

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Grade 2 Mathematics

Adopted: December 19, 2023

## Unit 1 - Module A

**Unit Title: Mathematics Place Value and Three Digit Addition and Subtraction Strategies – Unit 1 – Module A**

**Grade level: Grade 2**

**Timeframe: 22 days**

### Rationale

#### *Grade 2 – Place Value and Three Digit Addition and Subtraction Strategies – Unit 1*

The primary focus of Unit 1 is building place value understanding for three digit numbers and working with numbers within 1000. Learners extend the counting sequence mastered in grade 1 to count within 1000. Learners build place value understanding for three digit numbers, understanding that the three digits represent amounts of hundreds, tens, and ones.

Building upon grade 1 work adding within 100 using concrete models, drawings, and strategies, grade 2 learners use addition and subtraction within 100 to solve both one- and two-step word problems for a variety of situations. They use concrete models and drawings to develop conceptual understanding of addition and subtraction within 1000. The unit concludes as learners begin to explain why addition and subtraction strategies work, and pursue fluency for addition and subtraction within 20 using mental strategies.

### Guiding Questions

- How do you count by 5's, 10's and 100's within 1,000?
- How can you use place value to model, write, and compare 3-digit numbers?
- How can you use base-ten blocks to show a 3-digit number?
- How can you write a 3-digit number in different ways?
- How can place value help you compare 3-digit numbers?

## Standards

### Standards (Taught and Assessed):

- **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.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.
  - a. 100 can be thought of as a bundle of ten tens — called a "hundred."
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- **2.NBT.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.

**Key:** ■ Major Cluster

□ Supporting Cluster

◎ Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one's personal traits, strengths, and limitations

- Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-ready Math Diagnostic Assessment</i></p> <p><i>I-ready Math Prerequisite Report for each lesson</i></p> <p><i>Standards Mastery (online)</i></p> <p><i>Comprehension Checks (online)</i></p> <p><i>Student reflection prior to unit (what already understand/do not understand)</i></p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP</p>

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of
We are learning to/that				

Failure, 504) and Reflections				
2.NBT.A.2 – WALT count within 1000	<ul style="list-style-type: none"> <li>Recall and apply number sequence</li> <li>Use manipulatives</li> <li>Recall and apply skip counting songs</li> </ul> <p><u>Skip Count by 5's</u></p> <p><u>Skip Count by 10's</u></p>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket: Fill in hundreds chart with missing numbers</li> <li>Exit Ticket: Skip count nickels and dimes</li> <li>Exit Ticket: label a clock by 5 minutes</li> <li>Teacher observation as students color in boxes counting by 10's on a hundreds chart</li> <li>Teacher observation as students color in boxes counting by 5's on a hundreds chart</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 15: Mental Addition and Subtraction</li> <li>Hundreds chart (counting by ones within the chart)</li> <li>Around the World Counting Game</li> <li>Highlighting counting by 10's columns on a hundreds chart</li> <li>Highlighting by 5's boxes on a hundreds chart</li> <li>Using manipulatives (snap cubes, legos, pennies, cereal, beans, etc.) in groups of 5 and 10 to make a connection to the numbers highlighted on a hundreds chart</li> <li>Practice skip counting by 10's and 5's using hands and feet</li> <li>Use jumps on a number line or make a beaded number line</li> <li>Nearpod Lesson: Skip Counting by 5's, 10's, and 100's</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
2.NBT.A.2 – WALT skip count by tens				
2.NBT.A.2 – WALT skip count by fives			<p><b>Additional Coverage:</b></p>	

<p><b>2.NBT.A.3 – WALT</b> read numbers to 1000 using base-ten numerals</p>			<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>• <i>Ready Math Lesson 11: Tell and Write Time</i></li> <li>• <i>Ready Math Lesson 31: Add Using Arrays</i></li> </ul>	
<p><b>2.NBT.A.3 – WALT</b> write numbers to 1000 using base-ten numerals</p>	<ul style="list-style-type: none"> <li>• <i>Read numbers to 1000 using base-ten numerals</i></li> <li>• <i>Write numbers to 1000 using base-ten numerals</i></li> <li>• <i>Recall the value of a digit based upon a place in a number</i></li> <li>• <i>Recall the value of a digit based upon a place in a number and transfer the values into a number sentence</i></li> <li>• <i>Recall number spellings learned as sight words</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day as students roll a die 2x to create a 2-digit number - read number aloud, write in standard, expanded, and word form.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 13: Read and Write Three-Digit Numbers</i></li> <li>• <i>Practice connecting a digit's place in a 2-digit number to its value (highlighted or underlined digit)</i></li> <li>• <i>Draw base-ten blocks to represent a 2 digit number - practice writing values of each digit as an addition sentence (expanded form)</i></li> <li>• <i>Utilize number spellings reference sheet to assist in a 2-digit # being written in word form</i></li> </ul> <p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 14: Compare Three-Digit Numbers;</i></li> <li>• <i>Ready Math Lesson 16: Add Three-Digit Numbers;</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 17: Subtract Three-Digit Numbers</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Use manipulatives to model ten of the ten sticks and one hundreds block to show that ten tens equal one hundred</i></li> <li>• <i>BrainPop, Jr. Video: 100</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.A.1 – WALT</b> 100 is a bundle of ten tens called a “hundred”</p>	<ul style="list-style-type: none"> <li>• <i>Recall and apply number pattern knowledge to recognize that each group of 10 tens is equivalent to 100</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Exit ticket: Circle tens blocks to show a hundred</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 12: Understand Three-Digit Numbers</i></li> <li>• <i>Utilize base ten blocks to model numbers as hundreds, tens, and ones in a chart</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the</p>
<p><b>2.NBT.A.1 – WALT</b> a three-digit number is made up of hundreds, tens, and ones</p>	<ul style="list-style-type: none"> <li>• <i>Recall that the first number in a 3-digit number is the hundreds place, the second number is the tens place, and the third number is the ones place</i></li> <li>• <i>Demonstrate that the first number in a</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Exit ticket-Write how many hundreds, tens, and ones for a given three-digit number</i></li> <li>• <i>Exit ticket: Draw the hundreds, tens, and ones of a given three-digit number</i></li> </ul>		
<p><b>2.NBT.A.1 – WALT</b> the three digits of a three-digit number represent amounts</p>				

<p>of hundreds, amounts of tens, and amounts of ones</p>	<p>3-digit number represents a group of hundreds, the second number represents a group of tens, and the third number represents a group of ones</p> <ul style="list-style-type: none"> <li>Recall and apply skip counting by ones, tens, and hundreds</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket: Give students two ways to represent a three-digit number; students have to explain why the two ways show the same number</li> </ul>	<ul style="list-style-type: none"> <li>Draw hundreds, tens, and ones to model three-digit numbers</li> <li>Use a graphic organizer to show the value of a number in different ways (example: 452 can be shown as 4 hundreds, 5 tens, and 2 ones or as 45 tens and 2 ones)</li> </ul> <p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>Ready Math Lesson 13: Read and Write Three-Digit</li> </ul>	<p>curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.A.1 – WALT</b> the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones)</p>	<ul style="list-style-type: none"> <li>Recognize that a three-digit number can represent a group of hundreds</li> <li>Recognize and apply number patterns</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit ticket: Have students highlight the digit that increases in the hundreds place; represent a group of 100 in expanded form</li> </ul>	<ul style="list-style-type: none"> <li>Model three-digit numbers in expanded form to show the value of the hundreds, tens, and ones</li> <li>Use a number line to show the addition of hundreds as an increase in the hundreds place only</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p>



<p><b>2.NBT.A.2 – WALT</b> skip count by hundreds</p>	<ul style="list-style-type: none"> <li>Recall and apply number sequence</li> <li>Use manipulatives</li> <li>Recall and apply skip counting</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket: Continue a list of numbers counting by hundreds (e.g. 100, 200, _____ and 121, 221, _____)</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 15: Mental Addition and Subtraction</li> <li>Use jumps on an open number line</li> <li>Use quick pictures to draw 100 more/100 less</li> <li>Use basic fact knowledge to add or subtract 100</li> </ul> <p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>Ready Math Lesson 11: Tell and Write Time</li> <li>Ready Math Lesson 31: Add Using Arrays</li> </ul>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.A.3 – WALT</b> read numbers to 1000 using expanded form</p>	<ul style="list-style-type: none"> <li>Read numbers to 1000 using expanded form</li> <li>Write numbers to 1000 using expanded form</li> <li>Recall the value of a digit based upon a place in a number</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Roll a die 3x to create a 3-digit number - read number aloud, write in standard, expanded, and word form.</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 13: Read and Write Three-Digit Numbers</li> <li>Model with manipulatives, draw, and write numbers to make it easier to read three-digit numbers in expanded form</li> </ul>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the</p>
<p><b>2.NBT.A.3 – WALT</b> write numbers to 1000 using expanded form</p>	<ul style="list-style-type: none"> <li>Recall the value of a digit based upon a place in a number</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Roll a die 3x to create a 3-digit number - read number aloud, write in standard, expanded, and word form.</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 13: Read and Write Three-Digit Numbers</li> <li>Model with manipulatives, draw, and write numbers to make it easier to read three-digit numbers in expanded form</li> </ul>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the</p>

- *Recall the value of a digit based upon a place in a number and transfer the values into a number sentence*

- *Use online base-ten blocks*
- *Make place value “snakes” out of egg cartons. Play a game of naming a 3-digit number and have students place some type of marker in each place to represent the 3-digit number*
- *Use a graphic organizer to show ways to make a number (example: standard form, word form, expanded form, and drawing base ten blocks)*
- *Nearpod Lesson: Hundreds Chart and Expanded Form*

**Additional Coverage:**

- *Ready Math Lesson 14: Compare Three-Digit Numbers;*
- *Ready Math Lesson 16: Add Three-Digit Numbers;*
- *Ready Lesson 17: Subtract Three-Digit Numbers*

curriculum. Use higher level questioning techniques in class and on assessments.

**At Risk:** Individualized as needed.

**IEP/504:** Modifications/Accommodations as stated in IEP.

<p><b>2.NBT.A.4 – WALT</b> compare two three-digit numbers using place value understanding and record the results using the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math></p>	<ul style="list-style-type: none"> <li>• Solve problems involving number comparisons by utilizing knowledge of place value</li> <li>• Recall and apply meanings of comparison symbols (<math>&gt;</math> is greater than, <math>=</math> is equal to, <math>&lt;</math> is less than)</li> </ul>	<ul style="list-style-type: none"> <li>• Spiral Review</li> <li>• Problem of the Day</li> <li>• Teacher observation as students determine if comparison sentences are true or false</li> </ul>	<ul style="list-style-type: none"> <li>• Ready Math Lesson 14: Compare Three-Digit Numbers</li> <li>• Use a YouTube video to model alligator strategy for greater than and less than</li> <li>• Compare numbers using the symbols <math>&gt;</math>, <math>=</math> after learning the alligator strategy</li> <li>• Model/draw the value of each digit in each number one under the other to compare starting with the greatest place value position</li> <li>• Encourage verbal explanations of the comparisons (example: 550 is greater than 325 because 5 hundreds is greater than 3 hundreds)</li> <li>• War Game: Partners use three-digit number cards to compare the values of numbers (greater number wins)</li> <li>• Nearpod Lesson: Comparing 3-Digit Numbers</li> <li>• BrainPop, Jr. Video: Comparing Numbers</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 3 Mid-Unit Assessment (Ready Math Lessons 12-15) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 3 End-of-Unit Assessment (Ready Math Lessons 12-19) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Ready Math Lesson 12 Quiz I-ready lessons w/interactive tutorials	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed.

<p>Ready Math Lesson 13 Quiz I-ready lessons w/interactive tutorials</p>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Ready Math Lesson 14 Quiz I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Ready Math Lesson 15 Quiz I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

## Interdisciplinary Connections

<b>Interdisciplinary Connections</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<p>Unit 3 Math in Action (students apply what they have learned about Adding, Subtracting, and Comparing 3-digit Numbers)</p> <ul style="list-style-type: none"><li>incorporates reading short math word problems and identifying the main idea and the numerical details necessary to solve (ELA)</li><li>provides information about cookie ingredients and vegetable kabobs (Science)</li></ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

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## Unit 1 - Module B

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**Unit Title: Mathematics Place Value and Three Digit Addition and Subtraction Strategies – Unit 1 – Module B**

**Grade level: Grade 2**

**Timeframe: 60 days**

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### Rationale

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*Grade 2 – Place Value and Three Digit Addition and Subtraction Strategies – Unit 1*

The primary focus of Unit 1 is building place value understanding for three digit numbers and working with numbers within 1000. Learners extend the counting sequence mastered in grade 1 to count within 1000. Learners build place value understanding for three digit numbers, understanding that the three digits represent amounts of hundreds, tens, and ones.

Building upon grade 1 work adding within 100 using concrete models, drawings, and strategies, grade 2 learners use addition and subtraction within 100 to solve both one- and two-step word problems for a variety of situations. They use concrete models and drawings to develop conceptual understanding of addition and subtraction within 1000. The unit concludes as learners begin to explain why addition and subtraction strategies work, and pursue fluency for addition and subtraction within 20 using mental strategies

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### Guiding Questions

- How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers?
- How do you make an addend a ten to help solve addition word problems?
- How do you record the steps when adding 2-digit numbers?
- What are some ways to add three or four 2- digit numbers?
- How do you use place value to subtract 2-digit numbers with and without regrouping?
- How can you break apart numbers to help solve a subtraction problem?
- What are the steps you use when you solve a 2-digit subtraction problem?
- What are some different ways to model, show, and solve subtraction problems?
- What are some strategies for adding and subtracting 3-digit numbers?

- What are the steps when finding the sum in a 3-digit addition problem?
- What are the steps when finding the difference in a 3-digit subtraction problem?
- When do you need to regroup in 3-digit addition and subtraction problems?

## Standards

### Standards (Taught and Assessed):

- **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.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.8** Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900.
- **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operation.
- **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

**Key:** ■ Major Cluster    □ Supporting Cluster    ◎ Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



## Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one’s personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

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## Instructional Plan

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### Pre-Assessment and Reflection

<p><b>Pre-Assessment</b></p> <p><i>I-ready Math Diagnostic Assessment</i>  <i>I-ready Math Prerequisite Report for each lesson</i>  <i>Standards Mastery (online)</i>  <i>Comprehension Checks (online)</i>  <i>Student reflection prior to unit (what already understand/do not understand)</i></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>2.OA.A.1 – WALT</b> represent a word problem with drawings and equations using a symbol for the unknown</p>	<ul style="list-style-type: none"> <li>Assess information in a word problem, decide what question is to be solved, and develop a plan for finding a solution</li> <li>Recall the missing whole in a word problem or bar model as a clue to using addition to solve.</li> <li>Recall a missing part in a word problem or bar model as a clue to using subtraction to solve.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Teacher observation as students fill in a bar model using information provided within a word problem</li> <li>Exit ticket: Have students draw to solve word problems</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 3: Solve One-Step Word Problems</li> <li>Ready Math Lesson 5: Solve Two-Step Word Problems</li> <li>Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</li> <li>Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>Students create their own addition and subtraction word problems and model solving the problems by drawing a picture and writing a number sentence</li> <li>Model part-part-whole within a bar model</li> <li>Nearpod Lesson: Adding and Subtracting Word Problems</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

			<p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 1: Mental Math Strategies for Addition</i></li> <li>• <i>Ready Math Lesson 2: Mental Math Strategies for Subtraction</i></li> <li>• <i>Ready Math Lesson 4: Draw and Use Bar Graphs and Picture Graphs</i></li> <li>• <i>Ready Math Lesson 25: Add and Subtract Lengths</i></li> <li>• <i>Ready Math Lesson 26: Add and Subtract on the Number Line</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p>
<p><b>2.OA.A.1 – WALT</b> solve one and two-step addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing</p>	<ul style="list-style-type: none"> <li>• <i>Recognize which operation to utilize in order to solve word problems based on knowledge of key vocabulary found in the problem</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exit Ticket on addition and subtraction operations-key vocabulary matching worksheet</i></li> <li>• <i>Exit ticket - solve problem using C.U.B.E.S strategy</i></li> <li>• <i>ECR - students explain why more than one step was needed to solve and in what order operations were performed</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practice identifying key vocabulary words in order to identify which operation to utilize in order to solve a word problem</i></li> <li>• <i>Provide students with an anchor chart with key vocabulary listed for each operation</i></li> <li>• <i>Utilize the C.U.B.E.S. strategy to solve word problems (Circle numbers, Underline the question, Box in key words, Examine the information, Solve the problem)</i></li> </ul>	

			<ul style="list-style-type: none"> <li>• <i>Nearpod Lesson: Adding and Subtracting on a Number Line</i></li> </ul>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.5 – WALT</b> fluently add and subtract within a hundred using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<ul style="list-style-type: none"> <li>• <i>Recall and apply related addition and subtraction facts to help solve both addition and subtraction problems</i></li> <li>• <i>Recall and apply the Break Apart method to add a two-digit number</i></li> <li>• <i>Utilize a number line to count forward for addition or to count back for subtraction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Student/teacher conferencing: student explains in words whether regrouping is needed and why/why not</i></li> <li>• <i>Students create individual anchor charts that model when to regroup and how</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Model breaking apart sums of tens and ones to find the total sum</i></li> <li>• <i>Through the use of base ten blocks or drawings, students represent the larger of two 2-digit numbers as the top number in a subtraction problem</i></li> <li>• <i>Through the use of base ten blocks or drawings, students practice identifying a smaller digit on the bottom in the ones and/or tens place, which then requires regrouping</i></li> <li>• <i>Create anchor charts modeling each step of regrouping in both addition and subtraction</i></li> <li>• <i>Provide checklist for solving subtraction problems with regrouping</i></li> <li>• <i>Use the following poem: If there is more on top, that means stop.</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.NBT.B.7 – WALT</b> when adding and subtracting three-digit numbers, only digits in the same place value can be added or subtracted to or from each other</p>	<ul style="list-style-type: none"> <li>Apply knowledge of place value based on the understanding of hundreds, tens, and ones representing different values</li> </ul>	<ul style="list-style-type: none"> <li>Spiral review</li> <li>Problem of the Day</li> <li>Teacher observation as students line up the digits of a number according to their place and then add or subtract</li> </ul>	<p><i>If there is more on the floor, go next door.</i></p> <ul style="list-style-type: none"> <li>Ready Math Lesson 16: Add Three-Digit Numbers</li> <li>Ready Math Lesson 17: Subtract Three-Digit Numbers</li> <li>Ready Math Lesson 18: Use Addition and Subtraction</li> <li>Strategies with Three-Digit Numbers</li> <li>Students practice lining up the 2 three-digit numbers in a hundreds, tens, and one T-Chart to help understand that only numbers in the same column can be added or subtracted</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.7 – WALT</b> when adding and subtracting three-digit numbers, sometimes it is necessary to compose or decompose tens and/or hundreds</p>	<ul style="list-style-type: none"> <li>Develop an understanding of when regrouping is required in an addition or subtraction problem</li> <li>Recall and apply the Break Apart method to add</li> <li>Utilize a number line to count forward for</li> </ul>	<ul style="list-style-type: none"> <li>Spiral review</li> <li>Problem of the Day</li> <li>Exit ticket: Solve two-digit problems without regrouping</li> <li>Student/teacher conferencing: student explains in words whether regrouping is needed and why/why not</li> </ul>	<p><i>Through the use of base ten blocks or drawings, students correlate 10 ones creating a new group of 10 when adding the ones place, as well as a group of 10 tens creating a new group of 100 when adding the tens place</i></p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher</p>

	<p><i>addition or to count back for subtraction</i></p>	<ul style="list-style-type: none"> <li>• <i>Students create individual anchor charts that model when to regroup and how</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>3-Digit Additio...</b></li> <li>• <i>Through the use of base ten blocks or drawings, students represent the larger of two 3-digit numbers as the top number in a subtraction problem</i></li> <li>• <i>Through the use of base ten blocks or drawings, students practice identifying a smaller digit on the bottom in the ones and/or tens place, which then requires regrouping</i></li> <li>• <b>3 -Digit Subtra...</b></li> <li>• <i>Create anchor charts modeling each step of regrouping in both addition and subtraction</i></li> <li>• <i>Provide checklist for solving subtraction problems with regrouping</i></li> <li>• <i>Use the following poem:</i></li> </ul> <p><i>If there is more on top, that means stop. If there is more on the floor, go next door.</i></p>	<p>level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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<p><b>2.NBT.B.7 – WALT</b> use concrete models and a place value strategy to add and subtract within 1000, and relate the written strategy to the model</p>	<ul style="list-style-type: none"> <li>• Solve problems by quickly using manipulatives or drawing pictures to solve problems</li> <li>• Explain how the manipulatives or pictures show the math needed to solve the problem</li> <li>• Apply model reasoning to standard algorithm</li> </ul>	<ul style="list-style-type: none"> <li>• Spiral review</li> <li>• Problem of the Day</li> <li>• ECR in which students model, solve, and explain in written word</li> <li>• Have students model or draw how to solve a subtraction problem and then use addition to check their work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate regrouping using base ten blocks and drawings to model how to solve problems</li> <li>• Provide students with a regrouping checklist for both addition and subtraction</li> <li>• Nearpod Lesson: Regrouping</li> <li>• Nearpod Lessons: Adding and Subtracting with Regrouping (2-digit numbers and 3-digit numbers)</li> <li>• BrainPop, Jr. Video: Adding with Regrouping</li> <li>• BrainPop, Jr. Video: Subtracting with Regrouping</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.7 – WALT</b> use concrete models and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the model</p>				
<p><b>2.NBT.B.7 – WALT</b> use drawings and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the drawing</p>				

<p><b>2.NBT.B.8 – WALT</b> mentally add or subtract 10 to or from any given number between 100 and 900</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of number patterns to mentally add or subtract a digit from the tens place</li> <li>● Apply knowledge of number patterns to mentally add or subtract a digit from the hundreds place</li> </ul>	<ul style="list-style-type: none"> <li>● Problem of the Day</li> <li>● Give students a number and have them provide the number for 10 more or 10 less</li> <li>● Give students a number and have them provide the number for 100 more or 100 less</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math Lesson 15: Mental Addition and Subtraction</li> <li>● Practice addition and subtraction of tens with games</li> <li>● Practice adding or subtracting 10 by continuing a list of numbers (e.g. 12, 22)</li> <li>● Practice addition and subtraction of hundreds with games</li> <li>● Practice adding or subtracting 100 by continuing a list of numbers (e.g. 200, 300)</li> <li>● Nearpod Lessons: Adding and Subtracting 10 and 100 (Khan Academy)</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.8 – WALT</b> mentally add or subtract 100 to or from any given number between 100 and 900</p>	<ul style="list-style-type: none"> <li>● Apply understanding of place value to explain what they are doing during each step of an addition or subtraction problem</li> </ul>	<ul style="list-style-type: none"> <li>● Spiral Review</li> <li>● Problem of the Day</li> <li>● Student/teacher conferencing</li> </ul>	<p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>● Ready Math Lesson 16: Add Three-Digit Numbers</li> <li>● Ready Math Lesson 17: Subtract Three-Digit Numbers</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on</p>
<p><b>2.NBT.B.9 – WALT</b> explain why addition and subtraction strategies work based on place value</p>				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on</p>



<p><b>2.NBT.B.9 – WALT</b> explain why addition and subtraction strategies work based on properties of operations</p>	<ul style="list-style-type: none"> <li>Recall and apply turn-around facts and fact families</li> <li>Apply knowledge of a number line to count up to add and count back to subtract</li> <li>Apply understanding of the part/part/whole concept through drawings, equations, or written explanation</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket: Students are given a fact triangle with 3 related numbers. Students write the two addition and two subtraction sentences that create a fact family.</li> <li>Teacher observation as students count up or count back on a number line to solve a problem</li> <li>Exit ticket: Students solve a word problem</li> </ul>	<ul style="list-style-type: none"> <li>Use ECR's to practice explaining how to solve a given problem</li> <li>Peer Partner "Turn and Talk"</li> <li>Nearpod Lessons: Understanding Place Value in Addition and Subtraction (Khan Academy)</li> </ul>	<p>task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.9 – WALT</b> explain why addition and subtraction strategies work based on properties of operations</p>	<ul style="list-style-type: none"> <li>Recall and apply turn-around facts and fact families</li> <li>Apply knowledge of a number line to count up to add and count back to subtract</li> <li>Apply understanding of the part/part/whole concept through drawings, equations, or written explanation</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket: Students are given a fact triangle with 3 related numbers. Students write the two addition and two subtraction sentences that create a fact family.</li> <li>Teacher observation as students count up or count back on a number line to solve a problem</li> <li>Exit ticket: Students solve a word problem</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 6: Add Two-Digit Numbers</li> <li>Ready Math Lesson 7: Subtract Two-Digit Numbers</li> <li>Ready Math Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers</li> <li>Ready Math Lesson 16: Add Three-Digit Numbers</li> <li>Ready Math Lesson 17: Subtract Three-Digit Numbers</li> </ul>	<p>task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.OA.B.2 – WALT</b> know from memory all sums of two one-digit numbers within ten</p>	<ul style="list-style-type: none"> <li>Utilize mental math strategies within 10 to memorize sums</li> <li>Utilize the count on method to find sums.</li> <li>Utilize mental math strategies within 20 to memorize sums</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Quiz students orally using flashcards or timed interactive fact game</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 18: Use Addition and Subtraction Strategies with Three-Digit Numbers</li> <li>Ready Math Lesson 19: Add Several Two-Digit Numbers</li> <li>Model using a number line to count up or count back</li> <li>Model fact families as being two addition facts and two subtraction facts</li> <li>Use the Make a Ten strategy to model how to add two or three addends</li> <li>Use the Make a Ten strategy to model how to subtract</li> <li>Use a Bar Model to model and solve addition and subtraction problems based on Part, Part, Whole</li> <li>BrainPop, Jr. Video: Fact Families</li> </ul>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.OA.B.2 – WALT</b> know from memory all sums of two one-digit numbers within ten</p>	<ul style="list-style-type: none"> <li>Utilize mental math strategies within 10 to memorize sums</li> <li>Utilize the count on method to find sums.</li> <li>Utilize mental math strategies within 20 to memorize sums</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Quiz students orally using flashcards or timed interactive fact game</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 1: Mental Math Strategies for Addition</li> <li>Ready Math Lesson 2: Mental Math Strategies for Subtraction</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

<p><b>2.OA.B.2</b> add and subtract within 20 using mental strategies, working towards accuracy and efficiency</p>	<ul style="list-style-type: none"> <li>Recall and apply doubles facts + 1 and doubles facts -1</li> </ul>	<ul style="list-style-type: none"> <li>Model counting on and counting back</li> <li>Practice addition and subtraction facts using flash cards or Xtra Math online <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a></li> <li>Fact Champ game (students line up in 2 lines, teacher stands at front of lines with flashcards, teacher holds up flashcards and whichever student says the answer first goes to the back of the line/the other student is out, whoever is left standing wins the game)</li> <li>BrainPop, Jr. Video: Counting On</li> <li>BrainPop, jr. Video: Counting Back</li> <li>BrainPop, Jr. Video: Doubles</li> <li>BrainPop, Jr. Video: Make a Ten</li> </ul> <p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>Ready Math Lesson 3: Solve One-Step Word Problems</li> </ul>	<p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 1 Mid-Unit Assessment (Ready Math Lessons ) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 1 End-of-Unit Assessment (Ready Math Lessons) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Benchmark Assessment 3**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 2 Mid-Unit Assessment (Ready Math Lessons 6-8) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

	<p><b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Benchmark Assessment 4**

<p><b>Benchmark Assessment</b></p> <p>Unit 3 End-of-Unit Assessment (Ready Math Lessons 16-19)  I-Ready Standards Mastery</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Summative Assessments (add rows as needed)**

<p><b>Summative Assessment</b></p> <p>Ready Math Lesson 1 Quiz  Ready Math Lesson 2 Quiz  Ready Math Lesson 3 Quiz  Ready Math Lesson 5 Quiz  I-ready lessons w/interactive tutorials</p> <p>Ready Math Lesson 6 Quiz  Ready Math Lesson 7 Quiz  Ready Math Lesson 8 Quiz  Ready Math Lesson 9 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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<p>Ready Math Lesson 15 Quiz  Ready Math Lesson 16 Quiz  Ready Math Lesson 17 Quiz  Ready Math Lesson 18 Quiz  Ready Math Lesson 19 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Unit 3 Literacy Connection: Homes Around the World</p> <ul style="list-style-type: none"><li>● incorporates close reading with text features and the identification of main idea and supporting details(ELA)</li><li>● provides information about homes around the world that students may not be used to, such as huts and houseboats (Social Studies)</li><li>● after reading, students solve a 3-digit math problem using an open number line and writing equations (Math)</li></ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>





## Unit 2 Module A

**Unit Title: Counting, Addition and Subtraction Strategies Unit 2 – Module A**

**Grade level: Grade 2**

**Timeframe: 14 days**

### Rationale

*Grade 2 – Counting, Addition and Subtraction Strategies - Unit 2*

*Continuing the counting sequence of Unit 1, learners skip count by hundreds and continue to develop skills counting within 1000. They partition rectangles into rows and columns of same-size squares and skip count to find the total. Learners use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, laying the foundation for multiplication in grade 3. They tell and write time to the nearest five minutes, building on their grade 1 work telling and writing time in hours and half-hours.*

*The major focus of Unit 2 is reinforcing addition and subtraction concepts in a variety of contexts. Learners are introduced to money concepts and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. They solve one- and two-step word problems, add up to four two-digit numbers, pursue fluency for addition and subtraction within 20 using mental strategies, and pursue fluency for addition and subtraction within 100 using various strategies such as properties of operations. They solve one- and two-step word problems, add up to four two-digit numbers, pursue fluency for addition and subtraction within 20 using mental strategies, and pursue fluency for addition and subtraction within 100 using various strategies such as properties of operations.*

### Guiding Questions

- How do you skip count by 5's, 10's and 100's within 1,000?
- How can you partition rectangles into the same size squares?
- What is an array? How can you write an equation to find the sum?
- How can you tell if a number is odd or even?
- What are the names and values of different coins?
- How do you use the values of coins and bills to find the total value of a group of money?
- How can you tell the time on an analog clock by looking at the clock hands?

- How do read times shown on analog and digital clocks?

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## Standards

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### Standards (Taught and Assessed):

- **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- ◎ **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.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.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.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.MD.C.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?*

Key: ■ Major Cluster

□ Supporting Cluster

◎ Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one’s personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

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## Instructional Plan

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### Pre-Assessment and Reflection

<b>Pre-Assessment</b>		<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
<i>I-ready Math Diagnostic Assessment</i> <i>I-ready Math Prerequisite Report for each lesson</i> <i>Standards Mastery (online)</i> <i>Comprehension Checks (online)</i> <i>Student reflection prior to unit (what already understand/do not understand)</i>		<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
2.NBT.A.2 – WALT count within 1000	<ul style="list-style-type: none"> <li>Count within 1000</li> <li>Skip count by fives</li> <li>Skip count by tens</li> <li>Skip count by hundreds</li> <li>Recognize and apply number sequence</li> <li>Use manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>Share and Show - GoMath pg. 130</li> <li>Use hundreds chart with missing numbers (choose a group of a hundred to assess)</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 15: Mental Addition and Subtraction</li> <li>Skip Count By 5's</li> <li>Skip Count By 10's</li> <li>Skip Count By 100's</li> <li>Using manipulatives (snap cubes, legos, pennies, cereal, beans, etc.) in groups of 5, 10 and 100 to make a connection to the numbers highlighted on a chosen hundreds chart</li> <li>Create task cards for independent work or center time. Write a 3-digit # on each card with directions for what to practice counting by (5's, 10's, 100's)</li> <li>Write 3 digit #'s on bottle caps that count by 5's, 10's, 100's and have students</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>
2.NBT.A.2 – WALT skip count by fives	<ul style="list-style-type: none"> <li>Recognize and apply number patterns</li> <li>Use manipulatives</li> <li>Recall and apply skip counting songs</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>GoMath Problem of the Day</li> <li>Exit Ticket - continue the pattern within a group of hundreds (e.g. 605, 610, _____)</li> </ul>		

<p><b>2.NBT.A.2 – WALT</b> skip count by tens</p>	<ul style="list-style-type: none"> <li>• <i>Recognize and apply number patterns</i></li> <li>• <i>Use manipulatives</i></li> <li>• <i>Recall and apply skip counting songs</i></li> <li>• <i>Recall place value strategies to recall ten more and ten less</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>GoMath Problem of the Day</i></li> <li>• <i>Exit Ticket - continue the pattern within a group of hundreds (e.g. 770, 780, _____)</i></li> </ul>	<p><i>practice putting the numbers in order.</i></p> <ul style="list-style-type: none"> <li>• <i>Nearpod Lesson: Skip Counting by 5's, 10's, and 100's</i></li> </ul> <p>Additional Coverage</p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>• <i>Ready Math Lesson 11: Tell and Write Time</i></li> <li>• <i>Ready Math Lesson 31: Add Using Arrays</i></li> </ul>	<p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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<p><b>2.NBT.A.2 – WALT</b> skip count by hundreds</p>	<ul style="list-style-type: none"> <li>• Recognize and apply number patterns</li> <li>• Use manipulatives</li> <li>• Recall and apply skip counting songs</li> <li>• Recall place value strategies to recall a hundred more and a hundred less</li> </ul>	<ul style="list-style-type: none"> <li>• Spiral Review</li> <li>• GoMath Problem of the Day</li> <li>• Exit Ticket - continue the pattern up to 1,000 (e.g. 700, 800, _____)</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.G.A.2 – WALT</b> partition a rectangle into rows and columns of same-size squares and count to find the total number of same size squares</p>	<ul style="list-style-type: none"> <li>• Recall and apply the pattern of a row and column</li> </ul>	<ul style="list-style-type: none"> <li>• Observe student product and labeling when folding creating their folded rectangles</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

<p><b>2.OA.C.4 – WALT</b> use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns</p>	<ul style="list-style-type: none"> <li>Utilize visual patterns of arrays to show repeated addition</li> <li>Recall and apply knowledge of the parts of an equation</li> <li>Recall and apply knowledge of addends</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - provide a model of an array with the task of creating an equation using repeated addition</li> </ul>	<ul style="list-style-type: none"> <li>Nearpod Lesson: Filling Rectangles with Squares (Khan Academy)</li> <li>Nearpod Lesson: Partitioning Rectangles</li> </ul>	<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.OA.C.4 – WALT</b> write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends</p>	<ul style="list-style-type: none"> <li>Ready Math Lesson 31: Add Using Arrays</li> <li>Use cubes/counters to arrange arrays into columns and rows to model repeated addition, then write a repeated addition number sentence</li> <li>Write the Room - students visit different arrays and make a number sentence for each one</li> <li>Nearpod Lesson: Repeated Addition Using Arrays (Khan Academy)</li> <li>BrainPop, Jr. Video: Repeated Addition</li> <li>BrainPop, Jr. Video: Repeated Subtraction</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>	<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>	<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p>

				<p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.OA.C.3 – WALT</b> determine whether a group of objects up to 20 is odd or even (e.g., by pairing objects, counting them by 2s)</p>	<ul style="list-style-type: none"> <li>Recognize that numbers are even when they make pairs and odd when there are leftovers</li> </ul>	<ul style="list-style-type: none"> <li>Observe student product as pairs are made with snap cubes for a provided number and student explains if model is even or odd</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 32: Even and Odd Numbers</li> <li>Even and Odd</li> <li>B-I-N-G-O Song</li> <li>Math Literature, <u>Even Steven and Odd Todd</u></li> <li>Use snap cubes to make pairs in order to determine if a number is even or odd</li> <li>BrainPop, Jr. Video: Even and Odd</li> <li>Nearpod Lesson: Even and Odd Game Show</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>



<p><b>2.OA.C.3 – WALT</b> write an equation to express an even number as a sum of two equal addends</p>	<ul style="list-style-type: none"> <li>Recognize that when added together, doubles facts equal a sum of even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Observe student product as they model doubles facts with snap cubes and explain the sum as even</li> </ul>	<ul style="list-style-type: none"> <li>Use snap cubes to model doubles facts to recognize the sum of equal addends as even</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.C.7 – WALT</b> use analog and digital clocks to tell time to the nearest five minutes using a.m. and p.m.</p>	<ul style="list-style-type: none"> <li>Recognize what each number on an analog clock represents</li> <li>Understand the difference between the hour and minute hand on an analog clock</li> <li>Recognize that there are 24 hours in a day, 12 being a.m and 12 being p.m. and be able to distinguish between the 2</li> </ul>	<ul style="list-style-type: none"> <li>Draw hour and minute hands on clocks to demonstrate the correct time to the nearest 5 minutes</li> <li>Label a clock with the correct digits and values of each 5 minute increment</li> <li>Answer questions by telling whether the activity would happen in the a.m or p.m. hours</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson</li> <li>11: Tell and Write Time</li> <li>Telling Time to the Nearest 5 Minutes</li> <li>Learning the Clock</li> <li>Use mini clocks (or create mini clocks) to model time to the nearest five minutes</li> <li>Draw a line down a piece of paper and write the 12 a.m. hours on one side and the 12 p.m. hours on the other side. Have</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

<p><b>2.MD.C.8 – WALT</b> determine the total amount of money by counting combinations of dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately</p>			<p>students fill in what they do each day during the times</p> <ul style="list-style-type: none"> <li>● Nearpod Lessons: <ul style="list-style-type: none"> <li>○ Flocabulary: What is a Clock?</li> <li>○ Telling time to the Hour</li> <li>○ Telling Time to the 5 minute</li> <li>○ Flocabulary: Telling Time to the Hour/Half Hour</li> </ul> </li> <li>● BrainPop, Jr. Videos: <ul style="list-style-type: none"> <li>○ Parts of a Clock</li> <li>○ Time to the Hour</li> <li>○ Time to the Minute</li> </ul> </li> </ul>	<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.C.8 – WALT</b> determine the total amount of money by counting combinations of dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately</p>	<ul style="list-style-type: none"> <li>● Recognize and apply values of dollar bills, quarters, dimes, nickels, and pennies</li> <li>● Apply the \$ and ¢ symbols in the correct location</li> </ul>	<ul style="list-style-type: none"> <li>● Show a value asked for by modeling with play money</li> <li>● Form a grocery store list and choose items from a store ad, spending only a given amount of money</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>● <u>The Money Song</u></li> <li>● <u>Learning About Money</u></li> <li>● Count various amounts of play money or pictures of money to determine the value of each group, then write the</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning</p>

<p><b>2.MD.C.8 – WALT</b> solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately</p>			<p><i>amounts using \$ and ¢ symbols</i></p> <ul style="list-style-type: none"> <li>● <i>BrainPop, Jr. Videos:</i> <ul style="list-style-type: none"> <li>○ <i>Counting Coins</i></li> <li>○ <i>Dollars and Cents</i></li> <li>○ <i>Equivalent Coins</i></li> <li>○ <i>Making Change Under a Dollar</i></li> </ul> </li> </ul> <p>Additional Coverage:</p> <ul style="list-style-type: none"> <li>● <i>Ready Math Lesson 19: Add Several Two-Digit Numbers</i></li> </ul>	<p>techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.C.8 – WALT</b> solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately</p>	<ul style="list-style-type: none"> <li>● <i>Use knowledge of the values of dollar bills, quarters, dimes, nickels, and pennies to solve word problems in which they have to add and subtract values of money</i></li> <li>● <i>Recall and apply knowledge of place value</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Exit Ticket- addition and subtraction word problems involving money</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>● <i>Create and solve word problems involving money</i></li> <li>● <i>Create a class store, label items with various prices using \$ and ¢ symbols appropriately</i></li> <li>● <i>Nearpod Lesson: Money Word Problems</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p>

					<b>IEP/504:</b> Modifications/Accommodations as stated in IEP.
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>				<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 2 End of Unit Assessment (Ready Math Lessons 9-11 ) I-Ready Standards Mastery				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>				<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 5 End of Unit Assessment (Ready Math Lessons 28-31) I-Ready Standards Mastery				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>				<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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<p>Ready Math Lesson 10 Quiz  Ready Math Lesson 11 Quiz  Ready Math Lesson 15 Quiz  Ready Math Lesson 30 Quiz  Ready Math Lesson 32 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Math Array Project-Students use cereal, beads, or other materials to form an array of their choice. They then identify the number of rows and the number of objects in each row using repeated addition.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Identifying Odd and Even Numbers Quiz Assessment -</p> <ul style="list-style-type: none"> <li>• ECR to explain how the sum of 2 equal addends is an even number</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Math Literature -</p> <ul style="list-style-type: none"><li>● Book-Alexander, Who Used to Be Rich Last Sunday: Explores cause and effect as you spend money on things that you want, practices subtracting from \$1.00</li></ul> <p>Social Studies -</p> <ul style="list-style-type: none"><li>● Needs and Wants</li></ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

## Unit 2 Module B

**Unit Title: Counting, Addition and Subtraction Strategies – Unit 2 – Module B**

**Grade level: Grade 2**

**Timeframe: 10 days**

### Rationale

*Grade 2 – Counting, Addition and Subtraction Strategies - Unit 2*

*Continuing the counting sequence of Unit 1, learners skip count by hundreds and continue to develop skills counting within 1000. They partition rectangles into rows and columns of same-size squares and skip count to find the total. Learners use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns, laying the foundation for multiplication in grade 3. They tell and write time to the nearest five minutes, building on their grade 1 work telling and writing time in hours and half-hours.*

*The major focus of Unit 2 is reinforcing addition and subtraction concepts in a variety of contexts. Learners are introduced to money concepts and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. They solve one- and two-step word problems, add up to four two-digit numbers, pursue fluency for addition and subtraction within 20 using mental strategies, and pursue fluency for addition and subtraction within 100 using various strategies such as properties of operations.*

### Guiding Questions

- How can you use patterns and strategies to find sums and differences for basic facts?
- What are some strategies for remembering addition and subtraction facts?
- How are addition and subtraction related?
- How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers?
- How do you make an addend a ten to help solve addition word problems?
- How do you record the steps when adding 2-digit numbers?
- What are some ways to add three or four 2-digit numbers?
- How do you use place value to subtract 2-digit numbers with and without regrouping?

- How can you break apart numbers to help solve a subtraction problem?
- What are the steps you use when you solve a 2-digit subtraction problem?
- What are some different ways to model, show, and solve subtraction problems?

## Standards

### Standards (Taught and Assessed):

- **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
- **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.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.

Key: ■ Major Cluster

□ Supporting Cluster

◎ Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Social-Emotional Learning Competencies

- Self-Awareness



- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-ready Math Diagnostic Assessment</i>  <i>I-ready Math Prerequisite Report for each lesson</i>  <i>Standards Mastery Checks (online)</i>  <i>Comprehension Checks (online)</i>  <i>Student reflection prior to unit (what already understand/do not understand)</i></p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

### Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of)
We are learning to/that				

2.OA.B.2 – WALT add and subtract within 20 using mental strategies, working towards accuracy and efficiency		<ul style="list-style-type: none"> <li>Recall from memory basic addition and subtraction facts</li> </ul>	<ul style="list-style-type: none"> <li>Math Problem of the Day</li> <li>Spiral Review</li> <li>Math Fact Quizzes (timed or not timed)</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 1: Mental Math Strategies for Addition</li> <li>Ready Math Lesson 2: Mental Math Strategies for Subtraction</li> <li>XtraMath online resource for practicing math facts</li> <li>Practice addition and subtraction facts with flash cards</li> <li>Fact Champ Game: Students stand in 2 lines, teacher holds up a math fact flash card and whoever shouts the fact out first goes to the end of the line to continue the game, the other person is out</li> <li>Have students quiz each other on their math facts</li> <li>Model math facts with manipulatives</li> <li>Teach doubles and doubles +/- 1 to recall basic facts</li> <li>BrainPop, Jr. Video: Counting On</li> <li>BrainPop, jr. Video: Counting Back</li> <li>BrainPop, Jr. Video: Doubles</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	<p><b>Failure, 504) and Reflections</b></p>

	<ul style="list-style-type: none"> <li>• <i>BrainPop, Jr. Video: Make a Ten</i></li> </ul> <p>Additional Coverage:</p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 3: Solve One-Step Word Problems</i></li> </ul>			
<p><b>2.NBT.B.5 – WALT</b> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction working towards accuracy and efficiency</p>	<ul style="list-style-type: none"> <li>• <i>Recall and apply counting patterns</i></li> <li>• <i>Recall and apply an understanding of place value within 2-digit numbers</i></li> <li>• <i>Recall and apply an understanding of fact families</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Observe student product when completing a fact family triangle</i></li> <li>• <i>Exit Ticket - a mix of addition and subtraction problems to solve</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 6: Add Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 7: Subtract Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers</i></li> <li>• <i>BrainPop, Jr. Fact Families</i></li> <li>• <i>Create a Fact Family House to model related addition and subtraction facts</i></li> <li>• <i>Put a drawing/model of a fact family triangle with 2 blank addition sentences and 2 blank subtraction number sentences in sheet protectors. Then give students 3 numbers that are related facts, and have students use dry erase markers to write the correct addition and subtraction facts for the related facts/fact family</i></li> </ul> <p>Additional Coverage:</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	

<p><b>2.NBT.B.6 – WALT</b> add up to four two-digit numbers using place value strategies and properties of operations</p>	<ul style="list-style-type: none"> <li>● Recall basic addition and subtraction facts</li> <li>● Recognize that numbers need to be aligned according to place value when adding and subtracting</li> <li>● Apply strategies for adding up to four two-digit numbers, such as finding a group of ten.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Ticket - provide 3 2 to 3 addition problems with four two-digit numbers as addends</li> <li>● ECR - provide students with a problem that has an incorrect sum. Students explain what steps were incorrect in solving the problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</li> <li>● Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>● Ready Math Lesson 19: Add Several Two-Digit Numbers</li> <li>● Ready Math Lesson 25: Add and Subtract Lengths</li> </ul>	
<p><b>2.NBT.B.6 – WALT</b> add up to four two-digit numbers using place value strategies and properties of operations</p>	<ul style="list-style-type: none"> <li>● Recall basic addition and subtraction facts</li> <li>● Recognize that numbers need to be aligned according to place value when adding and subtracting</li> <li>● Apply strategies for adding up to four two-digit numbers, such as finding a group of ten.</li> </ul>	<ul style="list-style-type: none"> <li>● Exit Ticket - provide 3 2 to 3 addition problems with four two-digit numbers as addends</li> <li>● ECR - provide students with a problem that has an incorrect sum. Students explain what steps were incorrect in solving the problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</li> <li>● Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>● Ready Math Lesson 19: Add Several Two-Digit Numbers</li> <li>● Ready Math Lesson 25: Add and Subtract Lengths</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.OA.A.1 – WALT</b> represent a word problem using drawings and equations using a symbol for the unknown</p>	<ul style="list-style-type: none"> <li>Recognize a missing number in a number sentence/equation</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - provide a word problem for students to write an equation for</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 3: Solve One-Step Word Problems</li> <li>Ready Math Lesson 5: Solve Two-Step Word Problems</li> <li>Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</li> <li>Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>Model part-part-whole strategy using a bar model</li> <li>Create addition and subtraction word problems with drawings to match the equations</li> <li>Nearpod Lesson: Adding and Subtracting Word Problems</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.OA.A.1 – WALT</b> solve one and two-step addition and subtraction word problems within 100 involving situations of adding to, taking from, putting together, taking apart, and comparing</p>	<ul style="list-style-type: none"> <li>Recognize step 1 in a problem.</li> <li>Recognize step 2 in a problem</li> <li>Apply addition and subtraction strategies in order to solve one and two-step word problems</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation as one and two-step word problems are solved</li> <li>Ask students to explain why an operation is necessary to solve</li> <li>Ask students to explain what strategy they chose to solve</li> </ul>	<ul style="list-style-type: none"> <li>Provide an anchor chart with clue words for addition and subtraction</li> <li>Model C.U.B.E.S. as a strategy for identifying important information in a word problem</li> <li>Practice solving one and two-step addition and subtraction word problems within 100 using task cards with various word problems in small groups or pairs. Students decide which operation to use to solve</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

				<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
	<p><i>the word problem (addition or subtraction)</i></p> <ul style="list-style-type: none"> <li>• <i>Teach using an open-number line to add and subtract</i></li> </ul> <p>Additional Coverage:</p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 1: Mental Math Strategies for Addition</i></li> <li>• <i>Ready Math Lesson 2: Mental Math Strategies for Subtraction</i></li> <li>• <i>Ready Math Lesson 4: Draw and Use Bar Graphs and Picture Graphs</i></li> <li>• <i>Ready Math Lesson 25: Add and Subtract Lengths</i></li> <li>• <i>Ready Math Lesson 26: Add and Subtract on the Number Line</i></li> </ul>			

**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Unit 1 Mid-Unit Assessment (Ready Math Lessons) I-Ready Standards Mastery</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 1 End-of-Unit Assessment (Ready Math Lessons ) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.

**Benchmark Assessment 3**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 2 Mid-Unit Assessment (Ready Math Lessons 6-8) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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<p>Ready Math Lesson 1 Quiz  Ready Math Lesson 2 Quiz  Ready Math Lesson 3 Quiz  Ready Math Lesson 5 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Ready Math Lesson 6 Quiz  Ready Math Lesson 7 Quiz  Ready Math Lesson 8 Quiz  Ready Math Lesson 9 Quiz  Ready Math Lesson 10 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p>Ready Math Lesson 19 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>



## Interdisciplinary Connections

### Interdisciplinary Connections

#### Math Literature -

- Book-Mission Addition: Miss Prime and her animal students explore addition by finding many examples in the world around them.
- Book-Mission Addition: Miss Prime and her animal students explore subtraction by finding many examples in the world around them.
- Book-Shark Swimathon: The Ocean City Sharks swim every day and use subtraction to figure out how many laps are left to go. **Two digit subtraction** problems are discussed and written on a board by the coach -- which really helps drive home the subtraction problems for readers!

#### Science -

- Exploration of animals in their habitats

### Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

**ELL:** Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

**G&T:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

**At Risk:** Individualized as needed.  
**IEP/504:** Modifications/Accommodations as stated in IEP.



## Unit 3 - Module A

### Unit Title: Mathematics Measuring Length – Unit 3 – Module A

Grade level: Grade 2

Timeframe: 5 days

#### Rationale

##### *Grade 2 – Measuring Length – Unit 3*

The major focus of Unit 3 is reinforcing addition and subtraction concepts and strategies. Learners continue to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing. They use concrete models and drawings to develop conceptual understanding of addition and subtraction within 1000 and again use repeated addition to find the total number of objects arranged in rectangular arrays to solidify the foundation for multiplication in grade 3.

Grade 1 learners measured objects by laying multiple copies of a shorter object and expressed the length of an object as a whole number of length units. In this unit, grade 2 learners measure the length of an object directly by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. They estimate, compare, and represent lengths on the number line. The unit concludes as learners use addition and subtraction within 100 to solve word problems involving lengths.

#### Guiding Questions

- How can writing an equation help you to solve a one-step or two-step word problem?
- How can you use fact families to solve one-step number problems and to build number sense?
- When does a bar model show addition? When does it show subtraction?
- How can you model a two-step word problem with a picture? with a bar model?
- How can you use an open number line to solve two-step word problems?
- What place value strategy can you use to add two-digit numbers?
- When do you regroup ones for a ten in 2-digit addition?
- What does it mean to decompose a ten when subtracting?
- Can you use addition to solve a subtraction problem?
- Can you use addition to check the solution to a subtraction problem/

- How can you skip count by hundreds within 1,000 to add or subtract?
- Can you skip count by fives and tens from 2- and 3-digit numbers?
- Can you mentally add/subtract 10 or 100 from a given number 100-900?
- How can you break apart 3-digit numbers as a place-value strategy for adding?
- How do you know when to regroup ones and tens when adding 3-digit numbers?
- How do you know when to regroup tens and hundreds when subtracting 3-digit numbers?
- How can you subtract from 3-digit numbers with zeros in the ones and/or tens place?
- Can you describe an array of up to 5 rows and 5 columns?
- Can you calculate the number of items in an array using repeated addition and skip counting?
- How can you write an equation to find the total number of objects in an array?

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## Standards

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### Standards (Taught and Assessed):

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

**Key:** ■ Major Cluster   □ Supporting Cluster   © Additional Cluster

## Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

## Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

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## Instructional Plan

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### Pre-Assessment and Reflection

### Pre-Assessment

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

*I-ready Math Diagnostic Assessment*  
*I-ready Math Prerequisite Report for each lesson*  
*Standards Mastery (online)*  
*Comprehension Checks (online)*  
*Student reflection prior to unit (what already understand/do not understand)*

**ELL:** Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  
**G&T:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  
**At Risk:** Individualized as needed.  
**IEP/504:** Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.

**Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)**

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>We are learning to/that</b></p> <p><b>2.OA.A.1 - WALT</b>  represent a word problem using drawings and equations using a symbol for the unknown</p>	<ul style="list-style-type: none"> <li>Assess information in a word problem, decide what question is to be solved, and develop a plan for finding a solution</li> <li>Recall the missing whole in a word problem or bar model as a clue to using addition to solve.</li> <li>Recall a missing part in a word problem or bar model as a clue to using subtraction to solve.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Teacher observation as students fill in a bar model using information provided within a word problem</li> <li>Exit ticket: Have students draw to solve word problems</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 3: Solve One-Step Word Problems</li> <li>Ready Math Lesson 5: Solve Two-Step Word Problems</li> <li>Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</li> <li>Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>Students create their own addition and subtraction word problems and model solving the problems by drawing a picture</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include</p>

<p>Touch Math materials, a number line, and manipulatives.</p>	<p><i>and writing a number sentence</i></p> <ul style="list-style-type: none"> <li>• <i>Model part-part-whole within a bar model</i></li> </ul> <p><b>Additional Coverage:</b></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 1: Mental Math Strategies for Addition</i></li> <li>• <i>Ready Math Lesson 2: Mental Math Strategies for Subtraction</i></li> <li>• <i>Ready Math Lesson 4: Draw and Use Bar Graphs and Picture Graphs</i></li> <li>• <i>Ready Math Lesson 25: Add and Subtract Lengths</i></li> <li>• <i>Ready Math Lesson 26: Add and Subtract on the Number Line</i></li> </ul>			
<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>	<p><i>Practice identifying key vocabulary words in order to identify which operation to utilize in order to solve a word problem</i></p> <ul style="list-style-type: none"> <li>• <i>Provide students with an anchor chart with key vocabulary listed for each operation</i></li> <li>• <i>Utilize the C.U.B.E.S. strategy to solve word problems (Circle numbers, Underline</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exit Ticket on addition and subtraction operations-key vocabulary matching worksheet</i></li> <li>• <i>Exit ticket - solve problem using C.U.B.E.S strategy</i></li> <li>• <i>ECR - students explain why more than one step was needed to solve and in what order</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognize which operation to utilize in order to solve word problems based on knowledge of key vocabulary found in the problem</i></li> <li>• <i>Recognize step 1 in a problem.</i></li> <li>• <i>Recognize step 2 in a problem</i></li> <li>• <i>Apply addition and subtraction strategies in order to solve one</i></li> </ul>	<p><b>2.OA.A.1 – WALT</b> solve one and two-step addition and subtraction word problems within 100 involving situations of adding to, taking from, putting together, taking apart, and comparing</p>

<p><b>2.NBT.B.7 – WALT</b> use concrete models and a place value strategy to add and subtract within 1000, and relate the written strategy to the model</p>	<p><i>and two-step word problems</i></p> <ul style="list-style-type: none"> <li>Solve problems by quickly using manipulatives or drawing pictures to solve problems</li> <li>Explain how the manipulatives or pictures show the math needed to solve the problem</li> <li>Apply model reasoning to standard algorithm</li> </ul>	<p><i>operations were performed</i></p> <ul style="list-style-type: none"> <li>Spiral review</li> <li>Problem of the Day</li> <li>ECR in which students model, solve, and explain in written word</li> <li>Have students model or draw how to solve a subtraction problem and then use addition to check their work</li> </ul>	<p><i>the question, Box in key words, Examine the information, Solve the problem)</i></p> <ul style="list-style-type: none"> <li>Ready Math Lesson 16: Add Three-Digit Numbers</li> <li>Ready Math Lesson 17: Subtract Three-Digit Numbers</li> <li>Ready Math Lesson 18: Use Addition and Subtraction Strategies with Three-Digit Numbers</li> <li>Demonstrate regrouping using base ten blocks and drawings to model how to solve problems</li> <li>Provide students with a regrouping checklist for both addition and subtraction</li> <li>Model standard algorithm and the need to regroup</li> </ul>	<p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.NBT.B.7 – WALT</b> use drawings and a place value strategy to add and subtract within 1000, and relate the written strategy to the drawing</p>				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.NBT.B.7 – WALT</b> use concrete models and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the model</p>				



<p><b>2.NBT.B.7 – WALT</b> use drawings and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the drawing</p>				
<p><b>2.NBT.A.2 – WALT</b> count within 1000</p>	<ul style="list-style-type: none"> <li>● Recall the value of a digit based upon a place in a number</li> <li>● Use manipulatives</li> <li>● Recall and apply skip counting songs</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Spiral Review</i></li> <li>● <i>Problem of the Day</i></li> <li>● Roll a die 3x to create a 3-digit number - read number aloud, write in standard, expanded, and word form.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ready Math Lesson 15: Mental Addition and Subtraction</i></li> <li>● Practice connecting a digit's place in a 3-digit number to its value (highlighted or underlined digit)</li> <li>● Draw base-ten blocks to represent a 3 digit number - practice writing values of each digit as an addition sentence (expanded form)</li> <li>● Utilize number spellings reference sheet to assist in a 3-digit # being written in word form</li> <li>● <i>Around the World Counting Game</i></li> </ul> <p><i>Additional Coverage:</i></p> <ul style="list-style-type: none"> <li>● <i>Ready Math Lesson 10: Solve Word Problems Involving</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

	<p><i>Money</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 11: Tell and Write Time</i></li> <li>• <i>Ready Math Lesson 31: Add Using Arrays</i></li> </ul>			
<p><b>2.NBT.A.2 – WALT skip count by fives</b></p>	<ul style="list-style-type: none"> <li>• <i>Skip Count By 5's</i></li> <li>• <i>Skip Count By 10's</i></li> <li>• <i>Skip Count By 100's</i></li> <li>• <i>Using manipulatives (snap cubes, legos, pennies, cereal, beans, etc.) in groups of 5, 10 and 100 to make a connection to the numbers highlighted on a chosen hundreds chart</i></li> <li>• <i>Create task cards for independent work or center time. Write a 3-digit # on each card with directions for what to practice counting by (5's, 10's, 100's)</i></li> <li>• <i>Write 3 digit #'s on bottle caps that count by 5's, 10's, 100's and have students practice putting the numbers in order.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Exit Ticket - continue the pattern within a group of hundreds (e.g. 605, 610, _____)</i></li> <li>• <i>Teacher observation as students color in boxes counting by 5's on a hundreds chart</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognize and apply number patterns</i></li> <li>• <i>Use manipulatives</i></li> <li>• <i>Recall and apply skip counting songs</i></li> <li>• <i>Skip Count by 5's</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the</p>
<p><b>2.NBT.A.2 – WALT skip count by tens</b></p>		<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Exit Ticket - continue the pattern within a group of hundreds (e.g. 770, 780, _____)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognize and apply number patterns</i></li> <li>• <i>Use manipulatives</i></li> <li>• <i>Recall and apply skip counting songs</i></li> <li>• <i>Skip Count by 10's</i></li> </ul>	

<p>curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch Math materials, a number line, and manipulatives.</p>				
<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch Math materials, a number line, and manipulatives.</p>		<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Exit Ticket - continue the pattern up to 1,000 (e.g. 700, 800, _____ )</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognize and apply number patterns</i></li> </ul>	<p><b>2.NBT.A.2 – WALT</b> skip count by hundreds</p>

<p><b>2.OA.C.4 – WALT</b> use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns</p>	<ul style="list-style-type: none"> <li>Utilize visual patterns of arrays to show repeated addition</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket - provide a model of an array with the task of creating an equation using repeated addition</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 31: Add Using Arrays</li> <li>Use cubes/counters to arrange arrays into columns and rows to model repeated addition, then write a repeated addition number sentence</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.OA.C.4 – WALT</b> write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends</p>	<ul style="list-style-type: none"> <li>Recall and apply knowledge of the parts of an equation</li> <li>Recall and apply knowledge of addends</li> </ul>	<ul style="list-style-type: none"> <li>Write the Room - students visit different arrays and make a number sentence for each one</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.</p>

<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>				<p><b>2.NBT.B.5 – WALT</b> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, working towards accuracy and efficiency</p>
<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 6: Add Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 7: Subtract Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers</i></li> <li>• <i>BrainPop Jr: Fact Families</i></li> <li>• <i>Create a Fact Family House to model related addition and subtraction facts</i></li> <li>• <i>Put a drawing/model of a fact family triangle with 2 blank addition sentences and 2 blank subtraction number sentences in sheet protectors. Then give students 3 numbers that are related facts, and have students use dry erase markers to write the correct addition and subtraction facts for</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spiral Review</i></li> <li>• <i>Problem of the Day</i></li> <li>• <i>Observe student product when completing a fact family triangle</i></li> <li>• <i>Exit Ticket - a mix of addition and subtraction problems to solve</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recall and apply counting patterns</i></li> <li>• <i>Recall and apply an understanding of place value within 2-digit numbers</i></li> <li>• <i>Recall and apply an understanding of fact families</i></li> </ul>	

				<p><i>the related facts/fact family</i></p> <p><i>Additional Coverage:</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>• <i>Ready Math Lesson 19: Add</i></li> </ul> <p><i>Several Two-Digit Numbers</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 25: Add and Subtract Lengths</i></li> </ul>
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 1 End-of-Unit Assessment (Ready Math Lessons) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

## Benchmark Assessment 2

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 2 Mid-Unit Assessment (Ready Math Lessons 6-8) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.

## Benchmark Assessment 3

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 3 End-of-Unit Assessment (Ready Math Lessons 16-19) I-Ready Standards Mastery	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.

## Summative Assessments (add rows as needed)

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Ready Math Lesson 3 Quiz Ready Math Lesson 5 Quiz Ready Math Lesson 6 Quiz Ready Math Lesson 7 Quiz Ready Math Lesson 8 Quiz Ready Math Lesson 9 Quiz Ready Math Lesson 10 Quiz	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed.

<p>I-ready lessons w/interactive tutorials</p> <p>Ready Math Lesson 15 Quiz  Ready Math Lesson 16 Quiz  Ready Math Lesson 17 Quiz  Ready Math Lesson 18 Quiz  Ready Math Lesson 31 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
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**Interdisciplinary Connections**

<p><b>Interdisciplinary Connections</b></p> <p>Math Literature -</p> <ul style="list-style-type: none"> <li>● <u>Book- How Many Jelly Beans</u>: Explores large numbers into the thousands.</li> </ul> <p>Social Studies -</p> <ul style="list-style-type: none"> <li>● Needs and Wants  Virtual Store - Students add and subtract 3-digit dollar amounts while purchasing items on a list while having a budget to maintain.</li> </ul>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
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## Unit 3 - Module B

### Unit Title: Mathematics Measuring Length – Unit 3 – Module B

Grade level: Grade 2

Timeframe: 37 days

#### Rationale

##### *Grade 2 – Measuring Length – Unit 3*

The major focus of Unit 3 is reinforcing addition and subtraction concepts and strategies. Learners continue to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing. They use concrete models and drawings to develop conceptual understanding of addition and subtraction within 1000 and again use repeated addition to find the total number of objects arranged in rectangular arrays to solidify the foundation for multiplication in grade 3.

Grade 1 learners measured objects by laying multiple copies of a shorter object and expressed the length of an object as a whole number of length units. In this unit, grade 2 learners measure the length of an object directly by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. They estimate, compare, and represent lengths on the number line. The unit concludes as learners use addition and subtraction within 100 to solve word problems involving lengths.

#### Guiding Questions

- What is length?
- What does it mean to measure?
- What standard units of measurement can be used to measure length?
- What tools can be used to measure the lengths of objects?
- How do you compare the length of an object in inches to the length of an object in centimeters?
- How do you compare the length of objects by determining which measure is greater or less than the other?
- Why is it important to work within a single unit of measurement when adding or subtracting lengths?
- How can you use addition and subtraction to compare lengths, finding how much greater or less the measure of one object is than the other?
- How do you measure objects using rulers, yardsticks, meter sticks, and measuring tapes?
- What is the relationship between feet and inches and feet and yards?

- What is the relationship between centimeters and inches and centimeters and meters?
- How do you estimate length in inches, centimeters, feet, and meters?
- Can you use benchmark objects when estimating?
- Can you represent a whole number as a length from 0 on a number line?
- How do you use a number line to represent and solve addition and subtraction problems/word problems?
- How do you represent length data on a line plot?

### Standards (Taught and Assessed):

- **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.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.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.B.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- **2.MD.B.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.

**Key:** ■ Major Cluster    □ Supporting Cluster    © Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

### Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one’s personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

## Instructional Plan

### Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-ready Math Diagnostic Assessment</i>  <i>I-ready Math Prerequisite Report for each lesson</i>  <i>2nd Grade GoMath Prerequisite Assessment</i>  <i>Student reflection prior to unit (what already understand/do not understand)</i></p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>2.MD.A.1 – WALT</b>                      measure lengths of objects after selecting appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes</p>	<ul style="list-style-type: none"> <li>Recall and apply where to start measuring an object and when to stop measuring an object.</li> <li>Recognize a ruler as a tool to measure short lengths, a yardstick, meter stick and a measuring tape as tools to measure long lengths, and a measuring tape as a tool to measure a curved object.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Teacher observation of student use of appropriate measuring tool as students identify objects and the appropriate tool.</li> <li>Teacher observation as students “Write the Room” in <u>Measuring Penny</u> followup activity in which students measure objects belonging to Penny, such as a dog bowl, dog house, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 20: Measure in Inches and Centimeters</li> <li>Ready Math Lesson 21: Measure in Feet and Meters</li> <li>Identify the appropriate measuring tool for a variety of real world objects, such as a garbage can, a fence, and the top of a desk.</li> <li>Measure objects found in the classroom or at home using rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>Math Literature - <u>Measuring Penny</u> by Loreen Leedy</li> <li>Nearpod Lesson: <u>Using a Ruler to Measure Inches</u></li> </ul> <p>Additional Coverage:</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

<p><b>2.MD.A.3 – WALT</b> estimate lengths of objects using the units of inches, feet, centimeters, or meters</p>	<ul style="list-style-type: none"> <li>Recall estimation as making an educated guess.</li> <li>Recall and apply knowledge of how long an inch, foot, centimeter, or meter are.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Teacher observation as students estimate the length of classroom objects using modeled real world tools (first knuckle to the tip of thumb is an inch, from the elbow to the wrist is a foot, from the left to right on the pinky nail is a cm and a baseball bat is a meter).</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson: 23 Estimate and Measure Length</li> <li>Ready Math Lesson 24: Compare Lengths</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.4 – WALT</b> measure to determine how much longer one object is than the other and express the difference in length</p>	<ul style="list-style-type: none"> <li>Recognize that each object must be measured using the same tool and unit of length.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket - provide a picture of two objects of different lengths. Students measure</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 23: Estimate and Measure Length</li> <li>Model real world objects as a means for estimating - first knuckle to the tip of thumb is an inch, from the elbow to the wrist is a foot, from the left to right on the pinky nail is a cm and a baseball bat is a meter.</li> <li>Estimate the lengths of objects in the classroom or at home.</li> <li>Measurement Olympics - students visit different stations to estimate and then measure at each station; give out medals to the winners at each station</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on</p>

<p>using a standard unit of length</p>	<ul style="list-style-type: none"> <li>Recall and apply how to compare numbers as greater than and less than.</li> <li>Recall and apply a difference as the answer to a subtraction problem.</li> </ul>	<p>each object and then provide and solve a subtraction sentence for the difference.</p>	<p>stretch the gummy worm as far as it will go. They then measure it again and write a subtraction sentence to find the difference between the two lengths.</p> <ul style="list-style-type: none"> <li>Put students in pairs and have them measure different objects of different lengths; students create a subtraction sentence to find the difference between the two objects</li> <li>Nearpod Lesson: Comparing Lengths</li> </ul>	<p>task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.2 – WALT</b>  measure the length of an object twice using different units of measure</p> <p><b>2.MD.A.2 – WALT</b>  describe how two different measurements of an object relate to the size of the measurement unit chosen</p>	<ul style="list-style-type: none"> <li>Recognize that when measuring the same object, the smaller the unit of measurement, the larger the number of units.</li> <li>Recognize that when measuring the same object, the larger the unit of measurement, the smaller the number of units.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>High Horse Activity - observe as students complete</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 22: Understand Measurement with Different Units</li> <li>Measure objects using centimeters and inches and compare the measurement numbers to see which unit of measurement is larger and which is smaller.</li> <li>Khan Academy: Measuring Lengths in Different Units</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>



<p>Examples include Touch Math materials, a number line, and manipulatives.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher</p>	<p>Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.5 – WALT</b> add and subtract within 100 to solve word problems that involve lengths of the same units</p>	<ul style="list-style-type: none"> <li>Recognize key vocabulary terms in a word problem for addition (altogether, in total, etc.) and subtraction (gave away, remove, etc.)</li> <li>Recall and apply addition and subtraction facts.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket - solve addition and subtraction word problems that involve equations where students have to add or subtract numbers in inches or centimeters</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson</li> <li>25: Add and Subtract Lengths</li> <li>Write word problems using key vocabulary words for addition and subtraction.</li> <li>Practice math facts using flashcards or Xtramath online program <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a></li> </ul>
<p><b>2.MD.A.5 – WALT</b> use equations with a symbol for the unknown and drawings, such as drawings of rulers, to represent the problem</p>	<ul style="list-style-type: none"> <li>Recognize what is missing within a word problem, such as the sum, the difference, or an addend.</li> <li>Recognize that there are 12 inches in a ruler when drawing a ruler to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Spiral Review</li> <li>Problem of the Day</li> <li>Exit Ticket-solve addition and subtraction problems using Part, Part, Whole (Bar Model)</li> </ul>	<ul style="list-style-type: none"> <li>Model and use Part, Part, Whole (Bar Model) to solve word problems where students need to find the unknown number and represent it with a symbol.</li> </ul>

				<p>level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.6 – WALT</b> use equally spaced points of a number line to represent whole numbers as lengths from 0</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of whole numbers to draw a number line starting at different points, such as 30-45.</li> <li>• Recognize that a sum on a number line can be found by counting forward.</li> <li>• Recognize that a difference on a number line can be found by counting backward.</li> </ul>	<ul style="list-style-type: none"> <li>• Spiral Review</li> <li>• Problem of the Day</li> <li>• Exit Ticket-solve addition problems by counting forward on a number line</li> <li>• Exit Ticket-solve subtraction problems by counting back on a number line</li> </ul>	<ul style="list-style-type: none"> <li>• Ready Math Lesson 26: Add and Subtract on the Number Line</li> <li>• Draw a number line, writing numbers between a set of 10 (example: 30-40).</li> <li>• Jump forward on a number line to count forward to find the sum of an addition problem.</li> <li>• Jump backwards on a number line to count back to find the difference of a subtraction problem.</li> </ul> <p>Additional Coverage:</p> <ul style="list-style-type: none"> <li>• Lesson 27: Read and make Line Plots</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.6 – WALT</b> represent whole number</p>				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on</p>

<p>sums within 100 on a number line diagram</p>				<p>task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch Math materials, a number line, and manipulatives.</p>
<p><b>2.MD.A.6 – WALT</b>  represent whole number differences within 100 on a number line diagram</p>				<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.  Examples include Touch</p>

				Math materials, a number line, and manipulatives.
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 4 Mid-Unit Assessment (Ready Math Lessons) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Unit 4 End-of-Unit Assessment (Ready Math Lessons ) I-Ready Standards Mastery	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
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<p>Ready Math Lesson 20 Quiz  Ready Math Lesson 21 Quiz  Ready Math Lesson 22 Quiz  Ready Math Lesson 23 Quiz  Ready Math Lesson 24 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p>Ready Math Lesson 25 Quiz  Ready Math Lesson 26 Quiz  I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p>ECR - compare the length of two objects. First in inches and then in centimeters.  I-ready lessons</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>
<p>Measurement Olympics - students move through various measurement “events” where they will estimate, measure in cm, and measure in inches. Medals are given to those with the closest estimation at each “event.”</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.</p>

## Interdisciplinary Connections

### Interdisciplinary Connections

#### Math Literature -

- Book- Measuring Penny: Explores a student measuring her dog's tail, bowl, treats, etc. Students then measure models of each object measured in the story.

#### Explanatory Writing -

- How to take care of a pet

### Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

**ELL:** Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

**G&T:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

**At Risk:** Individualized as needed.

**IEP/504:** Modifications/Accommodations as stated in IEP. Examples include Touch Math materials, a number line, and manipulatives.

## Unit 4 - Module A

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### Unit Title: Mathematics Measurement Data and Data Representations – Unit 4 – Module A

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Grade level: Grade 2

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Timeframe: 3 weeks

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#### Rationale

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*Grade 2 – Measurement Data and Data Representations - Unit 4*

*Building on their grade 1 experiences partitioning circles and rectangles into two and four equal shares, grade 2 learners also partition those figures into three equal shares and recognize that equal shares of identical wholes need not have the same shape. They solidify their skills, solve word problems involving money and telling time to the nearest five minutes, and revisit repeated addition in preparation for multiplication in grade 3.*

*In the final unit of grade 2, learners generate measurement data and represent the data in line plots. They measure lengths of several objects to the nearest whole unit, or make repeated measurements of the same object to generate data. Grade 2 learners also represent data with picture and bar graphs, representing a data set with up to four categories. This unit concludes as learners state from memory all sums of two one-digit numbers, demonstrate fluency for addition and subtraction within 100 using strategies, and demonstrate fluency for addition and subtraction within 20 using mental strategies.*

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#### Guiding Questions

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- What are some of the methods and tools that can be used to estimate and measure length?
- What metric/customary units of length can be used to measure length and how do they compare to each other?
- If you know the length of one object, how can you estimate the length of another object?
- How can a line plot be used to display measurement data? How can it help you answer questions about the data?
- How do you collect and compare data within a tally chart, bar graph, or picture graph?
- How do tally charts, bar graphs, or picture graphs help you solve problems?
- How can you use patterns and strategies to find sums and differences for problems within measurement and data?

## Standards

### Standards (Taught and Assessed):

- 2.MD.D.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.
- 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.MD.B.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 to represent the problem.
- 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.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

**Key:**  Major Cluster

Supporting Cluster

Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



## Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

## Instructional Plan

### Pre-Assessment and Reflection

#### Pre-Assessment

*I-ready Math Diagnostic Assessment*  
*I-ready Math Prerequisite Report for each lesson*  
*Standards Mastery (online)*  
*Comprehension Checks (online)*  
*Student reflection prior to unit (what already understand/do not understand)*

#### Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

**ELL:** Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  
**G&T:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  
**At Risk:** Individualized as needed.  
**IEP/504:** Modifications/Accommodations as stated in IEP.

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><b>2.MD.D.9 – WALT</b> generate measurement data by measuring lengths, to the nearest whole unit, of several objects</p>	<ul style="list-style-type: none"> <li>Recall that data means information</li> <li>Recall and apply how to use different tools of measurement, including how to measure from one end of an object to the other</li> <li>Utilize tally marks to record measurement data as objects are measured</li> <li>Recognize that each <math>x</math> on a line plot represents one object measured at a specific length</li> <li>Recognize that if there is not an <math>x</math> about a measurement on a line plot, no object measured at that length</li> <li>Recall and apply how to compare and contrast numbers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation as students measure objects and collect data</li> <li>Teacher observation as students answer questions regarding the number of objects represented on top of each measurement when examining a line plot</li> <li>Exit Ticket: Provide measurement data for a number of objects and have students create a line plot that represents the data</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 27: Read and Make Line Plots</li> <li>Have students work in groups to measure different objects and record data using tally marks</li> <li>Have students work in pairs to measure the same object multiple times</li> <li>Have students use recorded data form the measurement of different objects to create a line plot that represents the data collected</li> <li>Ask students to identify the number of objects represented on top of each measurement when examining a line plot</li> <li>Line Plots for ...</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.D.9 – WALT</b> generate measurement data by measuring the same object multiple times</p>				
<p><b>2.MD.D.9 – WALT</b> record measurements in a line plot whose horizontal scale is in whole number units</p>				

<p><b>2.MD.D.10 – WALT</b> draw a picture graph to represent a data set with up to four categories</p>	<ul style="list-style-type: none"> <li>Recognize that a picture graph is made up of a title, choices, a key, and a pictures to represent data</li> <li>Utilize the key as a means to count each picture by</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket-provide students with data and have them create a picture graph to represent the data (differentiate using a different key based on student ability and understanding)</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math: Lesson 4: Draw and Use Bar Graphs and Picture Graphs</li> <li>Picture Graphs ...</li> <li>Have students survey the class/family and generate a tally chart based on the data collected (favorite snack, favorite sport, etc.)</li> <li>Put students in pairs to convert the data collected from the tally chart into a picture graph</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.D.10 – WALT</b> draw a bar graph to represent a data set with up to four categories</p>	<ul style="list-style-type: none"> <li>Recognize that a bar graph is made up of a title, choices, scale and bars to represent data</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket-provide students with data and have them create a bar graph to represent the data (differentiate using what numbers the scale skip counts by based on student ability and understanding)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 4: Draw and Use Bar Graphs and Picture Graphs</li> <li>Brainpop Jr. Ta...</li> <li>Have students survey the class/family and generate a tally chart based on the data collected (favorite snack, favorite sport, etc.)</li> <li>Put students in pairs to convert the data collected from the tally chart into a bar graph</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.MD.D.10 – WALT</b> use information from a bar graph to solve simple put together, take-apart, and compare problems</p>	<ul style="list-style-type: none"> <li>Utilize the length of each bar to determine which choice was chosen the most and the least</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket-use a bar graph to solve addition and subtraction word problems</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 4: Draw and Use Bar Graphs and Picture Graphs</li> <li>Students collect data and create their own bar graphs. They then create questions about their bar graphs to ask a partner. Their partners then have to find the answers to the questions by either adding or subtracting using data found in the bar graph</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.MD.B.5 – WALT</b> add and subtract within 100 to solve word problems that involve lengths of the same units</p>	<ul style="list-style-type: none"> <li>Recognize key vocabulary terms in a word problem for addition (altogether, in total, etc.) and subtraction (gave away, remove, etc.)</li> <li>Recall and apply addition and subtraction facts.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - solve addition and subtraction word problems that involve equations where students have to add or subtract numbers in inches or centimeters</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 25: Add and Subtract Lengths</li> <li>Write word problems using key vocabulary words for addition and subtraction</li> <li>Practice math facts using flashcards or Xtramath online program</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.MD.B.5 – WALT</b> use equations with a symbol for the unknown and drawings, such as drawings of rulers, to represent the problem</p>	<ul style="list-style-type: none"> <li>Recognize what is missing within a word problem, such as the sum, the difference, or an addend.</li> <li>Recognize that there are 12 inches in a ruler when drawing a ruler to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket-solve addition and subtraction problems using Part, Part, Whole (Bar Model)</li> </ul>	<ul style="list-style-type: none"> <li>Model and use Part, Part, Whole (Bar Model) to solve word problems where students need to find the unknown number and represent it with a symbol</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.NBT.B.5 – WALT</b> add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, with accuracy and efficiency</p>	<ul style="list-style-type: none"> <li>Solve problems by quickly using manipulatives or drawing pictures to solve problems</li> <li>Explain how the manipulatives or pictures show the math needed to solve the problem</li> <li>Apply model reasoning to standard algorithm</li> </ul>	<ul style="list-style-type: none"> <li>ECR in which students model, solve, and explain in written word</li> <li>Have students model or draw how to solve a subtraction problem and then use addition to check their work</li> </ul>	<ul style="list-style-type: none"> <li>Addition to 100 ...</li> <li>Ready Math Lesson 6: Add Two-Digit Numbers</li> <li>Ready Math Lesson 7: Subtract Two-Digit Numbers</li> <li>Ready Math Lesson 8: Use Addition and Subtraction Strategies with Two-Digit Numbers</li> <li>Solve addition and subtraction problems using base ten blocks</li> <li>Demonstrate regrouping using base ten blocks and drawings to model</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

			<p><i>how to solve problems</i></p> <ul style="list-style-type: none"> <li>• <i>Utilize the Go Math Interactive Lessons to model regrouping</i></li> <li>• <i>Provide students with a regrouping checklist for both addition and subtraction</i></li> </ul> <p><i>Additional Coverage:</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 9: Solve Word Problems with Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>• <i>Ready Math Lesson 19: Add Several Two-Digit Numbers</i></li> <li>• <i>Ready Math Lesson 25: Add and Subtract Lengths</i></li> </ul>	
<p><b>2.OA.B.2 – WALT</b> add and subtract within 20 with accuracy and efficiency;</p> <p><b>2.OA.B.2 – WALT</b> know from memory all sums of two one-digit numbers</p>	<ul style="list-style-type: none"> <li>• <i>Utilize mental math strategies within 20 to memorize sums</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Quiz students using flashcards or timed interactive fact game</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 1: Mental Math Strategies for Addition</i></li> <li>• <i>Ready Math Lesson 2: Mental Math Strategies for Subtraction</i></li> <li>• <i>Practice addition and subtraction facts using flash cards or</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher</p>

			<p><i>Xtra Math online</i>  <a href="https://xtramath.org/#/home/index">https://xtramath.org/#/home/index</a></p> <ul style="list-style-type: none"> <li>• <i>Fact Champ game</i></li> </ul> <p><i>Additional Coverage:</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 3: Solve One-Step Word Problems</i></li> </ul>	<p>level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Benchmark Assessment 1**

<b>Benchmark Assessment</b>			
Unit 1 End of Unit Assessment (Ready Math Lessons 4-5) I-Ready Standards Mastery			<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Benchmark Assessment 2**

<b>Benchmark Assessment</b>			
Unit 4 End of Unit Assessment (Ready Math Lessons 25-27) I-Ready Standards Mastery			<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.</p>

IEP/504: Modifications/Accommodations as stated in IEP.

**Summative Assessments (add rows as needed)**

<b>Summative Assessment</b>	<b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b>
Ready Math Lesson 1 Quiz Ready Math Lesson 2 Quiz Ready Math Lesson 4 Quiz Ready Math Lesson 6 Quiz Ready Math Lesson 7 Quiz Ready Math Lesson 8 Quiz Ready Math Lesson 25 Quiz Ready Math Lesson 27 Quiz I-ready lessons w/interactive tutorials	<b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.



## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Unit 4 ELA Connection: Favorite Cookie Opinion Writing</p> <ul style="list-style-type: none"><li>• Students taste test a variety of cookies, writing down sense words to describe each.</li><li>• Students write an opinion piece with 3 supporting reasons for which cookie is their favorite.</li><li>• After presenting final pieces, students develop tally charts, bar graphs and picture graphs to represent class favorite cookie data.</li></ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

## Reflection on CAR Unit 4 Module A:

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## Unit 4 - Module B

### Unit Title: Mathematics Measurement Data and Data Representations – Unit 4 – Module B

Grade level: Grade 2

Timeframe: 10 days

#### Rationale

*Grade 2 – Measurement Data and Data Representations - Unit 4*

*Building on their grade 1 experiences partitioning circles and rectangles into two and four equal shares, grade 2 learners also partition those figures into three equal shares and recognize that equal shares of identical wholes need not have the same shape. They solidify their skills solving word problems involving money and telling time to the nearest five minutes, and revisit repeated addition in preparation for multiplication in grade 3.*

*In the final unit of grade 2, learners generate measurement data and represent the data in line plots. They measure lengths of several objects to the nearest whole unit, or make repeated measurements of the same object to generate data. Grade 2 learners also represent data with picture and bar graphs, representing a data set with up to four categories. This unit concludes as learners state from memory all sums of two one-digit numbers, demonstrate fluency for addition and subtraction within 100 using strategies, and demonstrate fluency for addition and subtraction within 20 using mental strategies.*

#### Guiding Questions

- How do you count by 5's, 10's and 100's within 1,000?
- How can you partition rectangles into the same size squares?
- What is an array? How can you write an equation to find the sum?
- What are some two-dimensional shapes and three-dimensional shapes, and how can you describe them?
- How can you show equal parts of shapes and how can you describe the equal shapes?
- What are the names and values of different coins?

- How do you use the values of coins and bills to find the total value of a group of money?

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## Standards

### Standards (Taught and Assessed):

- **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s.
- **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.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.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **2.MD.C.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?*

**Key:** ■ Major Cluster

□ Supporting Cluster

◎ Additional Cluster

### Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP6 Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

## Social-Emotional Learning Competencies

- Self-Awareness
  - Recognize one’s personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
  - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Responsible Decision-Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

## Instructional Plan

### Pre-Assessment and Reflection

<p><b>Pre-Assessment</b></p> <p><i>I-ready Math Diagnostic Assessment</i></p> <p><i>I-ready Math Prerequisite Report for each lesson</i></p> <p><i>Standards Mastery (online)</i></p> <p><i>Comprehension Checks (online)</i></p> <p><i>Student reflection prior to unit (what already understand/do not understand)</i></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
2.NBT.A.2 – WALT count within 1000	<ul style="list-style-type: none"> <li>Recognize and apply number sequence</li> </ul>	<ul style="list-style-type: none"> <li>Use hundreds chart with missing numbers (choose a group of a hundred to assess)</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 15: Mental Addition and Subtraction</li> <li>Skip Count By 5's</li> <li>Skip Count By 10's</li> <li>Skip Count By 100's</li> <li>Using manipulatives (snap cubes, legos, pennies, cereal, beans, etc.) in groups of 5, 10 and 100 to make a connection to the numbers highlighted on a chosen hundreds chart</li> </ul>	<p>ELL: Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. G&amp;T: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At Risk: Individualized as needed.</p>
2.NBT.A.2 – WALT skip count by fives	<ul style="list-style-type: none"> <li>Recognize and apply number patterns</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - continue the pattern within a group of hundreds (e.g. 605, 610, _____)</li> </ul>		
2.NBT.A.2 – WALT skip count by tens	<ul style="list-style-type: none"> <li>Recognize and apply number patterns</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - continue the pattern within a group of hundreds (e.g. 770, 780, _____)</li> </ul>		
2.NBT.A.2 – WALT skip count by hundreds	<ul style="list-style-type: none"> <li>Recognize and apply number patterns</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket - continue the pattern up to 1,000 (e.g. 700, 800, _____, _____)</li> </ul>	<ul style="list-style-type: none"> <li>Create task cards for independent work or center time. Write a 3-digit # on each card with directions for what to practice counting by (5's, 10's, 100's)</li> <li>Write 3 digit #'s on bottle caps that count by 5's, 10's, 100's and have students</li> </ul>	<p>Modifications/Accommodations as stated in IEP.</p>

	<p><i>practice putting the numbers in order.</i></p> <p><i>Additional Coverage:</i></p> <ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 10: Solve Word Problems Involving Money</i></li> <li>• <i>Ready Math Lesson 11: Tell and Write Time</i></li> <li>• <i>Ready Math Lesson 31: Add Using Arrays</i></li> </ul>			
<p><b>2.OA.C.4 – WALT</b> use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns</p>	<ul style="list-style-type: none"> <li>• <i>Utilize visual patterns of arrays to show repeated addition</i></li> <li>• <i>Exit Ticket - provide a model of an array with the task of creating an equation using repeated addition</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 31: Add Using Arrays</i></li> <li>• <i>Use cubes/counters to arrange arrays into columns and rows to model repeated addition, then write a repeated addition number sentence</i></li> <li>• <i>Repeated Addit...</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>	

<p><b>2.OA.C.4 – WALT</b> write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends</p>	<ul style="list-style-type: none"> <li>● Recall and apply knowledge of the parts of an equation</li> <li>● Recall and apply knowledge of addends</li> </ul>		<ul style="list-style-type: none"> <li>● Write the Room - students visit different arrays and make a number sentence for each one</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.G.A.1 – WALT</b> recognize and draw shapes based on their attributes, such as a given number of angles or a given number of equal faces</p>	<ul style="list-style-type: none"> <li>● Recognize plane shapes (circles, squares, rectangles, triangles)</li> <li>● Recall the number of faces, edges, angles, vertices in a 3-D shape</li> <li>● Compare and contrast to identify attributes of different shapes</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher observation as partners describe the faces of a rectangular prism and the faces of a cube.</li> <li>● Exit Ticket-Show pictures of various polygons and have students label their names.</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math Lesson 28: Recognize and Draw Shapes</li> <li>● Sort shapes by attributes (number of angles, faces, etc.)</li> <li>● Identify real-world objects that are cubes, triangles, quadrilaterals, pentagons, and hexagons</li> <li>● Learn About F...</li> <li>● Read <u>The Greedy Triangle</u> by Marilyn Burns and have students draw each</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>



<p><b>2G.A.1 – WALT</b> identify cubes, triangles, quadrilaterals, pentagons, and hexagons</p>			<p><i>shape as it is formed in the book</i></p> <ul style="list-style-type: none"> <li>• <i>Design 3-D Shape Monsters</i></li> </ul>	
<p><b>2.G.A.3 – WALT</b> partition circles and rectangles into two, three, or four equal shares</p>	<ul style="list-style-type: none"> <li>• <i>Recognize the concept of equal and unequal</i></li> <li>• <i>Recall how many equal parts are in halves, thirds, and fourths</i></li> <li>• <i>Identify different ways to describe a whole</i></li> <li>• <i>Recognize ways to partition different shapes into halves, thirds and fourths</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exit Ticket: Have three squares and ask students to find three different ways to partition the squares into fourths. Students then explain how they know each square is partitioned into equal parts.</i></li> <li>• <i>Teacher observation as students design a flag using partition equal parts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ready Math Lesson 29: Understand Partitioning Shapes into Halves, Thirds, and Fourths</i></li> <li>• <i>Cut or fold pieces of paper and encourage students to identify the number of equal parts created.</i></li> <li>• <i>Partition recta...</i></li> <li>• <i>Identify Halves...</i></li> <li>• <i>Show children a paper plate with a line drawn on it that divides the plate into two equal parts.</i></li> <li>• <i>Explain that halves are two equal parts of a whole. Repeat with plates for three and four equal parts and identify the parts as thirds and fourths.</i></li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.  <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.  <b>At Risk:</b> Individualized as needed.  <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
<p><b>2.G.A.3 – WALT</b> describe the shares using the words halves, thirds, fourths, half of, a third of, or fourth of</p>				
<p><b>2.G.A.3 – WALT</b> describe the whole as two halves, three thirds, four fourths</p>				
<p><b>2.G.A.3 – WALT</b> recognize that equal shares of identical wholes need not have the same shape</p>				

			<ul style="list-style-type: none"> <li>Have students work in groups and use different shapes to illustrate the same equal part. Then have the students share their shapes. Ask children to discuss how the various models of halves, thirds, and fourths are alike and different.</li> </ul>	
<p><b>2.MD.C.7 – WALT</b> use analog and digital clocks to tell time to the nearest five minutes using a.m. and p.m.</p>	<ul style="list-style-type: none"> <li>Recognize what each number on an analog clock represents</li> <li>Understand the difference between the hour and minute hand on an analog clock</li> <li>Recognize that every five minute interval is a fraction of an hour</li> <li>Recognize that there are 24 hours in a day, 12 being a.m and 12 being p.m. and be able to distinguish between the 2</li> </ul>	<ul style="list-style-type: none"> <li>Draw hour and minute hands on clocks to demonstrate the correct time to the nearest 5 minutes</li> <li>Label a clock with the correct digits and values of each 5 minute increment</li> <li>Answer questions by telling whether the activity would happen in the a.m or p.m. hours</li> </ul>	<ul style="list-style-type: none"> <li>Ready Math Lesson 11: Tell and Write Time</li> <li><u>Telling Time to the Nearest 5 Minutes</u></li> <li><u>Learning the Clock</u></li> <li>Use mini clocks (or create mini clocks) to model time to the nearest five minutes</li> <li>Draw a line down a piece of paper and write the 12 a.m. hours on one side and the 12 p.m. hours on the other side. Have students fill in what they do each day during the times</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

<p><b>2.MD.C.8 – WALT</b> solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately</p>	<ul style="list-style-type: none"> <li>• Use knowledge of the values of dollar bills, quarters, dimes, nickels, and pennies to solve word problems in which they have to add and subtract values of money</li> <li>• Recall and apply knowledge of place value</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket- addition and subtraction word problems involving money</li> </ul>	<ul style="list-style-type: none"> <li>• Ready Math Lesson 10: Solve Word Problems Involving Money</li> <li>• Create and solve word problems involving money</li> <li>• Create a class store, label items with various prices using \$ and ¢ symbols appropriately</li> <li>• Present pennies, nickels, dimes, and quarters as fractions of a dollar</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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**Benchmark Assessment 1**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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Unit 2 End of Unit Assessment (Ready Math Lessons 9-11)  
I-Ready Standards Mastery

**Benchmark Assessment 2**

<p><b>Benchmark Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Unit 5 End of Unit Assessment (Ready Math Lessons 28-32) I-Ready Standards Mastery</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>


**Summative Assessments (add rows as needed)**

<p><b>Summative Assessment</b></p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p>
<p>Ready Math Lesson 10 Quiz Ready Math Lesson 11 Quiz Ready Math Lesson 15 Quiz I-ready lessons w/interactive tutorials</p>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

**Summative Assessment**

<p>Ready Math Lesson 28 Quiz Ready Math Lesson 29 Quiz Ready Math Lesson 30 Quiz Ready Math Lesson 31 Quiz I-ready lessons w/interactive tutorials</p>	<p><b>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</b></p> <p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. <b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. <b>At Risk:</b> Individualized as needed. <b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>
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## Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Unit 5 Math Literature: The Greedy Triangle by Marilyn Burns</p> <ul style="list-style-type: none"> <li>●  The Greedy Triangle (READ ALOUD)</li> <li>● Students learn the names of 2-D shapes by exploring real world examples of where the shapes can be found.</li> <li>● After listening, students can work in small groups to create riddles that can be used to practice identification of 2-D shapes.</li> </ul>	<p><b>ELL:</b> Model and provide example; Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p><b>G&amp;T:</b> Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p><b>At Risk:</b> Individualized as needed.</p> <p><b>IEP/504:</b> Modifications/Accommodations as stated in IEP.</p>

