Englewood Public School District
Mathematics
Grade 2
First Marking Period

Unit – Numbers to 1,000

Overview: During this unit, students will learn about numbers to 1,000, addition to 1,000, and subtraction to 1,000.

Time Frame: Chapter 1 – 12 days, Chapter 2 – 12 days. Chapter 3 – 12 days
(Pacing includes 1 day for Chapter Opener pages if needed.)

Enduring Understandings:
Count and compare numbers to 1000.
Three-digit numbers can be added with and without regrouping.
Three-digit numbers can be subtracted with and without regrouping.

Essential Questions:
How do base ten blocks help you to understand place value?
Why is place value important in adding numbers?
What is the relationship between addition and subtraction?

Standards	Topics and Objectives	Activities	Resources	Assessments
Chapter 1				
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. Understand the following as special cases: **a. 100 can be thought of as a bundle of ten tens—called a "hundred."** **The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four,**	**Topics** Counting and comparing numbers to 1,000. Twenty-First Century Themes and Skills include: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration	2.NBT.A.1 Making 124 2.NBT.A.1 Largest Number Game 2.NBT.A.3 Looking at Numbers Every Which Way 2.NBT.A.4 Ordering 3-digit numbers 2.MD.B.6 Frog and Toad on the Number Line	**SE-2A:** 6-33 **Workbook 2A:** 1-24 **Common Core Focus Lesson Appendix** **Think Central**: Online access to all Math in Focus materials listed above and Virtual Manipulatives **Professional Resources:** The Model Method from the	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook (NJSLSA.W2.) • Calendar skills • Observations • Discussions: in groups, have students explain

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.** **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.** ***Mathematical Practices*** **MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7**	**Objectives** Students will be able to: • Use base-ten blocks to recognize, read and write numbers to 1,000. • Count by 1's, 10's and 100 to 1,000. • Use base-ten blocks and a place value chart to read, write and represent numbers to 1,000. • Read and write numbers to 1,000 in standard form, expanded form, and word form. • Use base-ten blocks to compare numbers. • Compare numbers using terms greater than and less than. • Compare numbers using symbols > and <. • Order three-digit numbers. • Identify the greatest number and the least number. • Identify number patterns.	**Math Playground** http://www.mathplayground.com/ **Math Coach – Fact Fluency** **http://schoolwires.henry.k12.ga.us/Page/21865** **Math Wire – Basic Facts Link** **http://mathwire.com/numbersense/bfactslinks.html** **Math Fact Practice** **http://www.playkidsgames.com/games/mathfact/mathFact.htm** **Critical Thinking and Problem Solving** p.32: Put on Your Thinking Cap! **Activities based on learning standards:** **http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-grade/2nd-grade** (CRP2, CRP4, CRP8) **Children's books:** https://www.the-best-childrens-books.org/math-for-kids.html **More additional texts:**	Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD. **Lesson and Component Walkthrough:** www.hmhelearning.com **Technology Resources** • Math in Focus eBooks • Math in Focus Teacher Resources CD **North Carolina Dept of Ed. Wikispaces:** http://maccss.ncdpi.wikispaces.net/Elementary **Arizona Flip Book** **http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf** **Delaware DOE Common Core Item Bank for Mathematics – Grade 2** **http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf** **Standards Solution Lessons:** **CCSS Lesson Plan:** Understanding Hundreds **Worksheets, games, lesson plans:** **https://www.education.com/resources/second-grade/math/** (8.1.2.E.1)	different ways of solving problems (CRP4, 8.2.2.E.1) **Summative Assessments:** *Math in Focus Assessments* • Chapter Review/Test – p 33 • Assessments 2 – pp. 4-6 • ExamView Assessment Suite – Test and Practice Generator • Short answer / multiple choice assessments (8.2.2.E.1) **Benchmark Assessments:** • Exact Path • Common Formative Assessment **Alternative Assessments:** • Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8) • Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1)

		www.newsela.com www.readworks.org www.commonlit.org	**Worksheets, games, videos:** **http://www.mathchimp.com/2nd-grade-math-resources** (8.1.2.E.1) **www.khanacademy.org** (8.1.2.E.1) **Activities, worksheets, lesson plans, curriculum:** **http://www.jumpstart.com/parents/resources/grade-based-resources/2nd-grade-resources** (8.1.2.E.1) **Everyday math resources:** **http://www1.center.k12.mo.us/edtech/edm/2.htm** (8.1.2.E.1) **Explanation of math journals:** https://thecornerstoneforteachers.com/math-journals/ (CRP4, NJSLSA.W2) **Math journals:** https://www.k-5mathteachingresources.com/math-journals.html (CRP4, NJSLSA.W2)	• Graphs, charts, diagrams

Chapter 2

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. Understand the following as special cases:

a. 100 can be thought of as a bundle of ten tens—called a "hundred."

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.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations,

Topics

Addition up to three-digit numbers with and without regrouping.

Twenty-First Century Themes and Skills include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will be able to:

- Use base-ten blocks to add numbers without regrouping.
- Add up to three-digit numbers without regrouping.
- Solve real-world addition problems.
- Use base-ten blocks to add numbers with regrouping.
- Add up to three-digit numbers with regrouping.

2.NBT.B.6 Toll Bridge Puzzle

2.NBT.B.7 How Many Days Until Summer Vacation?

2.NBT.B.9 Peyton and Presley Discuss Addition

Math Playground
http://www.mathplayground.com/

Math Coach – Fact Fluency
http://schoolwires.henry.k12.ga.us/Page/21865

Math Wire – Basic Facts Link
http://mathwire.com/numbersense/bfactslinks.html

Math Fact Practice
http://www.playkidsgames.com/games/mathfact/mathFact.htm

Critical Thinking and Problem Solving p 54.:
Put on Your Thinking Cap!

Activities based on learning standards:
http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-

SE-2A: 38-55
Workbook 2A: 25-48

Common Core Focus Lesson Appendix

Think Central: Online access to all Math in Focus materials listed above and Virtual Manipulatives

Professional Resources: The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD.

Lesson and Component Walkthrough:
www.hmhelearning.com

Technology Resources

- Math in Focus eBooks
- Math in Focus Teacher Resources CD

North Carolina Dept of Ed. Wikispaces:
http://maccss.ncdpi.wikispaces.net/Elementary

Arizona Flip Book
http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf

Delaware DOE Common Core Item Bank for Mathematics – Grade 2

Formative Assessments:

- Do Now
- Exit Ticket
- Math Journal Entries (CRP4)
- Math notebook (NJSLSA.W2.)
- Calendar skills
- Observations
- Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1)

Summative Assessments:
Math in Focus Assessments

- Chapter Review/Test – pp 45-48
- Assessments 2 – pp.9-11
- ExamView Assessment Suite – Test and Practice Generator
- Short answer / multiple choice assessments (8.2.2.E.1)
- Performance Task

Alternative Assessments:

- Online assessments: https://www.opened.

and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)** ***Mathematical Practices*** **MP.1, MP.4**		**grade/2nd-grade** **Children's books:** https://www.the-best-childrens-books.org/math-for-kids.html • The mission of addition: *by Brian Clearly* • Mission Addition: *by Loreen Leedy* • The 512 Ants on Sullivan Street: *by Carol A. Losi* • 1+1=5 and other unlikely additions: *by David LaRochelle* **More additional texts:** www.newsela.com www.readworks.org www.commonlit.org	**http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf** **Worksheets, games, lesson plans:** **https://www.education.com/resources/second-grade/math/** **Worksheets, games, videos:** **http://www.mathchimp.com/2nd-grade-math-resources** (8.1.2.E.1) **www.khanacademy.org** (8.1.2.E.1) **Activities, worksheets, lesson plans, curriculum:** **http://www.start.com/parents/resources/grade-based-resources/2nd-grade-resources** (8.1.2.E.1) **Everyday math resources:** **http://www1.center.k12.mo.us/edtech/edm/2.htm** (8.1.2.E.1) **Explanation of math journals:** https://thecornerstoneforteachers.com/math-journals/ (CRP4, NJSLSA.W2) **Math journals:** https://www.k-5mathteachingresources.com/math-journals.html	com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8) • Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1) • Graphs, charts, diagrams

				(CRP4, NJSLSA.W2)	

Chapter 3

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. Understand the following as special cases: **a. 100 can be thought of as a bundle of ten tens—called a "hundred."** **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.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.** **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**	**Topics** Subtraction up to 3-digit numbers with and without regrouping. **Twenty-First Century Themes and Skills include:** • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration **Objectives** Students will be able to: • Use base-ten blocks to subtract numbers without regrouping. • Subtract from a three-digit number without regrouping. • Solve real-world subtraction problems. • Use base-ten blocks to subtract numbers with regrouping. • Subtract from a three-digit number with regrouping. • Apply the inverse operations of addition and	2.NBT.B.5 Saving Money 1 2.NBT.B.5 Saving Money 2 **Math Playground** http://www.mathplayground.com/ **Math Coach – Fact Fluency** **http://schoolwires.henry.k12.ga.us/Page/21865** **Math Wire – Basic Facts Link** **http://mathwire.com/numbersense/bfactslinks.html** **Math Fact Practice** **http://www.playkidsgames.com/games/mathfact/mathFact.htm** **Critical Thinking and Problem Solving** p.88-89: Put on Your Thinking Cap! **Activities based on learning standards:** **http://www.insidemathematics.org/common-core-resources/mathematical-content-**	**SE-2A:** 61-91 **Workbook 2A:** 49-72 **Common Core Focus Lesson Appendix** **Think Central**: Online access to all Math in Focus materials listed above and Virtual Manipulatives **Professional Resources:** The Model Method from the Ministry of Education Singapore and Bar Modeling: A Bar Modeling Tool by Yeap Ban Har, PhD. **Lesson and Component Walkthrough:** www.hmhelearning.com **Technology Resources** • Math in Focus eBooks • Math in Focus Teacher Resources CD **North Carolina Dept of Ed. Wikispaces:** http://maccss.ncdpi.wikispaces.net/Elementary	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4) • Math notebook (NJSLSA.W2.) • Calendar skills • Observations • Discussions: in groups, have students explain different ways of solving problems (CRP4, 8.2.2.E.1) **Summative Assessments:** *Math in Focus Assessments* • Chapter Review/Test – pp 90-91 • Assessments 2 – pp. 14-16 • ExamView Assessment Suite – Test and Practice Generator • Short answer /

two-digit numbers using strategies based on place value and properties of operations **2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.** **2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)** **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.** ***Mathematical Practices*** **MP.1, MP.2, MP.4, MP.5,**	subtraction.	**standards/standards-by-grade/2nd-grade** **Children's books:** https://www.the-best-childrens-books.org/math-for-kids.html • If you were a minus sign (mathfun) • Elevator Magic (mathfun) • The Hershey Kisses Subtraction Book: *by Jerry Pallotta* • The Action of Subtraction: *by Brian P. Cleary* • Math-terpieces, The art of problem solving: *by Greg Tang* **More additional texts:** www.newsela.com www.readworks.org www.commonlit.org	**Arizona Flip Book** **http://www.azed.gov/azccrs/files/2013/11/2flipbookedited.pdf** **Delaware DOE Common Core Item Bank for Mathematics – Grade 2** **http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/111/Math_Grade_2-Nov.pdf** **Worksheets, games, lesson plans:** **https://www.education.com/resources/second-grade/math/** **Worksheets, games, videos:** **http://www.mathchimp.com/2nd-grade-math-resources** (8.1.2.E.1) **www.khanacademy.org** (8.1.2.E.1) **Activities, worksheets, lesson plans, curriculum:** **http://www.jumpstart.com/parents/resources/grade-based-resources/2nd-grade-resources** (8.1.2.E.1) **Everyday math resources:** **http://www1.center.k12.mo.us/edtech/edm/2.htm** (8.1.2.E.1) **Explanation of math journals:**	multiple choice assessments (8.2.2.E.1) • Performance Task **Alternative Assessments:** • Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2, CRP4, CRP8) • Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1) • Graphs, charts, diagrams

MP.7, MP.8		https://thecornerstoneforteachers.com/math-journals/ (CRP4, NJSLSA.W2) **Math journals:** https://www.k-5mathteachingresources.com/math-journals.html (CRP4, NJSLSA.W2)

Key Vocabulary:
Chapter 1 –
hundred, hundreds, thousand, standard form, word form, expanded form, greater than (>), less than (<), greatest, least, more than, less than

Chapter 2 –
add, place-value chart, regroup

Chapter 3 –
subtract

NJ Learning Standards Vocabulary:
2.NBT.A.1, 2, 3, & 4
Understand place value.
hundreds, tens, ones, skip count, base-ten, *number names to 1,000* (e.g., one, two, thirty, etc.), expanded form, greater than (>), less than (<), equal to (=), digit, compare

2.NBT.B.5, 6, 7 & 9
Use place value understanding and properties of operations to add and subtract.
fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction

2.MD.B.5 & 6
Relate addition and subtraction to length.
inch, foot, yard, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate, length, equation, number line, equally spaced, point, addition, subtraction, unknown, sums, differences, measure, standard units, customary, metric, units, sums, differences

Accommodations and Modifications:
Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional staff should be included so all students can fully participate in

the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure. Student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges.

English Language Learners:	Special Education:	At-Risk:	Gifted and Talented:
• Teaching modeling • Peer modeling • Word walls • Give directions in small steps and in as few words as possible • Provide visual aids • Group similar problems together • Repeat directions when necessary	• Utilize modifications & accommodations delineated in the students' IEP • Work with paraprofessional • Work with a partner • Shorten assignments to focus on mastery or key concepts • Maintain adequate space between desks • Keep workspaces clear of unrelated materials • Provide fewer problems to attain passing grades • Tape a number line to the students desk • Create a math journal that they can use during class, on assignments and (if teacher allows) on assessments • Provide extra time to complete a task when needed • Provide definitions of	• Use visual demonstrations, illustrations and models • Give directions / instructions verbally and in simple written format • Peer support • Increased one – on – one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the students to see during the time of the lesson • Review behavior expectations and made adjustments • Create a math journal that they can use during class, on assignments and (if teacher allows) on assessments	• Inquiry based instruction • Independent study • Higher order thinking skills • Adjusting the pace of the lessons • Real world scenarios • Student driven instruction

	different graphs / charts with illustrations		

Interdisciplinary Connections: ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Integration of Technology Standards NJSLS:

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue
8.2.2.E.1: List and demonstrate the steps to an everyday task.

21st Century standards

9.1.4.B.1 Differentiate between financial wants and needs.
9.1.4.B.2 Identify age-appropriate financial goals.

Career Ready Practices:

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

Major Supporting Additional (Identified by PARCC Model Content Frameworks)