract within 1000? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Take from or take apart, use drawings and equations to represent the problem.  2. Memorize differences of all two one-digit numbers.  3. Place value strategies, properties of operations, concrete models or drawings, composing or decomposing tens and hundreds, written equations, and the relationship between addition and subtraction. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: How Many Snails – Paul Giganti Jr.   |  | | --- | | 2.OA.B.2 Hitting the Target Number  2.OA.C.3 Red and Blue Tiles  2.OA.C.4 Counting Dots in Arrays  2.G.A.2 Partitioning a Rectangle into Unit Squares  2.NBT.B.6 Toll Bridge Puzzle  2.NBT.B.7 How Many Days Until Summer Vacation?  2.NBT.B.9 Peyton and Presley Discuss Addition | |
| **QUARTER 3– Big Idea: Measurement**  **Topic: Measuring Length** | | |
| **Standards:**  2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.  2.MD.A.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.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.  2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given 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.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to numbers 0, 1, 2, … and represent whole-number sums and differences within 100 on a number line diagram.  2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  2.NBT.A.2. Count within 1000; skip-count by 5s, 10s and 100s.  2.NBT.B.5. Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real-life experiences, physical materials, and technology to select and use appropriate standard and non-standard units of measure and standard measuring tools. | |
| **Essential Questions Assessments** | |
| 1. How can we measure the length of an object?  2. How can we compare length?  3. How can we solve word problems involving lengths?  4. How can we find sums and differences within 100 relate to length? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Estimating, use rulers, yardsticks, meter sticks and measuring tapes.  2. Use different units of measure and describe how the two measurements relate to the size of the unit chosen. Compare lengths of two different objects using a standard unit of measure.  3. Add and subtract within 100, use drawings to represent the problem, use number sentences with a symbol for the unknown to represent the problem.  4. Use a number line. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: How Big is a Foot – Rolf Myller Dell  Bruno the Taylor - Lars   |  | | --- | | 2.MD.A.1,3,4 Determining Length  2.MD.B.5 High Jump Competition  2.MD.B.6 Frog and Toad on the Number Line  2.MD.C.7 Ordering Time | |
| **QUARTER 3 –  Big Idea: Telling Time**  **Topic: Time** | | |
| **Standards:**  2.MD.A.1. Measure the length of a object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.  2.MD.A.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.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.  2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given 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.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to numbers 0, 1, 2, … and represent whole-number sums and differences within 100 on a number line diagram.  2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  2.NBT.A.2. Count within 1000; skip-count by 5s, 10s and 100s.  2.NBT.B.5. Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real life experiences, physical materials, and technology to learn and utilize concepts of time and solve problems. | |
| **Essential Questions Assessments** | |
| 1. What are the two types of clocks used to tell time?  2. What strategies can we use to tell and write time? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Digital and analog clocks help us tell time.  2. Use skip counting by 5s and 10s to tell time on analog and digital clocks. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: Game Time – Stuart J. Murphy  2.MD.A.1,3,4 Determining Length  2.MD.B.5 High Jump Competition  2.MD.B.6 Frog and Toad on the Number Line  2.MD.C.7 Ordering Time |
| **QUARTER 3 –  Big Idea: Understand Place Value to 1000**  **Topic: Use Place Value Understanding & Properties of Operations to Add and Subtract** | | |
| **Standards:**  2.MD.A.1. Measure the length of a object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.  2.MD.A.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.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.  2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given 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.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to numbers 0, 1, 2, … and represent whole-number sums and differences within 100 on a number line diagram.  2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  2.NBT.A.2. Count within 1000; skip-count by 5s, 10s and 100s.  2.NBT.B.5. Fluently add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real-life experiences, physical materials, and technology to model, understand, add and subtract within 100 to solve problems. | |
| **Essential Questions Assessments** | |
| 1. What strategies help us to add and subtract within 100? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Place value, relationships between addition and subtraction and properties of operations. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  2.MD.A.1,3,4 Determining Length  2.MD.B.5 High Jump Competition  2.MD.B.6 Frog and Toad on the Number Line  2.MD.C.7 Ordering Time |
| **QUARTER 4 –  Big Idea: Geometry**  **Topic: Understanding Shapes** | | |
| **Standards:**  2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.  2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and **¢** symbols appropriately.  2.MD.D.10. 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.  2.OA.B.2. Fluently add and subtraction within 20 using mental strategies.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real life experiences, physical materials, and technology to describe, classify and analyze shapes. | |
| **Essential Questions Assessments** | |
| 1. How can attributes be used to describe and classify shapes?  2. How can we show equal parts using shapes? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Identify triangles, quadrilaterals, pentagons, hexagons and cubes based on their number of angles and number of equal faces.  2. Partition rectangles into two, three or four equal shares. Describe the shares using the words halves, thirds, fourths, half of, a third of, a fourth of, etc. Recognize and then describe the whole as two halves, three thirds or four fourths.   |  | | --- | |  | | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: Give Me ½ - Stuart J Murphy   |  | | --- | | 2.MD.C.8 Delayed Gratification  2.MD.D.9 Hand Span Measures  2.MD.D.9 The Longest Walk  2.MD.D.10 Favorite Ice Cream Flavor  2.NBT.B.5 Saving Money 1  2.NBT.B.5 Saving Money 2 | |
| **QUARTER 4 –  Big Idea: Data Analysis**  **Topic: Graphs & Data** | | |
| **Standards:**  2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.  2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and **¢** symbols appropriately.  2.MD.D.10. 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.  2.OA.B.2. Fluently add and subtraction within 20 using mental strategies.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will use real-life experiences, physical materials, and technology to collect, generate, record, predict and organize data. | |
| **Essential Questions Assessments** | |
| 1. What are different ways to represent data?  2. How can we analyze data from line plots, picture graphs and bar graphs? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Record measurements on a line plot and draw a picture or bar graph (with up to four categories) using a single-unit scale.  2. Use information from given graphs to solve put together, take apart and compare problems. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  2.MD.C.8 Delayed Gratification  2.MD.D.9 Hand Span Measures  2.MD.D.9 The Longest Walk  2.MD.D.10 Favorite Ice Cream Flavor  2.NBT.B.5 Saving Money 1  2.NBT.B.5 Saving Money 2 |
| **QUARTER 4 –  Big Idea: Money**  **Topic: Money** | | |
| **Standards:**  2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.  2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and **¢** symbols appropriately.  2.MD.D.10. 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.  2.OA.B.2. Fluently add and subtraction within 20 using mental strategies.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will manipulate, identify, count and perform simple computations using all coins, amounts up to $1.00, and apply to word problems. | |
| **Essential Questions Assessments** | |
| 1. How can we find the value of a group of dollar bills, quarters, nickels, dimes and pennies?  2. How can we apply knowledge of money to solve word problems? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Count money using mental math, place value and skip counting.  2. Solve word problems involving money using the $ and **¢** symbols appropriately. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  Literacy: Lemonade for Sale – Stuart J. Murphy  2.MD.C.8 Delayed Gratification  2.MD.D.9 Hand Span Measures  2.MD.D.9 The Longest Walk  2.MD.D.10 Favorite Ice Cream Flavor  2.NBT.B.5 Saving Money 1  2.NBT.B.5 Saving Money 2 |
| **QUARTER 4 –  Big Idea: Addition & Subtraction**  **Topic: Addition & Subtraction Fluency** | | |
| **Standards:**  2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.  2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and **¢** symbols appropriately.  2.MD.D.10. 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.  2.OA.B.2. Fluently add and subtraction within 20 using mental strategies.  2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  Career Ready Practices  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. | **GOAL** | |
| Students will be able to fluently add and subtract. | |
| **Essential Questions Assessments** | |
| 1. How can we add and subtract fluently within 20?  2. What strategies can we use to fluently add and subtract within 100? | **Formative**:  questioning, discussion, exit slip, graphic organizers, self -assessment, individual white boards, math tools/games  **Summative**:  daily common core review, quick check, multiple-choice topic test, free-response topic test, performance assessment, cumulative test, benchmark test |
| **Enduring Understanding Resources** | |
| 1. Use mental strategies to memorize sums and differences.  2. Place value, properties of operations and the relationship between addition and subtraction. | EnVision Math Series 2.0, Pearson, 2016  Student manipulatives  Pearson Success Net (online tools)  Math Instructional Coach  Compass Learning Odyssey  Technology:  [www.coolmath4kids.com](http://www.coolmath4kids.com), [www.aplusmath.com](http://www.aplusmath.com),  [www.aaamath.com](http://www.aaamath.com), [www.kidsnumbers.com](http://www.kidsnumbers.com),  [www.factmonster.com](http://www.factmonster.com), [www.xtramath.com](http://www.xtramath.com)  2.MD.C.8 Delayed Gratification  2.MD.D.9 Hand Span Measures  2.MD.D.9 The Longest Walk  2.MD.D.10 Favorite Ice Cream Flavor  2.NBT.B.5 Saving Money 1  2.NBT.B.5 Saving Money 2 |