

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

MATHEMATICS CURRICULUM

Grade 2

July, 2020

Course Overview

Grade 2

The second grade mathematics program emphasizes the following content clusters as they align with the grade two New Jersey Student Learning Standards adopted by the state of New Jersey: operations and algebraic thinking, number and operations in base ten, measurement and data, and geometry. The content is presented using a problem solving approach designed to develop critical thinking within real world situations. The New Jersey Student Learning Standards for Mathematical Practice: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning are embedded in the daily teaching and learning. Practice of basic skills is ongoing through a variety of program routines and activities. Topics are revisited regularly and practice is distributed over time to facilitate full concept development. Program implementation and assessment offers enrichment and reinforcement based on individual student needs. The grade two mathematics program helps prepare students to take the New Jersey Student Learning Assessments or any next generation assessment. Successful completion of the second grade mathematics program prepares students for the grade three mathematics programs.

Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit I Number Patterns/Addition and Subtraction	Timeframe/Pacing: 22 days
Essential Questions <ul style="list-style-type: none"> ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How can we compare and contrast numbers? 	
Enduring Understandings <ul style="list-style-type: none"> ● One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem. ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers. 	
Standards Taught and Assessed <ul style="list-style-type: none"> ● ■ 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 $>$, $=$, $<$ symbols to record the results of comparisons. ● ■ 2.NBT.B.8 - Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. ● ■ 2.MD.C.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.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? ● ■ 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.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 	
Highlighted Interdisciplinary Connections ELA: <ul style="list-style-type: none"> ● RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. ● W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Highlighted Career Ready Practices and 21st Century Themes and Skill				
<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community 				
Social Emotional Learning Competencies				
<ul style="list-style-type: none"> 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 				
Pre-Assessment		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)		
<ul style="list-style-type: none"> 2.OA.2 Know doubles facts and sums of 10 2.OA.3 Determine Even & Odd Numbers 2.NBT.2 Count by 1s and 10s 2.NBT.3 Read and write numbers 		Assessment: extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 2.MD.6 represent numbers on a number line	SMP5 Use appropriate tools strategically	What is the missing number in the number line? (counting by 1)	Class Number Line Poster, Class Number Line, Number Cards (0-10)	Use of number grid, number line, think alouds, sentence frame, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.4 compare two three digit numbers	SMP3 Construct viable arguments and critique the reasoning of others SMP2 Reason	Compare these 2-digit numbers and coin amounts 18 ___ 81 NNDP ___ QN 15 ___ 7+8	Discuss partnership principles, Use of number line: Math Journal 1 (inside back cover), Math Masters pp.8,	Use of visual aids, number grid/line, coins, math reference journal, peer support, individual instruction, challenge questions and specific other

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

	<p>abstractly and quantitatively</p> <p>SMP6 Attend to precision</p>		<p>Activity Card 3, Manipulative Kit: one six-sided die Monster Squeeze</p> <p>Relation Symbols Cards: Is Less Than, Is Greater Than, and Is Equal To. MJ 1, pp.12-13 Number Top-It Game-MM, pp 19-21, G3, G7-G8 The Number-Grid Game My Reference Book Home Links</p>	<p>accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.2 skip count by 5s, 10s</p>	<p>SMP5 Use appropriate tools strategically</p> <p>SMP7 Look for and make use of structure</p>	<p>Count coins with toolkits to find the total combinations of coins.</p> <p>Complete the number sequences: 47, 48, __, __, __ 310, 320, __, __, __ 85, 90, __, __, __</p> <p>Start at 102, count up by 5s. Identify the ones place and notice patterns</p>	<p>White board Toolkit: 20 pennies, 10 nickels, and 10 dimes. Pattern-Block Template <u>Lots of Ladybugs!</u> <u>Counting by Fives</u> (optional)</p> <p>Quick Look Cards 81, 96, 107 Math Journal, p.9-11 Slates, calculators</p>	<p>Use of visual aids, resource folder, coins, template, whiteboards, role play, number grid, calculator peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.3 write numbers</p>	<p>SMP7 Look for and make use of structure</p>	<p>Write two and three digit numbers sequentially.</p>	<p>Create a poster (shown on p. 77) Math Masters, p.10&11, TA2</p>	<p>Use of word bank, number grid, peer support, individual instruction, challenge questions examples and</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

				nonexamples, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.8 add 10 or 100 to a given number 100-900	SMP7 Look for and make use of structure	Performance Task - Solve Number Grid Puzzle with missing values	Number Grid Poster MJ 1, p.3 MM pp.13-14, 15(optional), 16, TA4-TA5	Use of visual aids, coins, number grid, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.NBT.9 explain why addition and subtraction strategies work	SMP1 Make sense of problems and persevere in solving them SMP7 Look for and make use of structure	Performance Task - Solve number grid puzzles with missing values Count by 1 and skip count by 10. 68, 69, ____, 71 60, 70, 80, ____, ____	Number Grid Poster MJ 1, p.3 MM, p13-14, 15 (optional), 16, TA4-TA5 (Revision of Day 1 and rubric)	Use of visual aids, coins, number grids, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.NBT.5 add and subtract within 100	SMP2 Reason abstractly and quantitatively	Write equivalent names of a given number using one or more operations. Show the number 3 The broken key is 3. _____	Class calculators, Math Journal 1 p.4, Math Masters p.17, Activity Cards 6-8, Manipulative Kit: Quick Look Cards (58, 61, 69), Number Cards 0-12, two	Use of visual aids, calculators, number grids, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			6-sided dice	plan.
■ 2.OA.2 add and subtract within 20	SMP7 Look for and make use of structure	Make different combinations of ten $2 + \underline{\quad} = 10$ $\underline{\quad} + 4 = 10$	Math Card Decks Math Masters, p. G5	Use of sentence frames, math deck, number line, coins, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.MD.8 solve problems using money	SMP7 Look for and make use of structure	Identify the value of coins and calculate different combinations of coins. DDNNP=____ DNNNNPPP=____	Quarters (4 per student) Quick Look Cards 79, 121, and 113 My Reference Book, p.110-111, 150-151 Math Journal, p.6	Use of my non verbal responses, Reference Book, coins, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.OA.3 odd and even numbers	SMP7 Look for and make use of structure SMP8 Look for and express regularity in repeated reasoning	Label a number of dots in ten frames to identify odd and even numbers. Tell how the number is odd or even.	Class Data Pad Math Journal p. 7-8, Math Masters p. TA3, TA6 Activity Card 13, Manipulative Kit: Quick Look Cards (84, 87, 88), 20 counters, Class Number Line, Colored Crayons, Literature Link: <i>Even Steven and Odd Todd</i> (optional)	Use of visual aids/cues, number grid, counters, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<input type="checkbox"/> 2.NBT.7 Add and subtract within 1000	SMP6 Attend to precision	Identify the value of a Base-10 block structure Given 2 flats, 1 long, and 3 cubes, what is the total value?	Quick Look Cards 104, 99, 109 Create rules for expectations chart (optional), Activity Cards 17-19, base-10 blocks, slips of paper, Math Journal p.14, square and triangle pattern blocks, pattern-block template, dominoes, number cards 0-18, paper, Math Journal p.1, Home Link Math Masters p.22	Use of pictorial vocabulary cards, restatements, base 10 blocks, dominoes, shapes, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan
Benchmark Assessment <ul style="list-style-type: none"> ● Benchmark 1 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) Assessment: extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan		
Summative Assessment(s) <ul style="list-style-type: none"> ● Unit 1 Checking Progress ● Unit 1 Open-Constructed Response 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per each student's IEP or 504 plan		

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 2 Building Fact Power	Timeframe/Pacing: 21 days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How do operations affect numbers? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 2.NBT.A.2 - Count within 1000; skip count by 5s, 10s and 100s. ● ■ 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 operation. ● ■ 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? ● ■ 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.OA.C.3 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by parigin objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA:</p> <ul style="list-style-type: none"> ● RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. ● SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) 	


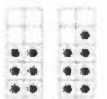
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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Social Emotional Learning Competencies <ul style="list-style-type: none"> 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 				
Pre-Assessment <ul style="list-style-type: none"> 2.OA.2 Know doubles facts and sums of 10 2.OA.3 Determine Even & Odd Numbers 2.NBT.2 Count by 1s and skip count by 5s and 10s 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Assessment: number grid, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<ul style="list-style-type: none"> ■ 2.NBT.7 add and subtract within 1000 using place value ■ 2.MD.8 read and write money amounts 	<ul style="list-style-type: none"> SMP2 Reason abstractly and quantitatively SMP5 Use appropriate tools strategically SMP6 Attend to precision 	<p>Using a numberline and a number grid show how you would solve $54+10$.</p> <p>Given 2 ten dollar bills and 3 one dollar bills, what is the total amount?</p>	<p>Paper Money Toolkit Math Masters, p.G11, 14 Math Journal, p.17, 18 Home Link Math Masters, p.27</p> <p>Math Masters p. TA2, TA9, 42-44 Math Journal p. 33-35 Dominoes, geoboards, rubber bands Home Link Math Masters p.45</p>	<p>Use of visual aids, coins and bills, number grid/line, restatements, non verbal sharing, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<ul style="list-style-type: none"> □ 2.OA.1 use addition and subtraction within 100 	<ul style="list-style-type: none"> SMP1 Make sense of problems and persevere in solving them 	<p>Create a number story based on a given picture, include a number model and solution with unit.</p>	<p>Quick Look Cards 102, 78, 82 MJ 1, pp 19-21 MM, PP28, TA7</p>	<p>Use of pictorial vocabulary cards, number grid/line, peer support, individual instruction, challenge</p>

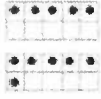
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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

	<p>SMP2 Reason abstractly and quantitatively</p>	 <p>Solve the problem: Pat has 3 blue marbles and 7 green marbles, how many marbles does hse have in all?</p> <p>Write a number story and draw a picture to go with it.</p>	<p>Activity Card 21 Slate, craft stick HL MM, p.28</p>	<p>questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.OA.2 add and subtract within 20 mentally</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p> <p>SMP7 Look for and make use of structure/patterns</p>	<p>Solve the facts. 9 - 4 6 - 2 3 + 5 10 - 8</p>  <p>Helper Double Fact: $\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \text{Fact:} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \end{array}$</p> <p>Write different names for the number 8 using + and -.</p>	<p>MM, p29,TA6,G5 MJ 1: pp 22-23 Assessment Handbook, pp 98-99 Home Link , MM G5 Fishing For 10 My Reference Book: pp 40-41 Activity Cards: 22-23 Quick Look Cards: 79,84,86,90,92,102,121 Chart: "Doubles" and "Combinations of 10" Literature Link: <u>Two of Everything: A Chinese Folktale</u></p> <p>Quick Look Cards: 79, 81, 100, 102</p>	<p>Use of sentence frames, ten frames, quick look cards, coins, restatements, number grid/line, modeling, dominoes, whiteboards, peer support, scribe, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>




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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			<p>Chart: "Facts/Helper Doubles Facts" MJ 1: pp.22, 26-28 MM: pp.34-35, G14, G15 Home Link 2.5, MM p.35 Activity Card 24 My Reference Book: pp146-148 The Exchange Game Tool Kit: Bills, die, number cards 1-9 My Reference Book</p> <p>MJ p. 22, 29-30, MM p. 36-37, TA8, Quick Looks cards 76, 88, 119, calculator, pennies, Number Cards 0-18</p> <p>MM p. 47-49, TA11-TA12, MJ p. 38-39, Activity Cards 6, 31-32, 20 counters (optionals), Quick Look Cards 86, 99, 103, Number Cards 1-20</p>	
<p>■ 2.NBT.9 explain why addition and subtraction strategies work</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p>	 <p>Explain how you would solve this problem?</p>	<p>Quick Look Cards: 87,88,91 and 95,98,99,116 MJ 1pp: 21-25 MM pp;30-33, TA6, G3 Home Link, MMp.33</p>	<p>Use of number grid, pictorial vocabulary sentence frames, ten frames, quick look cards, peer support, challenge questions, scribe and specific other</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

	SMP4 Model with mathematics	 Use the turn around rule $\begin{array}{r} _ + _ = _ \\ + _ = _ \end{array}$ How does knowing $2+3=5$, help you solve $3+2$?   Explain how you would solve this problem?	Activity Card 6 MJ p. 31, MM p. 38-40, TA5 Number Grid Game Counters(optional) Slate, blue & green crayons	accommodations/modifications per a student's IEP & 504 plan.
■ 2.OA.3 write an equation for odd and even numbers	SMP7 Look for and make use of structure	Write an equation using 2 even numbers. Write an equation using 2 odd numbers. Write an equation using 1 even and 1 odd number.	Number Cards 1-20, 20 counters, One Odd Day and My Even Day by Doris Fisher (optional), MM p. 41, 46, TA6, MJ p. 36-37, Activity Card 30	Use of visual aids, non verbal sharing, ten frames, number grid, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.NBT.5 add and subtract within 100	SMP2 Reason abstractly and quantitatively	Use addition and subtraction to name the number 20.	My Reference Book, p.154-5 Math Masters p.G16 Number Cards Math Journal p.40-41 Home Link, Math Masters p.52	Use of visual aids, number grid, number card 0-9, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.2 count within	SMP7 Look for and make	Use the rule: Add 2 to find	MM p. 53-56,	Use of visual aids, highlight,

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

1000, skip count	use of structure SMP8 Look for and express regularity in repeated reasoning	the missing numbers: 5, _____, _____, _____, _____ Use the rule: Add 5 to find the missing numbers: ____, _____, 25, _____, 35, _____	TA13-TA14, G16, MJ p. 42-43, Activity Cards 33-34 Number Cards (4 each of) 0-10, (1 each of) 11-20	number grid, number cards 0-9, double 10 frame, peer support, individual instructions, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan
Benchmark Assessment <ul style="list-style-type: none"> Unit 2 Cumulative Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
Summative Assessment(s) <ul style="list-style-type: none"> Unit 2 Checking Progress 				


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Unit Title: Unit 3 Fact Strategies at Work	Timeframe/Pacing: 19 days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How do operations affect numbers? ● What makes a computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numeric fluency includes both the understanding of and the ability to appropriately use numbers. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● <input checked="" type="checkbox"/> 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 ● <input checked="" type="checkbox"/> 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. ● <input type="checkbox"/> 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operation. ● <input checked="" type="checkbox"/> 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. 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA:</p> <ul style="list-style-type: none"> ● RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. ● SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) 	


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Grade 2 Mathematics Curriculum**

Social Emotional Learning Competencies <ul style="list-style-type: none"> 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 				
Pre-Assessment <ul style="list-style-type: none"> 2.OA.2 Know doubles facts and sums of 10 2.OA.3 Determine Even & Odd Numbers 2.NBT.3 Read and write numbers 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Assessment: number grid, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 2.OA.2 add and subtract within 20 using strategies	SMP1 Make sense of problems and persevere in solving them SMP6 Attend to precision SMP7 Look for and make use of structure	 Explain how you solved this problem. Use mental math strategies to solve the following: $8 + 7$ $9 + 3$ $9 + 7$ $18 - 6$ $7 + 4$ $12 - 9$ Find the missing addend for the following number sentences. $8 + \underline{\quad} = 15$	Quick Look Cards: 81,96,110 and 86,117 MM:pp, TA6 MJ 1: p 45 MM: pp.61-62, TA5-TA6 20 Counters My Reference Book Poster: Standards for Mathematical Practice/ Guidelines for Discussion Quick Look Cards: 81, 86,96,110,117 20 Counters MM: p.61 MJ: p.46 p.162-3 Math Journal p.52-3	Use of visual aids, quick look cards, double ten frames, number grid/line, peer support, non-verbal sharing, number cards 0-5, fact triangles, individual instruction, scribe, challenge question, sentence frames, print out of facts, fact triangles, restatements and specific other accommodations/modifications per a student's IEP & 504 plan

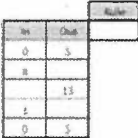
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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		<p style="text-align: center;">$__ - 9 = 8$</p> <p>Using a numberline solve the problems using the counting up or count back strategy: $13-9=__$ $13-2=__$</p> <p>Solve the following subtraction facts. $8 - 0$ $9 - 1$ $57 - 0$ $80 - 1$</p> <p>Solve the double facts: $3+3$ $6-3$</p> <p>$7+7$ $14-7$</p>	<p>Math Masters p. 71 MM: p. 72, TA3, G17 MJ 1: p. 48,54, (inside back cover) Home Link, MM:p72 Activity Card: 40 Playing Salute My Reference Book p.162-163 Class Number Line Number Cards (0-10) Counters, Calculator Fact Triangles</p> <p>Math Journal p.48,55 My Reference Book p. 154-5, 170-172 Math Masters p. G16 MM p.75</p> <p>Fact Triangles (Sets 1, 2), MM p. G15, 78-80, MJ p. 48, 58, 59, 94-97, Manipulative Kit: one 6-sided die</p>	
<p>■ 2.NBT.5 add and subtract using the relationship between addition and subtraction</p>	<p>SMP5 Use appropriate tools strategically SMP7 Look for and make use of structure</p>	<p>How does knowing your addition facts help with knowing your subtraction facts?</p> 	<p>Math Journal p.47-49 Math Masters p.66, TA15-TA16, 67-70 Home Link, MM:p68-70 Quick Look Cards: 87,98,118 Activity Cards: 37-38</p>	<p>Use of sentence frames, visual aids, role play dominoes, fact triangles, number grid/line, sentence frames, whiteboards, peer support, individual instruction, challenge</p>


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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		Give the two addition and two subtraction number sentences for the following fact family: 7, 8, and 15	20 Counters Calculators Model: Fact Family Chain My Reference Book: Number Line(MJ1 cover) Fact Triangles(3-2) 4 Dominoes(optional) Slate	questions and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.7 add and subtract within 1000 using the relationship between addition and subtraction	SMP2 Reason abstractly and quantitatively SMP7 Look for and make use of structure	What's My Rule 	Quick Look Cards: 111, 100, 106 H.L. - MM: pp.76-77. TA17-TA18 MJ 1 pp: 56-57, Activity Sheets 4-5, Activity Cards: p.41-42 My Reference Book: Class Number Line Number Grid Poster Counters	Use of visual aids, sentence frames, counters, number grids, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.MD.6 represent sums and differences within 100 on a number line	SMP3 Construct viable arguments and critique the reasoning of others SMP5 Use appropriate tools strategically	Using a number line and going back through 10, solve the following problem: 16-7= 13-5= Using a number line solve the following problems and show how you went	0-20 Number line, Number Grid, MM p. 81-82, TA6, MJ p. 48, 60-62, Manipulative Kit: counters, (per group) 4 each of number cards 0-10 My Reference Book, MM p. 83-84, TA6, G14, MJ p. 48, 63-64, Quick Look Cards 101,	Use of visual aids, non verbal sharing, modeling, story telling, sentence frames, number grid/line, colored marker chips, peer support, individual instruction, challenge question, and specific other accommodations/modifications per a student's IEP & 504 plan.

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		through ten: 11-6= 15-8=	112, 120, Bills, (per partnership) one 6-sided die, different colored counters, (per group) 4 each of Number Cards 0-10	
<input type="checkbox"/> 2.MD.8 solve problems with coins <input type="checkbox"/> 2.G.2 partition a rectangle using same size squares		 Total: _____	2-inch Sticky Notes, Fact Wheels, MM p. 85-87, TA6, G9-G10, MJ p. 65, Activity Cards 43-46, Manipulative Kit: calculator, 1-inch square pattern blocks, coin stamps, stamp pad, 20 counters (optional), (per group) two 6-sided dice, (per partnership) Number Cards 1-20, Coins	Use of modeling, anchor chart, visual aids, number grid, stick on notes, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
Benchmark Assessment <ul style="list-style-type: none"> ● Benchmark 2 	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> ● Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 			
Summative Assessment(s) <ul style="list-style-type: none"> ● Unit 3 Checking Progress ● Unit 3 Open Constructed Response 				

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 4 Place Value and Measurement	Timeframe/Pacing: 20 days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can measurements be used to solve problems? ● How can we compare and contrast numbers? ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How do operations affect numbers? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● What we measure affects how we measure it. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. ● A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 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. <ul style="list-style-type: none"> 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.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 $>$, $=$, $<$ symbols to record the results of comparisons. ● ■ 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.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.C.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA: SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Highlighted Career Ready Practices and 21st Century Themes and Skill				
<ul style="list-style-type: none"> 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) 				
Social Emotional Learning Competencies				
<ul style="list-style-type: none"> 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 				
Pre-Assessment		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)		
<ul style="list-style-type: none"> 2.MD.1 Measure length 2.MD.7 Tell and write time 2.NBT.1 Place Value using base-10 and expanded form 2.NBT.4 Compare & contrast two three-digit numbers 		<ul style="list-style-type: none"> Assessment: inch and centimeter ruler, clock, base 10 blocks, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<ul style="list-style-type: none"> ■ 2.MD.7 tell and write analog time 	SMP5 Use appropriate tools strategically	Telling time to the hour and half hour. Using an analog clock show: 12:00 1:30 6:30 3:15 2:25 4:40	MM.: pp.92-94, TA19-TA20(2 copies) MJ 1: pp.67-68, 94-97 HL 4-1, MM.94 Activity Card 47 Manipulative Kit: 2 Toolkit clocks, y Reference Book,p.101 2 brads Fact Triangles MM: pp.93, 95-98, TA6(optional), TA20-TA21	Use of visual aids, oral counting, sentence frames, colored coded clocks, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.


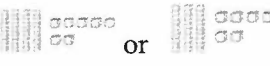

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			<p>MJ 1: pp 69-70 HL 4-2: MM pp: 97-98 Activity Card: 48 Playing Evens and Odds Manipulative Kit: counters, 1 of each number cards(0-20) My Reference Book Slate, 5 minute clock, scissors, 1 brad, demo clock</p>	
<p>■ 2.MD.7 use a.m. and p.m.</p>	<p>SMP4 Model with mathematics</p> <p>SMP6 Attend to precision</p>	<p>Draw events that occur in the A.M. and the P.M. hours.</p>	<p>MM: pp. 99, G18 MJ 1: pp. 71-72 Activity Card: 49 HL 4.3: MM; p.99 My Reference Book: ;,. 170-172 Playing Addition Top-It Manipulative Kit: toolkit clock, 4 each number cards 0-20 (per group) Number Grid Poster/Class Number Line Index Cards Labeled: “Before Lunch” and “After Lunch” Blank Index cards, crayons, scissors, construction paper, demo clock</p>	<p>Use of visual aids, sentence frames, clocks, peer support, individual instruction, challenge questions and specific other accommodations/modificati ons per a student’s IEP & 504 plan.</p>


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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

<p>■ 2.NBT.1 represent amounts of hundreds, tens, and ones</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP3 Construct viable arguments and critique the reasoning of others</p>	<p>Write the number shown by the base ten blocks.</p> 	<p>MM: pp.100, TA6(optional), TA22 MJ 1p: 73 Activity Cards 50-51 HL.4-4, MM. p100 Base-10 Blocks: (4 flats, 10 longs, 10 cubes) each child/partnership, Number cards(4 of each number 0-9, 1 of each number cards 1-20) and Place Value Mat Playing Evens and Odds My Reference Book</p>	<p>Use of visual aids, non verbal sharing, place value chart, peer support, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.4 compare numbers based on meaning of hundreds, tens, and ones</p>	<p>SMP6 Attend to precision</p> <p>SMP7 Look for and make use of structure</p>	<p>Write 342 in expanded form as modeled by base-10 blocks</p> <p>___ + ___ + ___ = ___</p> <p>Which number is greater and how do you know?</p> 	<p>MM: pp. 101, TA22, G7-G8 MJ 1: pp. 74-75 Activity Cards 52-53 My Reference Book: pp. 170-172 Intro: Number Top-It HL 4-5, MM: p. 101 Exit Slip: MM p. TA8 Index Cards (<,>=) Manipulative Kit: Base-10 Blocks (10 cubes, 10 longs, 4 flats)- 4 of each number cards 0-9</p>	<p>Use of non verbal sharing, visual aids, modeling, graphic organizers, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.1a 100 is a bundle of ten tens</p>	<p>SMP1 Make sense of problems and persevere in solving them</p>	 <p>Does this represent 3,504 or</p>	<p>Quick Look Cards 82, 92, 120 Sets of Base 10 Blocks (4 flats, 15 longs, 20 cubes)</p>	<p>Use of visual aids, non verbal sharing, base 10 blocks, word bank, peer support, individual</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

	SMP2 Reason abstractly and quantitatively	354? Explain how you decided your answer.	Math Journal p. 76 Math Masters p. 102	instruction, challenge questions, scribe, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.1 understand 3-digit numbers as amounts of hundreds, tens, and ones	SMP2 Reason abstractly and quantitatively	Using base ten blocks make a trade. 	Math Masters p.102-3 Math Journal p.77	Use of visual aids, non verbal sharing, base 10 blocks, word bank, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 2.NBT.7 add and subtract within 1000 using concrete models	SMP2 Reason abstractly and quantitatively	Using base ten block: Show 13 Show 25 What would be the total value of the blocks? _____	MM. pp. 104-105, TA22, G19-G20 MJ 1: pp. 78-80 HL: MM. p. 105 Manipulative Kit: Base-10 Blocks(5 flats, 30 longs, and 30 cubes), slate, 4 of each number cards 0-9. Playing Target for 50	Use of visual aids, modeling, sentence frames, base 10 blocks, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.MD.3 estimate lengths □ 2.MD.9 measure lengths to nearest whole	SMP5 Use appropriate tools strategically SMP6 Attend to precision	Use a standard sized object (ex/ an unsharpened pencil), how many _____ is your width of your desk, the height of the board?	<u>How Big is a Foot</u> by Rolf Myler Math Masters p.TA23, 107 My Reference Book p.98	Use of visual aides, roleplay, simple sentence frames, peer support, individual instruction, challenge questions and specific other

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

unit			Math Journal p. 81-83	accommodations/modifications per a student's IEP & 504 plan.
■ 2.MD.1 measure lengths with tools	SMP3 Construct viable arguments and critique the reasoning of others	Measure and record the following segments to the nearest inch: 4 in. line, 7 in. line Draw a 3 in. line segment.	Quick Look Cards: 86, 111,112 Foot-Long Pattern (lesson 4-8) MM. PP. 108, TA23 MJ 1: pp.84-86, Activity Sheet 6 HL 4-9, MM p108 Activity Cards 56-57 Manipulative Kit: 1 inch square pattern blocks My Reference Book 12-inch ruler(MJ 1AS 6) Scissors and small objects	Use of visual aids, non verbal sharing, highlighting rulers, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
□ 2.MD.2 measure twice using different units	SMP5 Use appropriate tools strategically SMP8 Look for and express regularity in repeated reasoning	Draw line segments in centimeters: 4 cm 10 cm Measure the short side of their math journal in inches and centimeters. Tell why the numbers do not match. Create a path in centimeters Part A: 5 cm Part B: 7 cm Part C: 3 cm	4-10 Activity Sheet 6 Math Journal p. 87-88 My Reference p.146 Math Masters p.109 4-11 MJ 1 pp. 48, 89-91 MM: pp.110-113 Activity Cards 60-63 HL 4-11- MM: p. 113 Manipulative Kit: tape measure, calculator, 6 or more 1-inch square pattern blocks, 10 or more	Use of visual aids, role play, modeling, restatement, place value mat, double ten frame, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		<p>Then draw the same path but in inches.</p> <p>What did you notice about each path?</p>	<p>base-10 cubes, 16 cubes or counters(per partnership) My Reference Book</p>	
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Mid-Year Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> • Unit 4 Checking Progress 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> • Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 5 Addition and Subtraction	Timeframe/Pacing: 19 days
Essential Questions <ul style="list-style-type: none">● How do mathematical ideas interconnect and build on one another to produce a coherent whole?● How do operations affect numbers?● What makes a computational strategy both effective and efficient?● How can measurements be used to solve problems?	
Enduring Understandings <ul style="list-style-type: none">● Numeric fluency includes both the understanding of and the ability to appropriately use numbers.● Computational fluency includes understanding the meaning and the appropriate use of numerical operations.● The magnitude of numbers affects the outcome of operations on them.● Everyday objects have a variety of attributes, each of which can be measured in many ways.	
Standards Taught and Assessed <p>■ 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</p> <p>■ 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.</p> <p>■ 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.</p> <p>■ 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 sums and differences within 100 on a number line diagram.</p> <p>■ 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?</p> <p>■ 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.</p> <p>■ 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.</p>	

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Highlighted Interdisciplinary Connections

ELA:

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

Social Emotional Learning Competencies

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Pre-Assessment

- 2.OA.1 Add and Subtract word problems within 100
- 2.OA.2 Add and Subtract within 20 fluently
- 2.NBT.7 Add and Subtract multi digit numbers using models or strategies
- 2.MD.8 Solve problems involving coins and bills

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- Assessment: number grid, number line, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 2.OA.2 add and subtract within 20 using strategies	SMP5 Use appropriate tools strategically SMP6 Attend to precision	5+0= 9+9= 7+1= 8+2=	MJ2 -pp.22, 94-99, 201-201, (inside back cover) MM: pp. 118-119 Assessment Book: pp. 98-99	Use of visual aids, restatement, role play, gestures, picture clues, number cards 1-20, peer support, individual instruction, challenge

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			<p>Play Beat the Calculator Manipulative Kit: calculator, 4 each of number cards 0-9, inch ruler Slate, dominoes, number grid, scissors</p>	<p>questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.MD.C.8 - Solve word problems involving different combinations of money</p> <p>□ 2.NBT.2 add and subtract within 20 using strategies</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p> <p>SMP3 Construct viable arguments and critique the reasoning of others</p> <p>SMP5 Use appropriate tools strategically</p>	<p>An apple costs 26 cents. What coins would you use to pay for it?</p> <p>You buy lettuce that costs 54 cents. What is your change if you pay with \$1?</p> <p>If you buy a slice of watermelon for 30 cents and you pay with 2 quarters, what change would you receive?</p> <p>If I buy a box of crayons for 60 cents and I give QQQ, how much change will I get back?</p>	<p>MJ p.105-108, MM p.120-122, G10, G22, TA7, Activity Cards 64-65, Coins, \$1 bill, centimeter ruler, Number Grid poster, Class Number Scroll, My Reference Book</p> <p>MJ2: pp. 106, 109-110 MM: pp. 120, 123-125 Activity Cards: 66-67 Manipulative Kit: Toolkit coins, 4 each of number cards 0-10, 2 -6 sided dice (partnership) My Reference Book Slate, centimeter ruler, scissors</p> <p>Math Journal, p. 111-113 Math Masters p. TA24, G19-G20, 127</p>	<p>Use of visual aids, modeling, gestures, non verbal responses, sentence frames, ten frames, coins, whiteboards, number grid/line, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>□ 2.MD.C.7 - Tell and</p>	<p>SMP2 Reason abstractly</p>	<p>Draw analog clock hands and write digital time to</p>	<p>MJ p. 114-115, MM p. 128-132, TA25, G18,</p>	<p>Use of non verbal sharing, number grid, visual aids,</p>

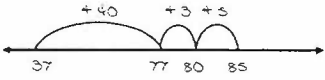

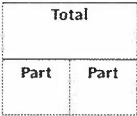
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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>write time from analog and digital clocks</p> <p>☐ 2.OA.4 find the total number of objects in an array</p>	<p>and quantitatively</p> <p>SMP7 Look for and make use of structure</p>	<p>match.</p> <p>Make an array with cubes. Write a repeated addition equation to find the total.</p>	<p>Activity Cards 69-71, two 6-sided dice, 36 cm cubes, geoboards, rubber bands, Number Cards 0-10, pattern blocks, My Reference Book, slate, envelopes, scissors, straightedge, Pattern-Block template</p>	<p>clocks, peer support, venn diagram, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.B.5 - Fluently add and subtract within 100</p> <p>■ 2.NBT.B.8 Mentally add and subtract 10 or 100 to a given number 100 – 900</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP7 Look for and make use of structure</p> <p>SMP8 Look for and express regularity in repeated reasoning</p>	<p>Amy baked 115 cookies. Andy ate 10. How many cookies were left?</p> <p>___ = 526 + 100</p>	<p>MJ2: p.116 MM: pp. 133-134, G23, G24(optional) Activity Cards 72-73 Manipulative Kits: Class Number Line, calculator, centimeter ruler, 4 each of number cards 0-9, 2 - 6 sided dice My Reference Book, slate, Number Grid Poster, Class Number Scroll, paper clip, crayons</p>	<p>Use of visual aids, modeling, +10, -10 die, number cards, sentence frames, non verbal sharing, number grids, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.MD.B.6 use open number line to represent sums</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p>	<p>Use an open number line to solve: Nick had 37 blocks. Louie gave him 48 more. How many blocks did they have?</p>	<p>MJ p. 117-118, MM p.135-136, Assessment Handbook p.98-99, Activity Card 74, Quick Look Cards 96, 108, 117, Class Number Line,</p>	<p>Use of visual aids, role play, sentence frames, colored counters, number grids/line, peer support, individual instruction, challenge questions, scribe</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

	<p>SMP5 Use appropriate tools strategically</p>		<p>Number Cards 0-9, Calculator, Slate, Number Grid</p>	<p>and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.OA.1 use an equation with a symbol for the unknown</p> <p>■ 2.NBT.7 use concrete models</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	<p>Use a diagram to model a word problem using a question mark in the unknown. Write an equation to match and solve.</p> <p>A fish weighs 62 pounds. It eats another fish weighing 15 pounds. What is its weight now?</p>  <p>If I pick 10 pounds of apples and my friend picks 7 pounds of apples, how pounds of apples did we pick altogether?</p>  <p>In the morning it is 36 degrees fahrenheit and the temperature is 46 degrees in the afternoon, how much did the temperature change?</p>	<p>Reference Book p. 27-29 Math Journal p. 119-122 Math Masters p.138-139</p> <p>MJ2 pp: 123-124,250-253 MM pp: 140-142, TA7, TA27(optional) Activity Card 76 Manipulative Kit: ToolKit coins(optional), counters Slate, number grid, fact triangles, craft sticks</p> <p>MJ p.125-127, MM p.143-147, TA26, Number Cards 0-9, Centimeter ruler, My Reference Book, slate, Class Thermometer Poster, glue/tape, Number Line</p>	<p>Use of visual aids, restatements, role play, think alouds, sentence frames, number grids/lines, dominoes, total/part diagram, thermometer, real world items, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>■ 2.MD.C.8 solve word problems involving bills</p> <p>□ 2.NBT.9 Explain why addition strategies work using place value</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP4 Model with mathematics</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Solve the following problem: $\\$36 + \\$25 = ?$ Explain 2 strategies you can use to solve the problem.</p>	<p>MJ2 p: 130 MM: pp.148-150, TA5 Manipulative Kit: Base-10 blocks, \$10 and \$1 toolkit bills Slate, Poster, number grid, Guidelines for Discussions Poster</p> <p>MJ2 p: 130 MM pp: 148-150, TA5 Manipulative Kit: base-10 blocks, \$10 and \$1 toolkit bills Slate, Poster, Number Grid, Guidelines for Discussions Poster</p>	<p>Use of visual aids, number grid, coins, bills, sentence frames, scribe, non-verbal responses, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> Benchmark 2 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> Unit 5 Checking Progress Unit 5 Open Constructed Response 				

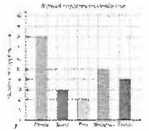
Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Unit Title: Unit 6 Number Stories and Operations	Timeframe/Pacing: 20 days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How do operations affect numbers? ● What makes a computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● One representation may sometimes be more helpful than another; used together, multiple representations give a fuller understanding of a problem. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. ● The magnitude of numbers affects the outcome of operations on them. 	
<p>Standards Taught and Assessed</p> <p>■ 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</p> <p>■ 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.</p> <p>□ 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operation.</p> <p>■ 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.</p> <p>■ 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.</p> <p>■ 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.</p>	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA: RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	

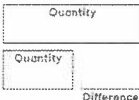

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive) 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 2.OA.1 Add and Subtract 1-step and 2-step word problems ● 2.NBT.7 Add and Subtract multi digit numbers using models or strategies ● 2.NBT.9 Explain why addition and subtraction strategies work ● 2.MD.5 Solve number stories involving length ● 2.MD.10 Answer questions using information in graphs 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Assessment: number grid, number line, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>■ 2.MD.10 Draw a picture and bar graph</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	 <p>Using the bar graph, tell how many more pencils are there than erasers?</p>	<p>MJ2: pp.132-136 MM: pp 155, 156-160,TA7 Manipulative Kit: base-10 blocks(optional), 1 6-sided dice My Reference Book Number Grid/Number Line, Slate</p>	<p>Use of visual aids, restatement, oral language practice, bar graph anchor charts, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

<p>■ 2.MD.B.5 solve word problems involving lengths</p>	<p>SMP5 Use appropriate tools strategically</p>	 <p>I caught a fish that was 12 inches long and Steven caught a fish that was 16 inches long.</p> <p>Who caught the bigger fish? How much more?</p>	<p>MJ2: pp. 137-139, 250-253 MM: pp.161-165 Quick Look Cards: 89, 96, 102 My Reference Book Number Grid/Number Line Slate, Fact Triangles, 20 pennies/counters</p>	<p>Use of visual aids, think alouds, gestures, sentence frames, quick look cards, longs & cubes, number grid/line, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.OA.1 add and subtract 1-step word problems within 100</p>	<p>SMP4 Model with mathematics</p>	 <p>Use one of the diagrams to solve the problem. I have 16 balloons and I gave 7 balloons away. How many balloons do I have left?</p>	<p>MJ2: pp.140-143 MM: pp. 166-167, TA29 Manipulative Kit: 2 tape measures, centimeter ruler Slate, Number Line, Number Grid</p>	<p>Use of visual aids, sentence frames, non verbal sharing, number grids, labeled pictures, parts/total diagram, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.B.5 add/subtract using the relationship of addition and subtraction</p> <p>■ 2.OA.1 solve 2-step word problems</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP4 Model with mathematics</p>	<p>2 step number stories</p> <p>I found 10 shells on the beach on Monday and I found 8 more on Tuesday. On my way home I lost 7 shells. How many shells do I have now?</p>	<p>MJ2: pp. 150-152 MM: pp. 170-171, TA7 Activity Card: 78 My Reference Book, Slate, 20ft length of masking tape, 21 index cards labeled 0-20 Literature Link: <u>Where the</u></p>	<p>Use of visual aids, manipulatives, real world items, physical movement, role play, number grids/line, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications</p>

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

			<u>Sidewalk Ends</u>	ons per a student's IEP & 504 plan.
<p>■ 2.NBT.B.5 add within 100</p>	<p>SMP1 Make sense of problems and persevere in solving them</p>	<p>Make a ballpark estimate and solve the problem using an open number line.</p> <p>$42+16=$_____</p>	<p>MJ2: pp.153-154, MM: pp.172-173, G21 Activity 79, 80 Manipulative Kit: base-10 blocks, one 6-sided die, class number line, 4 each of number cards 1-9 My Reference Book, slate, number grid/line, poster paper, pattern-block template</p>	<p>Use of visual aids, non verbal response, gestures, sentence frames, base 10 blocks, number grids/lines, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.7 use concrete models to add</p> <p>□ 2.NBT.1 number represent amounts of hundreds, tens, and ones</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Using base ten blocks, solve the following problems.</p> <p style="text-align: center;">34 $+23$</p>	<p>MJ2: pp. 155-157 Math Masters: PP. 174-175, TA22 Activity Card 81 Quick Look Cards: 81,86,109 Base-10 blocks, 4 of each number cards 1-9, slate</p>	<p>Use of visual aids, number grid, modeling, quick look cards, base 10 blocks, sentence frames, scribe, non-verbal responses, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>□ 2.NBT.3 write numbers in expanded form</p> <p>□ 2.NBT.9 explain why an addition strategy</p>	<p>SMP1 Make sense of problems and persevere in solving them</p>	<p>Use partial sums to solve the problem and explain the strategy.</p> <p style="text-align: center;">$61+23=$</p>	<p>MJ2: pp.158-159 MM. pp.176, TA22 Activity Cards: 81, 82 Base-10 Blocks, 4 each of number cards 0-10 My Reference Book, slate</p>	<p>Use of visual aids, number grid, modeling, role play, modeling, restatements, place value chart, sentence frames, peer support, individual instruction, challenge questions and</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

worked				specific other accommodations/modifications per a student's IEP & 504 plan.
<p>■ 2.NBT.7 add and subtract within 1000 with concrete models or drawings</p> <p>■ 2.OA.1 solve subtraction word problems</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Using an open number line, base ten blocks or a diagram to solve the problem.</p> <p>I baked 54 cookies for the bake sale. I sold 37 cookies in one day. How many cookies do I have left?</p> <p>I have an 8 inch block and 12 inch block. I stack them on top of each other, how tall are they altogether?</p>	<p>MJ2: pp.145-149 MM: pp. 168-169, TA7 Activity Card: 77 Base10 Blocks(optional) Slate, Number Grid Poster,</p> <p>Math Journal p. 160, Math Masters p.177 My Reference Book p.16-17 Number Grid Poster Base-10 Blocks</p> <p>Math Journal p.161 Math Masters p.178</p>	<p>Use of visual aids, non verbal response, sentence frames, labeled pictures, base 10 blocks, number grids/lines, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>□ 2.OA.4 draw an array and write the total as a sum of equal addends</p> <p>□ 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit</p>		<p>I measured a pencil that was 8 inches and a glue stick that was 4 inches, which is longer and how much longer?</p>	<p>MJ2: pp. 162-163 MM pp. 179-182, TA9 or TA10 Assessment Handbook: pp. 98-99 Activity Cards: 83-85 Quick Look Cards: 98, 103, 118 Geoboard, rubber band, tape measure/yardstick, calculator, 4 of each number cards 0-9</p>	<p>Use of visual aids, role play, non verbal sharing, gestures, number grids, think alouds, shapes, real life objects, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Unit 6 Cumulative Assessment 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Assessment: extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 6 Checking Progress 	

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 7 Measurement, Data, and Operations	Timeframe/Pacing: 18 days
Essential Questions <ul style="list-style-type: none">● What makes a computational strategy both effective and efficient?● How can experimental and theoretical probabilities be used to make predictions or draw conclusions?● How can measurements be used to solve problems?● How can spatial relationships be described by careful use of geometric language?	
Enduring Understandings <ul style="list-style-type: none">● Computational fluency includes understanding the meaning and the appropriate use of numerical operations.● The message conveyed by the data depends on how the data is collected, represented, and summarized.● What we measure affects how we measure it.● Geometric properties can be used to construct geometric figures.	
Standards Taught and Assessed <ul style="list-style-type: none"><input type="checkbox"/> 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.<ul style="list-style-type: none">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).<input checked="" type="checkbox"/> 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.<input checked="" type="checkbox"/> 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<input checked="" type="checkbox"/> 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.<input checked="" type="checkbox"/> 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.<input checked="" type="checkbox"/> 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.<input checked="" type="checkbox"/> 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

■ **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.

Highlighted Interdisciplinary Connections

ELA:

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- W.2.2 - Write informative/explanatory texts in which they introduce a topic, use evidence based facts and definitions to develop points, and provide a conclusion.
- SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Social Emotional Learning Competencies

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

Pre-Assessment

- 2.NBT.4 Compare and order numbers
- 2.NBT.6 Add up to four 2-digit numbers
- 2.MD.1 Measure the length of an object
- 2.MD.2 Measure an object using different units
- 2.MD.9 Represent measurement data on a line plot

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- Assessment: number grid, number line, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 2.NBT.5 add and subtract within 100</p> <p>□ 2.NBT.9 explain why addition and subtraction strategies work</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP3 Construct viable arguments and critique the reasoning of others</p>	<p>21+ ___ =30 44+ ___ =50 27+ ___ =60</p>	<p>MJ 2: pp. 165-168 MM: pp. 187-188, TA3, TA11, G25 Activity Card: 86 Calculator, yardstick, counters, 4 each of number cards 1-10 Slate, Number-Grid Poster, number grid</p>	<p>Use of visual aids, restatement, highlighting, sentence frames, choral counting, ten frames, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.6 add up to four 2-digit numbers</p> <p>□ 2.OA.1 add and subtract 2-step word problems within 100</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP4 Model with mathematics</p> <p>SMP7 Look for and make use of structure</p>	<p>I have 100 cups. On Monday I need 22 cups, on Tuesday I need 35 cups, on Wednesday I need 28 cups and on Thursday I need 31 cups. Do I have enough cups? Show and explain.</p> <p>16+5+4+5= 17+5+4+3=</p>	<p>MJ 2: PP. 169-174 MM: pp. 189-193, TA5, TA8,TA30, G24, G26-G27 Activity Cards 87-89 Base-10 Blocks One 20-sided polyhedral die/three 6-sided dice, 1 each number cards 1-20, 4 counters My Reference Book,</p>	<p>Use of visual aids, think alouds, longs & cubes, number grid/line, scribe, non-verbal sharing, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.MD.1 measure lengths with appropriate tools</p>	<p>SMP5 Use appropriate tools strategically SMP6 Attend to precision</p>	<p>Use a yardstick and measure the classroom door.</p> <p>Use a meter stick and</p>	<p>MJ2: pp. 169-174, p.180-183 MM: pp. 189-193, TA5, TA13-A14. p TA8, 198, TA8, TA30, G24,</p>	<p>Use of visual aids, think alouds, longs & cubes, number grid/line, 6 sided die, scribe, non-verbal sharing, peer support,</p>


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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		measure the whiteboard.	G26-G27 Activity Cards 87-89 Base-10 Blocks each number cards 1-20, 4 counters, One 20-sided polyhedral die/three 6-sided dice Measuring tape, meter stick, yard stick, ruler My Reference Book, number grid, Standards for Mathematical Practice Poster, Guidelines for Discussions Poster	individual instruction, challenge questions and specific other accommodations/modifi- cations per a student's IEP & 504 plan.
■ 2.MD.3 estimate measurements	SMP5 Use appropriate tools strategically SMP6 Attend to precision	Estimate the size of the classroom door in yards. If I measure a pencil will I use centimeters or meters to measure? If I measure the door will I use inches or yards?	MJ2: pp.175-179, 250-253 MM: pp.194-195, G26-G27 Activity 90-91 Square pattern block, yardstick, meter stick, tape measure, centimeter cube, 12-inch ruler, 10-centimeter ruler, one 20-sided polyhedral die or three 6-sided dice Slate, class data pad, fact triangles, pattern-block template, path marked with masking tape	Use of visual aids, gestures, non-verbal sharing, show me commands, number grids/line, word banks, short statements, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifi- cations per a student's IEP & 504 plan.

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>■ 2.MD.9 Generate measurement data</p>	<p>SMP5 Use appropriate tools strategically</p> <p>SMP6 Attend to precision</p>	<p>Measure your arm span and your partners in inches.</p> <p>Whose arm span is longer?</p>	<p>MM p TA8, 198 MJ p.180-183 Measuring tape, meter stick, yard stick, ruler</p>	<p>Use of visual aids, non verbal response, gestures, sentence frames, base 10 blocks, number grids/lines, pre teach terms, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.MD.2 Use different length units to measure the same object</p>	<p>SMP5 Use appropriate tools strategically</p> <p>SMP6 Attend to precision</p>	<p>Measure a book in inches and then in centimeters.</p>	<p>MM p TA8, 198 MJ p.180-183 Measuring tape, meter stick, yard stick, ruler</p>	<p>Use of visual aids, non verbal response, gestures, sentence frames, base 10 blocks, number grids/lines, pre teach terms, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>□ 2.MD.6 Represent whole number lengths on a number line</p>	<p>SMP1 Make sense of problems and persevere in solving them</p>	 <p>List the inches for each jump from shortest to</p>	<p>MJ p. 181, 184-185, MM p. 199-201, Activity Cards 92-93, tape measure, base-10 blocks (optional), one 6-sided die, My Reference Book,</p>	<p>Use of visual aids, number grid, non verbal sharing, restatements, place value chart, sentence frames, peer support, individual</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		longest.	slate, stick-on notes, 12-in ruler	instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.												
<p>■ 2.MD.9 Make a line plot with whole-number units</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	<p style="text-align: center;">Favorite Colors</p> <p>How many children liked green?</p> <p>How many more children like blue than purple?</p> <p>How many children liked red and yellow?</p>	<p>MJ p. 180, 186-188, MM p. 155, 202-206, Assessment Handbook p. 98-99, Activity Cards 94-95, tape measure, one 6-sided die, Number Cards 0-9, Calculator, Mr Reference Book, slate, stick-on notes</p>	<p>Use of visual aids, non verbal response, sentence starters, highlighting, number grids/lines, cm grid paper, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>												
<p>□ 2.MD.10 Make a picture graph from data</p> <p>□ 2.G.1 recognize and draw shapes with specified attributes</p>	<p>SMP4 Model with mathematics</p>	<p>Favorite Sandwich</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Sandwich</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Cheese</td> <td>3</td> </tr> <tr> <td>Ham</td> <td>2</td> </tr> <tr> <td>Pickle</td> <td>1</td> </tr> <tr> <td>Tuna</td> <td>5</td> </tr> <tr> <td>Peanut Butter</td> <td>2</td> </tr> </tbody> </table>	Sandwich	Number	Cheese	3	Ham	2	Pickle	1	Tuna	5	Peanut Butter	2	<p>Activity Sheets 7-12 Activity Cards 96-98 MJ p. 190-193 MM p.189, G23 My Reference Book p.138-139 Scissors, envelopes, paper clips, tape measure, yardstick, meter stick</p>	<p>Use of visual aids, non verbal response, sentence frames, labeled pictures, use of synonyms for vocab, base 10 blocks, number grids/lines, cm grid paper, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifi</p>
Sandwich	Number															
Cheese	3															
Ham	2															
Pickle	1															
Tuna	5															
Peanut Butter	2															

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

				cations per a student's IEP & 504 plan.
Benchmark Assessment Not applicable				
Summative Assessment(s) <ul style="list-style-type: none"> ● Unit 7 Checking Progress ● Unit 7 Open Constructed Response 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> ● Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 8 Geometry and Arrays	Timeframe/Pacing: 20 days
Essential Questions <ul style="list-style-type: none">• How can spatial relationships be described by careful use of geometric language?• How do geometric relationships help to solve problems and/or make sense of phenomena?• How do mathematical ideas interconnect and build on one another to produce a coherent whole?• What makes a computational strategy both effective and efficient?• How do operations affect numbers?	
Enduring Understandings <ul style="list-style-type: none">• Geometric properties can be used to construct geometric figures.• Geometric relationships provide a means to make sense of a variety of phenomena.• A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.• Computational fluency includes understanding the meaning and the appropriate use of numerical operations.• The magnitude of numbers affects the outcome of operations on them.	
Standards Taught and Assessed <ul style="list-style-type: none">■ 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.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.□ 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.□ 2.NBT.B.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.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.□ 2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.□ 2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	

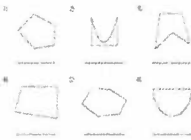

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>☐ 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.</p> <p>■ 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.</p> <p>■ 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.</p>	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA:</p> <ul style="list-style-type: none"> ● SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ● SL.2.6. - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives . 	
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 	
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 2.OA.4 Find and express total objects in an array ● 2.G.1 Identify 2D and 3D shapes and attributes ● 2.G.2 Partition rectangle into rows and columns of same-size squares 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Assessment: number grid, number line, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)										
<p>■ 2.G.1 recognize and draw 2D shapes with specified attributes</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP3 Construct viable arguments and critique the reasoning of others</p> <p>SMP7 Look for and make use of structure</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">Shape</th> <th style="padding: 5px;">Example</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">triangle</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">quadrilateral</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">square</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">rectangle</td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p style="text-align: center;">Draw a shape with given attributes and argue that the shape has those attributes</p> <p style="text-align: center;">Polygon or Not a Polygon</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Draw a quadrilateral with 4 right angles.</p> <div style="text-align: center;">  </div>	Shape	Example	triangle		quadrilateral		square		rectangle		<p>MJ2: p.19, 196-200, 217-219,238-240, 250-253,Activity Sheet 13</p> <p>MM: p.214-.219, TA8, TA31, G28, G19, G20 TA5, TA9, TA10, G31 Activity Cards 99-100 Activity Card 101 Activity Cards: 99, 102</p> <p>4 each number cards 0-10, pattern blocks, geoboards, rubber bands, ruler</p> <p>10-centimeter ruler, slate,shape cards, attribute cards, scissors, fact triangles</p> <p>Straws, twisties, base-10 blocks (5 flats, 20 longs, and 30 cubes), 4 each of number cards 0-9, slate, straw-and-twist tie triangles, small bag, shape cards, toothpicks, 1 square pattern block straightedge, trapezoid</p>	<p>Use of visual aids, non verbal sharing, gestures, transition words, double 10 frames, shape cards, sentence frames, anchor chart, label shapes, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
Shape	Example													
triangle														
quadrilateral														
square														
rectangle														


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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			<p>pattern blocks, geoboards, rubber bands, pattern-block template, array concentration array cards and number cards, large piece of paper, scissors, tape/glue, folder, My Reference Book, slate, 2-Dimensional Shapes Poster, Guidelines for Discussions Poster Literature Link: <i>The Greedy Triangle</i> Literature Link: <i>Shape Up</i></p>											
<p>■ 2.G.1 recognize 3-D shapes</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP6 Attend to precision</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">3D Shape</th> <th style="width: 50%;">Example</th> </tr> </thead> <tbody> <tr> <td>cube</td> <td></td> </tr> <tr> <td>cylinder</td> <td></td> </tr> <tr> <td>sphere</td> <td></td> </tr> <tr> <td>rectangular prism</td> <td></td> </tr> </tbody> </table>	3D Shape	Example	cube		cylinder		sphere		rectangular prism		<p>MJ2: pp. 193, 201 MM: pp.128, 220-221, TA32 Activity Card: 103 Base-10 thousand cube, inch ruler Slate, stick-on note, class data pad, rectangular prism, cylinder, cone, sphere, pyramid (for demonstration), 3-dimensional shapes (brought in by children), pattern block template, 27 centimeter cubes.</p>	<p>Use of visual aids, gestures, modeling, highlighting, number grid/line, anchor chart, sentence frames, scribe, non-verbal sharing, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
3D Shape	Example													
cube														
cylinder														
sphere														
rectangular prism														


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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>■ 2.G.2 partition rectangles with same size squares</p>	<p>SMP3 Construct viable arguments and critique the reasoning of others</p> <p>SMP5 Use appropriate tools strategically</p>	<p>Using the small square partition the rectangle.</p>  <p>How many rows? How many in each row? How many squares does it take to cover the rectangle?</p>	<p>MJ2: pp.202-205,217-218, 229-230, MM: pp.222-230, 238-240, TA3, G17, TA10, G31 ActivityCard 107-110 My Reference Book, slate,1-inch square pattern block, counters, cards from Everyday Math Deck, calculator, 4 each of number cards 0-9, base-10 blocks, centimeter ruler, number grid/number line,, index card, scissors, 20 centimeter cubes, pattern-block template, trapezoid pattern blocks, geoboards, rubber bands,shape cards, array concentration array cards and number cards, scissors, tape/glue, folder</p>	<p>Use of visual aids, highlighting, gestures, sentence frames, number grid/line, pattern block squares, quick look cards, non-verbal sharing, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.OA.1 solve 1-step word problems</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	<p>There are 4 shelves in the bookcase. There are 5 books on each shelf. How many books are there?</p>	<p>MJ2: pp. 210-211 MM: pp. 234, TA7 Assessment Handbook: pp. 98-99 4 each of number cards 0-9, calculator, 24 counters, inch ruler,</p>	<p>Use of visual aids, modeling, non verbal response, gestures, sentence frames, anchor charts, number grids/lines, counters, review terms, peer support, individual instruction,</p>



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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			slate, large paper triangle Literature Link: <i>Each Orange Had 8 Slices: A Counting Book</i>	challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.
<p>■ 2.OA.4 draw arrays to find the total</p> <p>□ 2.NBT.A.2 skip count within 1000</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	 <p>____ rows of ____</p> <p>Write a repeating addition problem to go with the array: _____</p> <p>Draw 4 equal groups with 5 in each group.</p> <p>Number Model: _____</p>	<p>MJ2: pp. 210-215 MM: pp. 234 237, TA7. 213 G29-G31, G26, G27, TA25 Activity Cards: 104-106 Assessment Handbook: pp. 98-99 4 each of number cards 0-9, calculator, 24 counters, 12 counters, 50 centimeter cubes, base-10 blocks, inch ruler, slate, number grid/number line, slate, large paper triangle, 36 counters, one 6-sided die, one 20-sided or three 6-sided dice, magazine pictures, scissors, Array Concentration Array Cards and Number Cards, number grid/number line, slate Literature Link: <i>Each Orange Had 8 Slices: A Counting Book</i> Literature Link; <i>One Hundred Hungry Ants</i></p>	<p>Use of visual aids, one word response, role play, sentence frames, number grids/lines, review term and provide synonyms, graph paper, array cards, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>□ 2.G.3 partition shapes into equal shares</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP7 Look for and make use of structure</p>	<p>How many  make up the  ?</p>	<p>Activity Cards 107-109 MJ p. 217-218 MM p. TA9-TA10,239, 240 Shape cards, pattern block template, trapezoid pattern blocks, geoboards, rubber bands,</p>	<p>Use of visual aids, number grid, non verbal sharing, restatements, sentence frame, quick look cards, attribute cards, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <p>Benchmark 3</p>		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Assessment: extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> Common Assessment Unit 8 Cumulative Assessment Unit 8 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Unit Title: Unit 9 Equal Parts and Operations	Timeframe/Pacing: 21 days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do geometric relationships help to solve problems and/or make sense of phenomena? ● How do mathematical ideas interconnect and build on one another to produce a coherent whole? ● How can measurements be used to solve problems? ● What makes a computational strategy both effective and efficient? ● How can we decide when to use an exact answer and when to use an estimate? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Geometric relationships provide a means to make sense of a variety of phenomena. ● A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. ● What we measure affects how we measure it. ● In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures. ● Context is critical when using estimation. 	
<p>Standards Taught and Assessed</p> <p>■ 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.</p> <p>■ 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.</p> <p style="padding-left: 20px;">a. 100 can be thought of as a bundle of ten tens — called a "hundred."</p> <p style="padding-left: 20px;">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).</p> <p>■ 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>■ 2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form</p> <p>■ 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.</p> <p>■ 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship</p>	

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

between addition and subtraction

■ **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.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.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.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?*

■ **2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

■ **2.OA.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.

Highlighted Interdisciplinary Connections

ELA:

- SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.6. - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Highlighted Career Ready Practices and 21st Century Themes and Skill



- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Social Emotional Learning Competencies

- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

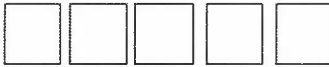
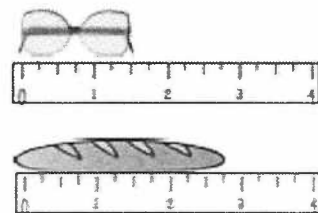
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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 2.G.3 Partition shapes into equal shares and describe shares using fraction words; Recognize that equal shares of a shape need to have the same shape ● 2.MD.4 Measure to determine how much longer one object is than another ● 2.OA.4 Find the total number of objects in an array and express as a sum of equal addends ● 2.NBT.7 Add and Subtract multi digit numbers ● 2.NBT.2 Multiples of 10 and 5 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Assessment: number grid, number line, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 2.G.3 partition and name shapes into equal shares</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p> <p>SMP6 Attend to precision</p>	<p>Circle the picture(s) that shows $\frac{1}{2}$.</p>   <p>Divide the hexagon into 2 equal parts.</p> <p>Name of one part: _____</p> <p>Name of all the parts: _____</p> <p>Bobby and his friend Mary want to share 5 crackers.</p>	<p>MJ2: pp.220-226. 250-253</p> <p>MM: pp. 245-256, G31, TA5</p> <p>Activity Cards: 112-114</p> <p>Geoboard, rubber bands, paper squares, chart paper, array concentration array cards and number cards, circle templates, colored construction paper, scissors, slate, Pattern blocks, pattern-block template, Class Equal Shares posters, 2-1 paper strips,</p>	<p>Use of visual aids, oral language practice, paired sentence frames, paper for folding, anchor chart for vocabulary, shapes, word bank, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		<p>How much will each of them get?</p> 	<p>fact triangles, paper shapes, Standards for Mathematical Practice Poster, 15 cut out circles, scissors, glue, Guidelines for Discussions Poster Literature Link: Ed Emberley's Picture Pie: A Cut and Paste Drawing Book</p>	
<p>■ 2.MD.1 measure lengths with appropriate tools</p> <p>■ 2.MD.4 determine how much longer one object is than another</p>	<p>SMP5 Use appropriate tools strategically</p> <p>SMP6 Attend to precision</p>	<p>Measure to the nearest half inch:</p>  <p>How much longer is the loaf of bread than the eyeglasses?</p>	<p>MJ2: pp 227-229 MM: 257-260, TA33 Activity Card: 115 12 inch ruler, scissors, 3-inch paper strip, slate</p>	<p>Use of visual aids, short sentence frames, number grid/line, anchor chart, sentence frames, colored rulers, non-verbal sharing, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.3 read and write numbers to 1000 in expanded form</p> <p>■ 2.NBT.4 compare 3-digit numbers</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP6 Attend to precision</p>	<p>Write the number in expanded form:</p> <p>381= _____ 409= _____</p> <p>Write <, >, =</p> <p>95 ___ 64</p>	<p>MJ p.230-231, 234-235 MM p.261-266,G7-G8,G28 TA3, TA22, Assessment Handbook: pp. 98-99 Activity Cards: 17, 118-119 Base 10 Blocks Set (1 thousand, 9 flats, 9 longs,</p>	<p>Use of visual aids, gestures, sentence frames, manipulatives, number grid/line, place value chart, base 10 blocks, synonyms for vocabulary, non-verbal sharing, peer support, individual instruction, challenge questions and</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

		478__487	and 9 cubes), 4 each number cards 0-9, calculator, My Reference book, attribute cards, shape cards, quarter sheets of paper, glue/tape, large paper triangle, number grid, large poster paper, slate	specific other accommodations/modifications per a student's IEP & 504 plan.
<p>■ 2.NBT.1 digits represent amounts of hundreds, tens, ones</p> <p>■ 2.NBT.5 add and subtract within 100 using place value strategies</p> <p>■ 2.NBT.7 subtract with concrete models</p>	SMP1 Make sense of problems and persevere in solving them	<p>Using Base Ten Blocks subtract the numbers:</p> $\begin{array}{r} 62 \\ -45 \\ \hline \end{array}$	<p>MJ2: pp. 210-211, 234-235, 237-239 MM: pp. 234, 266-271, TA3 TA7, TA22, G25 Assessment Handbook: pp. 98-99 Activity Card: 118-119</p> <p>4 each of number cards 0-9, calculator, 24 counters, inch ruler, slate, large paper triangle Base-10 blocks, 4 each number cards 0-9, calculator, My Reference Book, large paper triangle, number grid, large poster paper, Toolkit (coins and bills), calculator Literature Link: <u>Each Orange Had 8 Slices: A Counting Book</u></p>	Use of visual aids, sentence starters, non verbal response, gestures, sentence frames, place value mat, chart of base 10 shorthand, number grids/lines, peer support, individual instruction, challenge questions, scribe and specific other accommodations/modifications per a student's IEP & 504 plan.

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Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

<p>■ 2.NBT.7 relate a strategy to a written method</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP4 Model with mathematics</p>	<p>Use expand and trade subtraction to solve; 81-28=?</p>	<p>MJ2: pp.234-235 MM: pp.266, TA3, TA22 Assessment Handbook: pp. 98-99 Activity Card: 118-119 Base-10 blocks, 4 each number cards 0-9, calculator, My Reference Book, large paper triangle, number grid, large poster paper, slate</p>	<p>Use of visual aids, modeling, gestures, word bank, base 10 blocks, ballpark visual, sentence frames, number grids/lines, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.MD.8 solve problems with coins and bills</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP4 Model with mathematics</p>	<p>You buy a gumball for 26 cents and a piece of chocolate for 35 cents, what is the total amount spent? What coins will you use to pay?</p>	<p>MJ2: pp.237-239 MM: pp. 267-269, 270-271, G25 Toolkit (coins and bills), calculator, slate</p>	<p>Use of visual aids, modeling, think alouds, number grid/line, non verbal sharing, restatements, sentence frame, money chart, coins, peer support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.OA.1 use addition to solve 2-step word problems</p> <p>□ 2.NBT.6 Add up to four two-digit numbers</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP6 Attend to precision</p>	<p>You have \$1.00. You want to buy a pencil for 47 ¢ and an eraser for 52 ¢, do you have enough money to buy both?</p>	<p>MJ2 pp. 240-244 MM p.272-277, TA5-TA7, TA25 Activity Card 120 My Reference Book p.18, 10 Counters, 20 centimeter cubes, poster</p>	<p>Use of visual aids, modeling, think alouds, number grid/line, non verbal sharing, restatements, sentence frame, ballpark estimate chart, coins, scribe, peer</p>

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**Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum**

			paper, slate, Standards for Mathematical Practice Poster, Guidelines for Discussions Poster, scissors, glue	support, individual instruction, challenge questions and specific other accommodations/modifications per a student's IEP & 504 plan.
<p>■ 2.OA.3 express an even number as a sum of two equal addends</p> <p>■ 2.OA.4 use addition to find the total in an array</p>	<p>SMP4 Model with mathematics</p> <p>SMP7 Look for and make use of structure</p> <p>SMP8 Look for and express regularity in repeated reasoning</p>	<p>I have 4 bags of cookies with 3 cookies in each. How many cookies do I have in all? Answer: _____ cookies Addition number model: _____</p>	<p>MJ2: pp. 242-244 MM: pp. 276-277, TA6-TA7, TA25 Activity Card 120 10 counters, 20 centimeter cubes, poster paper, slate</p>	<p>Use of visual aids, modeling, gestures, ten frames, anchor chart, array chart/pictures, sentence frames, number grids/lines, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 2.NBT.2 skip count by 2s, 5s, 10s</p>		<p>Solve: 8 nickels= _____ cents 6 dimes= _____ cents</p> <p>7[5s]= _____ 7x5= _____ 10[10s]= _____ 10x10= _____</p> <p>Fill in the missing numbers: 70 ¢ , 80 ¢ , _____ , _____ , _____</p>	<p>MJ2: pp.237-239 MM: pp. 267-269, 270-271, G25 Toolkit (coins and bills), calculator, slate</p>	<p>Use of visual aids, modeling, gestures, non verbal and choral share, sentence frames, pictures, base 10 blocks, coins, number grids/lines, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan</p>

Key: ■ Major Cluster □ Supporting Cluster ◎ Additional Cluster

Hillsborough Township Public Schools
Grade 2 Mathematics Curriculum

Benchmark Assessment <ul style="list-style-type: none">● End of Year Cumulative Assessment	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none">● Assessment: number grid, word bank, highlighting, extended time, scribe, speech to text, challenge questions and specific other accommodations/modifications per a student's IEP or 504 plan
Summative Assessment(s) <ul style="list-style-type: none">● Unit 9 Checking Progress● Unit 9 Open Constructed Response	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

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Digital Resources:

McGraw Hill ConnectED (all hard copy resources are also available digitally)