**Moonachie School District**

**Mathematics Curriculum:**

**Second Grade**

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**Born On & Board Approved: July 25, 2017**

**Re-Adopted: August 23, 2022**

**The following maps outline the New Jersey Student Learning Standards for grade two mathematics determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.**

**Assessment:**

Formative Assessment Class-Work Review

Open-Ended Problems Project-Based Assessment

Self-Assessment Timed Drills

Teacher Observation End of Year Assessment

Benchmark Assessment Math Software

Homework Review Group & Cooperative Work

**Resources:** \_

Counters (variety) Center Games Tangrams

Flashcards Ten Frame Geometric Shapes

Math Word Wall Blocks Geo-Board

Connecting Cubes Calendar Textbooks

Number Line 100 Chart Attribute Blocks

Work Mats Math Songs/Poems Craft Sticks

Computer Software Calculators Measurement Tools

SmartBoard Money/Coins Pattern Blocks

Center Games Judy Clock Fraction Tiles

Concrete Objects Small Student Clocks Bar Models

Mini White Boards Time Bingo 1's, 10's, 100's Bars/Cubes

Manipulatives Digital Clock Math Journals

Math/Pocket Charts Analog Clock Three- Dimensional Shapes

**Websites:**

www.aplusmath.com [www.brainpop](http://www.brainpop) jr.com www.superteacherworksheets.com

www..com www. commoncoresheets.com www.Envision 2020.com

[www.funbrain.com](http://www.funbrain.com) www. learnzillion.com

[www.songsforteaching.com](http://www.songsforteaching.com) www. mrnussbaum.com

[**www.mathplayground.com**](http://www.mathplayground.com) **www. interactivesites.weebly.com/math.html**

**References:**

**http://www.state.nj.us/education/aps/cccs/math/**

**NJ Career Ready Practices: http://www.state.nj.us/education/aps/cccs/career/**

**NJ Technology standards: http://www.state.nj.us/education/cccs/2014/tech/8.pdf**

| **Standards for Mathematical Practice** |
| --- |
| **MP. 1 - Make Sense of problems and persevere in solving them.** |
| **MP. 2 - Reason Abstractly and Quantitatively** |
| **Mp. 3 - Construct Viable Arguments and Critique the Reasoning of Others** |
| **MP. 4 - Model with Mathematics** |
| **MP. 5 - Use Appropriate Tools Strategically** |
| **MP. 6 - Attend to Precision** |
| **MP. 7 - Look for and make use of Structure** |
| **MP. 8 - Look for and Express Regularity in Repeated Reasoning** |

| **Curriculum Details** **Mathematics - Grade 2** |
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| **Core Materials**  | Envision 2020 Math, Numbers World |
| **Interdisciplinary Connections**  | **ELA:**NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a textRI.2.7. Explain how specific illustrations and images (e.g. a diagram showing how a machine works) contribute to and clarify a textNJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of contentSL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarificationNJSLSA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| **Career Ready Practices** | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 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. CRP12. Work productively in teams while using cultural global competence.  |
| **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.PB.2: Explain why an individual would choose to save money.9.4.2.IML.2: Represent data in a visual format to tell a story about the data.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 needs9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time. |
| **Computer Science and Design Thinking** | 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.8.1.2.DA.3: Identify and describe patterns in data visualizations.8.1.2.DA.4: Make predictions based on data using charts or graphs.8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do operations affect numbers? How do we use addition and subtraction to solve problems?** |
| --- |
| **Vocabulary: Digit, part, whole, add, sum, addition sentence, plus, equals** |
| **Content: Operations & Algebraic Thinking** |
| **SLS Anchor Standard: Represent and solve problems involving addition and subtraction** |
| **SLS Anchor Standard : 2.OA.A.1** |
| **Standards for Mathematical Practice:** MP 1, MP 2, MP 3, MP 5, MP 8 |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 2.OA1. 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.**( MP 1, MP 2, MP 3, MP 5, MP 8)** |  \* Concretely model and discuss a large variety of problems. Use drawings and equations with a symbol for the unknown number to represent the problem.* Construct and solve open simple sentences.
* Solve for results unknown: 6 – 2 = \_\_

or n = 3 = 5* Solve for parts unknown:

3 + \_\_ = 8  | Word problems that are connected to students’ lives can be used to develop fluency with addition and subtraction. Example 1 describes the three different addition and subtraction situations and their relationship to the position of the unknown.Example 1:* Take from example: David had 63 stickers. He gave 37 to Susan. How many stickers does David have now? 63 – 37 = \_\_
* Add to example: David had $ 37. His grandfather gave him some money for his birthday. Now he has $ 63. How much money did David’s grandfather give him? $ 37 + \_\_ = $ 63
* Compare example: David has 63 stickers. Susan has 37 stickers. How many more stickers does David have than Susan? 63 – 37 = \_\_\_.

 \* Even though the modeling of the two problems above is different, the equation, 63 – 37 = ?, can represent both situations (How many more do I need to make 63?) | Art: Creating Pictures depicting addition and subtracting.Language Arts: Story- Interacting With DucksWriting: Create addition and subtraction word problems. |
| **Differentiation/ Modification / Accommodations** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students At Risk of School Failure** |
|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** **\*Refer to each student’s IEP for more specific modifications** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do we use mental strategies to add & subtract?** |
| --- |
| **Vocabulary: Fact Families, doubles, left over**  |
| **Content: Operations and Algebraic Thinking** |
| **Anchor Standard: Add and Subtract within 20** |
| **SLS Standard: 2.OA.B.2** |
| **Standards for Mathematical Practice:** MP 2, MP 7, MP 8 |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.**( MP 2, MP 7, MP 8)** | \*Model ways to make numbers up to 20 using ten frames, counting on, using doubles and near doubles, making tens \*Visualize single digit numbers on a ten frame. | This standard is strongly connected to all the standards in this domain. It focuses on students being able to fluently add and subtract numbers to 20. Adding and subtracting fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. Mental strategies help students make sense of number relationships as they are adding and subtracting within 20. The ability to calculate mentally with efficiency is very important for all students. Mental strategies may include the following:* Counting on
* Making tens (9 + 7 = 10 + 6)
* Decomposing a number leading to a ten ( 14 – 6 = 14 – 4 – 2 = 10 – 2 = 8)
* Fact families (8 + 5 = 13 is the same as 13 - 8 = 5)
* Doubles
* Doubles plus one (7 + 8 = 7 + 7 + 1)

However, the use of objects, diagrams, or interactive whiteboards, and various strategies will help students develop fluency. | Real Life Skills: ex. How many more papers are needed? Music: addition or subtraction songs |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How can equations be used to express a sum of addends?**  |
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| **Vocabulary: Remainder, odd, even, row, column, array** |
| **Content: Operations and Algebraic Thinking** |
| **SLS Anchor Standard: Work with equal groups of objects to gain foundations for multiplication.** |
| **SLS Standards: 2.OA.C.3, 2.OA.C.4** |
| **Standards for Mathematical Practice:** MP 2, MP 3, MP 7, MP 8 |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 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.**(MP 2, MP 3, MP 7, MP 8)** | \*Pairing groups of objects Counting objects in a group by 2s \*Write an equation to express an even number as a sum of two equal addends \_\_\_\_+\_\_\_\_=12 even+even=even \_\_\_\_+\_\_\_\_=14 odd + odd = even  | Students explore odd and even numbers in a variety of ways including the following: students may investigate if a number is odd or even by determining if the number of objects can be divided into two equal sets, arranged into pairs or counted by twos. After the above experiences, students may derive that they only need to look at the digit in the ones place to determine if a number is odd or even since any number of tens will always split into two even groups. Example:Students need opportunities writing equations representing sums of two equal addends, such as: 2 + 2 = 4, 3 + 3 = 6, 5 + 5 = 10, 6 + 6 = 12, or 8 + 8 =16. This understanding will lay the foundation for multiplication and is closely connected to 2.OA.4.The use of objects and/or interactive whiteboards will help students develop and demonstrate various strategies to determine even and odd numbers. | Literature: A Reminder of One by: Pinczes, Eleanor J. Houhton Mifflin 2002 Even Steven and Odd Todd by: Kathryn Cris Taldi (Hello Math Series- Can be found on U-Tube) Count on Pablo by: de Rubertis, Barbara Kane Press 1999  |
| 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.**(MP 2, MP 3, MP 7, MP 8)** | \*Write an equation to express the total as a sum of equal addends  \*Create a model array of…stickers, stamps, tiles, counters, etc. | Students may arrange any set of objects into a rectangular array. Objects can be cubes, buttons, counters, etc. Objects do not have to be square to make an array. Geoboards can also be used to demonstrate rectangular arrays. Students then write equations that represent the total as the sum of equal addends as shown below.  4 + 4 + 4 = 12 5 + 5 + 5 + 5 = 20Interactive whiteboards and document cameras may be used to help students visualize and create arrays. | Literature: Each Orange Had 8 Slices by: Giganti Mulberry Books, NY 1999  |
| **Differentiation/ Modification / Accommodations** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students At Risk of School Failure** |
|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** **\*Refer to each student’s IEP for more specific modifications** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do we use place value to represent numbers?** |
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| **Content: Number and Operations in Base Ten**  |
| **SLS: 2.NBT.A.1, 2.NBT.A.2, 2.NBT.A.3, 2.NBT.A.4** |
| **Standards for Mathematical Practice:** MP 2, MP 6, MP 7 , MP 8 |
| **A. Understand place value.**  |
| **Vocabulary: Ones, tens, hundreds, skip count , standard form, expanded form, fact family, ordinal numbers, zero property, word form, greater than, less than, greatest, least number, sentence, more than, less than** |
| 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 1. 100 can be thought of as a bundle of ten tens — called a “hundred.”
2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**(MP 2, MP 7, MP8)** | \*Understand that the three digits of a three digit number represent amounts of hundreds, tens and ones. | Understanding that 10 ones make one ten and that 10 tens make one hundred is fundamental to students’ mathematical development. Students need multiple opportunities counting and “bundling” groups of tens in first grade. In second grade, students build on their understanding by making bundles of 100s with or without leftovers using base ten blocks, cubes in towers of 10, ten frames, etc. This emphasis on bundling hundreds will support students’ discovery of place value patterns. As students are representing the various amounts, it is important that emphasis is placed on the language associated with the quantity. For example, 243 can be expressed in multiple ways such as 2 groups of hundred, 4 groups of ten and 3 ones, as well as 24 tens with 3 ones. When students read numbers, they should read in standard form as well as using place value concepts. For example, 243 should be read as “two hundred forty-three” as well as two hundreds, 4 tens, 3 ones. A document camera or interactive whiteboard can also be used to demonstrate “bundling” of objects. This gives students the opportunity to communicate their counting and thinking. | Literature: The King's Commissioners by: Aileen Friedman  |
| 2. Count within 1000; skip-count by 5s, 10s, and 100s.**(MP 2, MP 7, MP8)** | \*Count by multiples of 2s, 5s, 10s, and 100s | Students need many opportunities counting, up to 1000, from different starting points. They should also have many experiences skip counting by 5s, 10s, and 100s to develop the concept of place value. Examples:* The use of the 100s chart may be helpful for students to identify the counting patterns.
* The use of money (nickels, dimes, dollars) or base ten blocks may be helpful visual cues.
* The use of an interactive whiteboard may also be used to develop counting skills.

The ultimate goal for second graders is to be able to count in multiple ways with no visual support. | Literature: Spunky Monkey Parde by: Stuart J. Murphy |
| 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded**(MP 2, MP 7, MP8)** | \*Compose and decompose multi-digit numbers (including expanded form) | Students need many opportunities reading and writing numerals in multiple ways.Examples:* Base-ten numerals 637 (standard form)
* Number names six hundred thirty seven (written form)
* Expanded form 600 + 30 + 7 (expanded notation)

When students say the expanded form, it may sound like this: “6 hundreds plus 3 tens plus 7 ones” OR 600 plus 30 plus 7.” | Calendar: Write the year in expanded form |
| 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.**(MP 2, MP 6, MP 7, MP 8)** | \*Compare and order whole numbers to 1000 \*Use <,>,= to compare whole numbers | Students may use models, number lines, base ten blocks, interactive whiteboards, document cameras, written words, and/or spoken words that represent two three-digit numbers. To compare, students apply their understanding of place value. They first attend to the numeral in the hundreds place, then the numeral in tens place, then, if necessary, to the numeral in the ones place. Comparative language includes but is not limited to: more than, less than, greater than, most, greatest, least, same as, equal to and not equal to. Students use the appropriate symbols to record the comparisons. | Health: Look at food labels and write down the calories. Have students order the number of calories from least to most and find the healthiest snack. |

| **Differentiation/ Modification / Accommodations** |
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| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students At Risk of School Failure** |
|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** **\*Refer to each student’s IEP for more specific modifications** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How can we understand place value and use properties of operations to add and subtract?**  |
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|  **How do you explain the strategies used to add and subtract?** |
|  **How do we use mental strategies to add multiples of ten?** |
| **Vocabulary:** **Place value chart, regroup, add, subtract, compare, doubles, estimate, difference, sum**  |
| **Content: Number and Operations in Base Ten**  |
| **SLS: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7, 2.NBT.B.8, 2.NBT.B.9** |
| **Standards for Mathematical Practice:** MP2 <P3, MP4, MP5 MP7, MP8 |
| **B. Use place value understanding and properties of operations to add and subtract.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**(MP2, MP7, MP8)** | \*Solve multi-digit addition and subtraction problems using a bar model | Adding and subtracting fluently refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently. Students should have experiences solving problems written both horizontally and vertically. They need to communicate their thinking and be able to justify their strategies both verbally and with paper and pencil.Addition strategies based on place value for 48 + 37 may include: * Adding by place value: 40 + 30 = 70 and 8 + 7 = 15 and 70 + 15 = 85.
* Incremental adding (breaking one number into tens and ones); 48 + 10 = 58, 58 + 10 = 68, 68 + 10 = 78, 78 + 7 = 85
* Compensation (making a friendly number): 48 + 2 = 50, 37 – 2 = 35, 50 + 35 = 85

Subtraction strategies based on place value for 81 - 37 may include:* Adding Up (from smaller number to larger number): 37 + 3 = 40, 40 + 40 = 80, 80 + 1 = 81, and 3 + 40 + 1 = 44.
* Incremental subtracting: 81 -10 = 71, 71 – 10 = 61, 61 – 10 = 51, 51 – 7 = 44
* Subtracting by place value: 81 – 30 = 51, 51 – 7 = 44

Properties that students should know and use are:* Commutative property of addition (Example: 3 + 5 = 5 + 3)
* Associative property of addition (Example: (2 + 7) + 3 = 2 + (7+3) )
* Identity property of 0 (Example: 8 + 0 = 8)

Students in second grade need to communicate their understanding of why some properties work for some operations and not for others. * Commutative Property: In first grade, students investigated whether the commutative property works with subtraction. The intent was for students to recognize that taking 5 from 8 is not the same as taking 8 from 5. Students should also understand that they will be working with numbers in later grades that will allow them to subtract larger numbers from smaller numbers. This exploration of the commutative property continues in second grade.
* Associative Property: Recognizing that the associative property does not work for subtraction is difficult for students to consider at this grade level as it is challenging to determine all the possibilities.
 | Language Arts: Have students create their own word problems.Social Studies:  Have students add and subtract to find out how many miles it is between two points.  |
| 6. Add up to four two-digit numbers using strategies based on place value and properties of operations.**(MP2, MP7, MP8)** | \*Apply the following properties of addition: Commutative, Zero as the identity element and Associative | Students demonstrate addition strategies with up to four two-digit numbers either with or without regrouping. Problems may be written in a story problem format to help develop a stronger understanding of larger numbers and their values. Interactive whiteboards and document cameras may also be used to model and justify student thinking. |  |
| 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.**(MP2, MP4, MP5, MP7, MP8)** | \*Use different methods to develop fluency in adding and subtracting multi-digit numbers \*Use the inverse relationship between addition and subtraction \*Recall addition and subtraction facts \*Add and subtract whole numbers to 1000 \*Model addition and subtraction with place value | There is a strong connection between this standard and place value understanding with addition and subtraction of smaller numbers. Students may use concrete models or drawings to support their addition or subtraction of larger numbers. Strategies are similar to those stated in 2.NBT.5, as students extend their learning to include greater place values moving from tens to hundreds to thousands. Interactive whiteboards and document cameras may also be used to model and justify student thinking. | Language Arts:Have students write addition and subtraction equations and stories related to place value. |
| 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.**(MP2, MP7, MP8)** | \*Use mental math strategies to add and subtract Round to the nearest ten to estimate sums and difference | Students need many opportunities to practice mental math by adding and subtracting multiples of 10 and 100 up to 900 using different starting points. They can practice this by counting and thinking aloud, finding missing numbers in a sequence, and finding missing numbers on a number line or hundreds chart. Explorations should include looking for relevant patterns.Mental math strategies may include:* counting on; 300, 400, 500, etc.
* counting back; 550, 450, 350, etc.

Examples:* 100 more than 653 is \_\_\_\_\_ (753)
* 10 less than 87 is \_\_\_\_\_\_ (77)
* “Start at 248. Count up by 10s until I tell you to stop.”

An interactive whiteboard or document camera may be used to help students develop these mental math skills. | Physical Education: Picking cherries to bake a pie. <http://www.uen.org/Lessonplan/>preview.cgi?LPid=16251 |
| 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.**(MP2, MP3, MP4, MP5, MP7, MP8)** | \*Explanations may be supported by drawings or objects \*Construct, use, and explain in writing procedures for performing addition and subtraction in problem solving. \*Model addition and subtraction with place value | Students need multiple opportunities explaining their addition and subtraction thinking. Operations embedded within a meaningful context promote development of reasoning and justification. Example: Mason read 473 pages in June. He read 227 pages in July. How many pages did Mason read altogether?* Karla’s explanation: 473 + 227 = \_\_\_\_\_. I added the ones together (3 + 7) and got 10. Then I added the tens together (70 + 20) and got 90. I knew that 400 + 200 was 600. So I added 10 + 90 for 100 and added 100 + 600 and found out that Mason had read 700 pages altogether.
* Debbie’s explanation: 473 + 227 = \_\_\_\_\_\_. I started by adding 200 to 473 and got 673. Then I added 20 to 673 and I got 693 and finally I added 7 to 693 and I knew that Mason had read 700 pages altogether.
* Becky’s explanation: I used base ten blocks on a base ten mat to help me solve this problem. I added 3 ones (units) plus 7 ones and got 10 ones which made one ten. I moved the 1 ten to the tens place. I then added 7 tens rods plus 2 tens rods plus 1 tens rod and got 10 tens or 100. I moved the 1 hundred to the hundreds place. Then I added 4 hundreds plus 2 hundreds plus 1 hundred and got 7 hundreds or 700. So Mason read 700 books.

Students should be able to connect different representations and explain the connections. Representations can include numbers, words (including mathematical language), pictures, number lines, and/or physical objects. Students should be able to use any/all of these representations as needed.An interactive whiteboard or document camera can be used to help students develop and explain their thinking. | Language Art:Write an explanation of explaining why to their answer.Write an explanation of the addition and subtraction strategy applied. |
| **Differentiation/ Modification / Accommodations** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students At Risk of School Failure** |
|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** **\*Refer to each student’s IEP for more specific modifications** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How is measurement used in the real world?**  |
| --- |
| **Vocabulary:** **Length, inch, foot, yard, meter, centimeter, measure, ruler, measuring tape.**  |
| **21st Century Theme: Global Awareness** |
| **21st Century Skills: Critical Thinking and Problem Solving** |
| **Content: Measurement and Data**  |
| **SLS: 2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4** |
| **Standards for Mathematical Practice:** MP 2, MP 3, MP 5, MP 6, MP 7 |
| **A. Measure and estimate lengths in standard units.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.(**MP 5, MP 6, MP 7)** | \*Select and use appropriate tools such as rulers, yardsticks, meter sticks and measuring tape. (inch, foot, yard & centimeter) | Students in second grade will build upon what they learned in first grade from measuring length with non-standard units to the new skill of measuring length in metric and U.S. Customary with standard units of measure. They should have many experiences measuring the length of objects with rulers, yardsticks, meter sticks, and tape measures. They will need to be taught how to actually use a ruler appropriately to measure the length of an object especially as to where to begin the measuring. Do you start at the end of the ruler or at the zero? | Language Arts:Write directions on how to measure something for someone who doesn't know how. |
| 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.**(MP2, MP3, MP5, MP6, MP7)** | \*Describe how the two measurements relate to the size of the unit chosen. \*Compare and measure lengths using customary and metric units. | Students need multiple opportunities to measure using different units of measure. They should not be limited to measuring within the same standard unit. Students should have access to tools, both U.S.Customary and metric. The more students work with a specific unit of measure, the better they become at choosing the appropriate tool when measuring.Students measure the length of the same object using different tools (ruler with inches, ruler with centimeters, a yardstick, or meter stick). This will help students learn which tool is more appropriate for measuring a given object. They describe the relationship between the size of the measurement unit and the number of units needed to measure something. For instance, a student might say, “The longer the unit, the fewer I need.” Multiple opportunities to explore provide the foundation for relating metric units to customary units, as well as relating within customary (inches to feet to yards) and within metric (centimeters to meters). | Science: Measure the circumference of a pumpkin or the trunk of a tree. |
| 3. Estimate lengths using units of inches, feet, centimeters, and meters.**(MP5, MP6, MP7)** | \*Solve problems involving estimation, measuring and computing length.  | Estimation helps develop familiarity with the specific unit of measure being used. To measure the length of a shoe, knowledge of an inch or a centimeter is important so that one can approximate the length in inches or centimeters. Students should begin practicing estimation with items which are familiar to them (length of desk, pencil, favorite book, etc.). Some useful benchmarks for measurement are:* First joint to the tip of a thumb is about an inch
* Length from your elbow to your wrist is about a foot
* If your arm is held out perpendicular to your body, the length from your nose to the tip of your fingers is about a yard

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| 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.(**MP5, MP6)** | \*Solve problems involving measuring and computing length.  | Second graders should be familiar enough with inches, feet, yards, centimeters, and meters to be able to compare the differences in lengths of two objects. They can make direct comparisons by measuring the difference in length between two objects by laying them side by side and selecting an appropriate standard length unit of measure. Students should use comparative phrases such as “It is longer by 2 inches” or “It is shorter by 5 centimeters” to describe the difference between two objects. An interactive whiteboard or document camera may be used to help students develop and demonstrate their thinking. |  |
| **Differentiation/ Modification / Accommodations** |
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|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How does measurement relate to addition and subtraction?**  |
| --- |
| **Vocabulary:** **Length, inch, foot, yard, meter, centimeter, measure, ruler, measuring tape.**  |
| **Content: Measurement and Data**  |
| **SLS: 2.MD.B.5, 2.MD.B.6** |
| **Standards for Mathematical Practice:** MP 1, MP2, MP 4, MP5 |
| **B. Relate addition and subtraction to length.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 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.**(MP 1, MP2, MP 4, MP5)** | \*Use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. \*Build skills in addition and subtraction and measurement through problem solving. \*Solve real world problems involving addition, subtraction and multiplication. \*Apply and explain problem solving processes. | Students need experience working with addition and subtraction to solve word problems which include measures of length. It is important that word problems stay within the same unit of measure. Counting on and/or counting back on a number line will help tie this concept to previous knowledge. Some representations students can use include drawings, rulers, pictures, and/or physical objects. An interactive whiteboard or document camera may be used to help students develop and demonstrate their thinking.Equations include:* 20 + 35 = *c*
* *c* - 20 = 35
* *c* – 35 = 20
* 20 + *b* = 55
* 35 + *a* = 55
* 55 = *a* + 35
* 55 = 20 + *b*

Example:* A word problem for 5 – *n* = *2* could be: Mary is making a dress. She has 5 yards of fabric. She uses some of the fabric and has 2 yards left. How many yards did Mary use?

There is a strong connection between this standard and demonstrating fluency of addition and subtraction facts. Addition facts through 10 + 10 and the related subtraction facts should be included. | Language Arts:Create own word problems and make an interactive bulletin board.  |
| 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.**(MP2, MP 4, MP 5)** | Demonstrate partitioning and transitivity in relation to length.  | Students represent their thinking when adding and subtracting within 100 by using a number line. An interactive whiteboard or document camera can be used to help students demonstrate their thinking.Example: 10 – 6 = 4C:\Users\mknuck\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1MOSXYIS\2_md_6[1].gif |  |
| **Differentiation/ Modification / Accommodations** |
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|  **\*Envision 2020 advanced/enrichment practice** **\* Adjusting the pace of lessons** **\*Curriculum compacting** **\*Inquiry-based instruction** **\*Independent study** **\*Higher order thinking skills** **\*Interest –based content** **\*Student-driven**  **\*Real- world problems and scenarios** |  **\*Pre-teach vocabulary** **\*Use small group interactions and peer questions** **\*Use pictures and graphic organizers** **\*Use Envision 2020 ELL activities** **\*Use visual representations** **\*Use manipulatives** |  **\*Extended time** **\*Modified assignments** **\* Small group, alternate location****\*Modeling** **\*Manipulatives** **\*Flashcards** **\*Color coding methods** **\*RTI approaches: prevent misconceptions, error intervention, reteaching set, worksheets** **\*Refer to each student’s IEP for more specific modifications** |  **\*Use demonstrations** **\*Use manipulatives** **\*Use small group interactions and peer questioning** **\*Use pictures and graphic organizers**  |

**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do we use time in our daily life?**  |
| --- |
|  **How do we use money in our daily life?** |
| **Vocabulary: Hour, minute, clock, digital clock, analog clock, dollar, quarter, dime, nickel, penny**  |
| **Content: Measurement and Data**  |
| **SLS: 2.MD.C.7, 2.MD.C.8** |
| **Standards for Mathematical Practice:** MP 1, MP 2, MP 4, MP 5, MP6, MP 8 |
| **C. Work with time and money.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.**(MP5, MP6)** | \*Use A.M. and P.M. to write time. \*Tell time to five minutes.  | In first grade, students learned to tell time to the nearest hour and half-hour. Students build on this understanding in second grade by skip-counting by 5 to recognize 5-minute intervals on the clock. They need exposure to both digital and analog clocks. It is important that they can recognize time in both formats and communicate their understanding of time using both numbers and language. Common time phrases include the following: quarter till \_\_\_, quarter after \_\_\_, ten till \_\_\_, ten after \_\_\_, and half past \_\_\_. Students should understand that there are 2 cycles of 12 hours in a day - a.m. and p.m. Recording their daily actions in a journal would be helpful for making real-world connections and understanding the difference between these two cycles. An interactive whiteboard or document camera may be used to help students demonstrate their thinking. | Health: Create a time schedule of what the student does each day. Talk about how much time is spent sleeping. |
| 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?**(MP 1, MP 2, MP 4, MP 5, MP 8)** | \*If you have 2 dimes and 3 pennies, how many cents do you have?  | Since money is not specifically addressed in kindergarten, first grade, or third grade, students should have multiple opportunities to identify, count, recognize, and use coins and bills in and out of context. They should also experience making equivalent amounts using both coins and bills. “Dollar bills” should include denominations up to one hundred ($1.00, $5.00, $10.00, $20.00, $100.00).Students should solve story problems connecting the different representations. These representations may include objects, pictures, charts, tables, words, and/or numbers. Students should communicate their mathematical thinking and justify their answers. An interactive whiteboard or document camera may be used to help students demonstrate and justify their thinking.Example:Sandra went to the store and received $ 0.76 in change. What are three different sets of coins she could have received? | Literature:If You Made a Million by: David M. Schwartz & Willow Morrow, 1994 Language Arts:Role Play going to the store Social Studies: Discuss Consumers, goods & services |
| **Differentiation/ Modification / Accommodations** |
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**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do we pictorially represent data?**  |
| --- |
|  |
| **Vocabulary: Picture graphs, bar graphs, line plot, horizontal, vertical**  |
| **Content: Measurement and Data**  |
| **SLS: 2.MD.D.9, 2.MD.D.10** |
| **Standards for Mathematical Practice:**  MP 1, MP 2, MP 4, MP 5, MP 6, MP 8 |
| **D. Represent and interpret data.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 9. 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.**(MP 4, MP 5, MP 6, MP8)** | \*Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  | This standard emphasizes representing data using a line plot. Students will use the measurement skills learned in earlier standards to measure objects. Line plots are first introduced in this grade level. A line plot can be thought of as plotting data on a number line. An interactive whiteboard may be used to create and/or model line plots.C:\Users\mknuck\Desktop\2MD5.bmp | Writing:Math Journal-justify and communicate their solutions using words, pictures, etc.Science:Collect data and present it in different forms. |
| 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 problems1 using information presented in a bar graph.**(MP1, MP2, MP 4, MP5, MP6, MP8)** | \*Solve simple put-together, take- apart, and compare problems using information presented in a bar graph. \*Collect and organize data in different ways. | Students should draw both picture and bar graphs representing data that can be sorted up to four categories using single unit scales (e.g., scales should count by ones). The data should be used to solve put together, take-apart, and compare problems as listed in Table 1.In second grade, picture graphs (pictographs) include symbols that represent single units. Pictographs should include a title, categories, category label, key, and data.C:\Users\mknuck\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OCVG825A\2_md_10[1].gifSecond graders should draw both horizontal and vertical bar graphs. Bar graphs include a title, scale, scale label, categories, category label, and data.  C:\Users\mknuck\Desktop\2MD10.2.bmp C:\Users\mknuck\Desktop\2MD10.bmp | Language Arts/ Science: Identify a science topic, create and write survey questions, then create graph of information to present to the class. |
| **Differentiation/ Modification / Accommodations** |
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**Math Curriculum**

**Grade Two**

| **Essential Question(s): How do attributes help us to identify shapes?**  |
| --- |
| **Vocabulary:** **Whole, fraction, half, third, fourth, same, like fractions, triangle, hexagon, quadrilaterals, pentagon, cubes, symmetry, plane shape, trapezoid, figure, rectangular prism, partition**  |
| **Content: Geometry**  |
| **SLS: 2.G.A.1, 2.G.A.2, 2.G.A.3** |
| **Standards for Mathematical Practice:** MP2, MP4, MP 6, MP7 MP 8 |
| **A. Reason with shapes and their attributes.**  |
| **Skills** | **Instructional Procedures** | **Explanations and Examples** | **Interdisciplinary Connections** |
| 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**(MP2, MP6, MP7)** | \*Identify parts of lines and curves. \*Identify, describe, sort and classify two-dimensional & three-dimensional shapes. \*Identify triangles, quadrilaterals, pentagons, hexagons & cubes. | Students identify, describe, and draw triangles, quadrilaterals, pentagons, and hexagons. Pentagons, triangles, and hexagons should appear as both regular (equal sides and equal angles) and irregular. Students recognize all four sided shapes as quadrilaterals. Students use the vocabulary word “angle” in place of “corner” but they do not need to name angle types. Interactive whiteboards and document cameras may be used to help identify shapes and their attributes. Shapes should be presented in a variety of orientations and configurations.C:\Users\mknuck\Desktop\2_g_1.gif | Literature: Greedy Triangle by: Mariln Burns |
| 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**(MP2, MP6, MP8)** | \*Compare and decompose two-dimensional shapes. \*Develop foundations for understanding area. | This standard is a precursor to learning about the area of a rectangle and using arrays for multiplication. An interactive whiteboard or manipulatives such as square tiles, cubes, or other square shaped objects can be used to help students partition rectangles. Rows are horizontal and columns are vertical.C:\Users\mknuck\Desktop\2_g_2.gif  | Health: Have students cut rectangular healthy foods into rows and columns of the same size squares. |
| 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.**(MP 4, MP7)** | \*Connect geometric concepts with unit fractions, halves, thirds, fourths. \*Understand the relationship between a fraction and a whole. \*Compare and order halves, thirds, fourths using bar models. | This standard introduces fractions in an area model. Students need experiences with different sizes, circles, and rectangles. For example, students should recognize that when they cut a circle into three equal pieces, each piece will equal one third of its original whole. In this case, students should describe the whole as three thirds. If a circle is cut into four equal pieces, each piece will equal one fourth of its original whole and the whole is described as four fourths.  C:\Users\mknuck\Desktop\2G3.1.bmp C:\Users\mknuck\Desktop\2G3.2.bmpStudents should see circles and rectangles partitioned in multiple ways so they learn to recognize that equal shares can be different shapes within the same whole. An interactive whiteboard may be used to show partitions of shapes.C:\Users\mknuck\Desktop\2_g_3.gif C:\Users\mknuck\Desktop\2_g_3_2.gif | Same as above, but can also use foods that are circles and cut into fractions. |
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