Englewood Public School District
Mathematics
Grade 2
Second Marking Period

Unit – Bar Models

Overview: During this unit, students will learn how to use bar models for addition and subtraction.

Time Frame: Chapter 4 – 12 days, Additional Standards – 5 days, Chapter 7 – 12 days, Chapter 10 – 10 days
(Pacing includes 1 day for Chapter Opener pages if needed.)

Enduring Understandings:
Addition and subtraction can be shown with bar models.
Even groups having even numbers of objects will pair up evenly.
Odd groups having odd numbers of objects will not pair up evenly.
An array can be used as a model to represent repeated addition.
Objects have distinct attributes that can be measured.
Centimeter rulers and meter sticks can be used to measure and compare how long and how tall things are.
Mental math can be used when an exact answer is needed.

Essential Questions:
How are bar models helpful in addition and subtraction?
How can you determine if a number is odd or even?
How does an array represent repeated addition?
How would you decide with which unit to measure an object with?
How can 10 help you to add and subtract mentally?

Standards	Topics and Objectives	Activities	Resources	Assessments
Chapter 4				
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.	**Topics** Adding and subtracting using bar models. **Twenty-First Century Themes and Skills include:**	2.OA.A.1 Pencil and a Sticker **Math Playground** http://www.mathplayground.com/	**SE-2A:** 96-123 **Workbook 2A:** 73-98 **Common Core Focus Lesson Appendix** **Think Central**: Online access	**Formative Assessments:** • Do Now • Exit Ticket • Math Journal Entries (CRP4)

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

2.NBT.B.7. **Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.**

2.NBT.B.9. **Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)**

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.**

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

Objectives

Students will be able to:

- Use bar models to solve addition and subtraction problems.
- Apply the inverse operations of addition and subtraction.
- Model addition as joining sets.
- Model subtraction as taking away.
- Model addition and subtraction as comparing sets.
- Use bar models to solve two-step addition ad subtraction problems.

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.121: Put on Your Thinking Cap!

Children's books:
https://www.the-best-childrens-books.org/math-for-kids.html

More additional texts:
www.newsela.com
www.readworks.org
www.commonlit.org

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
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/

- 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 122-123
- Assessments 2 – pp.19-24
- ExamView Assessment Suite – Test and Practice Generator
- Short answer / multiple choice assessments (8.2.2.E.1)
- Performance Task

Benchmark Assessment:

- Exact Path

Alternative Assessments:

- Online assessments: https://www.opened.com/search?area=mathematics&grade=2&resource_type=assessment (CRP2,

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. **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. (See Table 1.)** ***Mathematical Practices*** **MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8**			(8.1.2.E.1) **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)	CRP4, CRP8) • Learning centers: each learning center focuses on a different type of problem (8.2.2.E.1) • Graphs, charts, diagrams

Additional Standards

Note: Skip Chapters 5 & 6. The following standards are	**Topics**	2.OA.C.3 Red and Blue Tiles	**Common Core Focus Lesson Appendix**	**Formative Assessments:** • Do Now

represented through multiplication in Chapters 5 and 6. Multiplication is a third grade skill. These are standards will need to be taught using supplemental materials. Refer to the Resources column for suggested sites.

2.OA.C.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Determining odd and even numbers. Using arrays to represent repeated addition and to write equations.

Twenty-First Century Themes and Skills include:

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

Objectives

Students will be able to:

- Pair up to 20 object, count by 2s and determine whether the group contains an even or odd number of objects.
- Write an equation to express an even number as a sum of two equal addends.
- Use repeated addition to find the total, with objects arranged in an array.
- Write an equation to express repeated addition, with objects arranged in an array.

2.OA.C.4 Counting Dots in Arrays

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
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Children's books:
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www.commonlit.org

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Lesson and Component Walkthrough:
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Technology Resources

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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:

- 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

- ExamView Assessment Suite – Test and Practice Generator
- Short answer / multiple choice assessments (8.2.2.E.1)

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

		Recognizing Even and Odd numbers **Worksheets, games, lesson plans: https://www.education.com/resources/second-grade/math/** (8.1.2.E.1) **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	a different type of problem (8.2.2.E.1) • Graphs, charts, diagrams

			/math-journals.html (CRP4, NJSLSA.W2)	

Chapter 7

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.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	**Topics** Measuring and comparing lengths accurately using centimeter rulers and meter sticks. 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 a meter stick to estimate and measure length. • Compare lengths. • Find the difference in lengths of objects. • Use a centimeter ruler to measure length. • Draw a line of a given length. • Use a centimeter ruler to measure and compare lengths of objects. • Find the difference in centimeters in lengths	2.MD.A.1,3,4 Determining Length 2.MD.B.5 High Jump Competition 2.MD.B.6 Frog and Toad on the Number Line **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.: Put on Your Thinking Cap! **Children's books:** https://www.the-best-	**SE-2A:** 192-223 **Workbook 2A:** 165-190 **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.pd**	**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 222-223 • Assessments 2 – pp.48-53 • ExamView Assessment Suite – Test and Practice Generator • Short answer / multiple choice assessments (8.2.2.E.1)

differences within 100 on a number line diagram. ***Mathematical Practices*** **MP.1, MP.2, MP.4, MP.5, MP.6**	of objects. • Solve one-step and two-step problems involving length. • Draw models to solve real-world problems.	childrens-books.org/math-for-kids.html • Millions to measure: *by David Schwartz* • How long or how wide: *by Brian Cleary* **More additional texts:** www.newsela.com www.readworks.org www.commonlit.org	**f** **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/** (8.1.2.E.1) **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://thecornerstoneforteac	• 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

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

Chapter 10 (skip 10.5)

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.** **2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to**	**Topics** Mental math. Twenty-First Century Themes and Skills include: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration **Objectives** Students will be able to: • Relate "sum" to the addition operation. • Add numbers with up to 3-digits mentally with and without regrouping. • Relate "difference" to the subtraction operation. • Subtract numbers with up to 3-digits mentally with and without regrouping.	**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.39: Put on Your Thinking Cap! **Children's books:** https://www.the-best-childrens-books.org/math-for-kids.html	**SE-2B:** 6-27; 39-41 **Workbook 2B:** 1-14; 20-22 **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.**	**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 40-41 • Assessments 2 – pp.85-87 • ExamView

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.

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. (See Table 1.)

2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.6 for a list of mental strategies.)

More additional texts:
www.newsela.com
www.readworks.org
www.commonlit.org

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

Worksheets, games, lesson plans:
https://www.education.com/resources/second-grade/math/
(8.1.2.E.1)

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:

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.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

Mathematical Practices **MP.1, MP.3, MP.4, MP.5, MP.6**		**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)

Key Vocabulary:
Chapter 4 –
join, set, take away, compare

Chapter 7 –
Meter stick, length, meter(m), width, length, taller, tallest, shorter, shortest, longer, longest, centimeter(cm)

Chapter 10 -
Sum, add mentally, difference, subtract mentally, number line, about

NJ Learning Standards Vocabulary:
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

2.OA.A.1
Represent and solve problems involving addition and subtraction.
add, subtract, more, less, equal, equation, putting together, taking from, taking apart, addend, comparing, unknown

2.OA.B.2
Add and subtract within 20.
add, subtract, sum, more, less, equal, equation, putting together, taking from, taking apart, addend

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 student's desk	• 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	• Inquiry based instruction • Independent study • Higher order thinking skills • Adjusting the pace of the lessons • Real world scenarios • Student driven instruction

	• 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 different graphs / charts with illustrations	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	

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.

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

21st Century Standards

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.1.4.A.2 Identify potential sources of income.

Major Supporting Additional (Identified by PARCC Model Content Frameworks)