

Trimester	Unit Title	Recommended Instructional Days
1	Number Concepts	16 - 20 Days
Domain		
<p>Strand:</p> <p> 2.OA.C.3-Work with equal groups of objects to gain foundations for multiplication. 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.</p> <p> 2.NBT.A.3- Understand place value. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p> 2.NBT.A.2- Understand place value. Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>  Major Cluster  Supporting Cluster  Additional Cluster </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit

Essential Questions:

Lesson 1.1 How are even numbers and odd numbers different?

Lesson 1.2 What can an even number be shown as the sum of two equal addends?

Lesson 1.3 How do you know the value of a digit?

Lesson 1.4 How do you describe a 2-digit number as tens and ones?

Lesson 1.5 What are the different ways to write a 2-digit number?

Lesson 1.6 How can you show the value of a number in different ways?

Lesson 1.7 How does finding a pattern help you find all the ways to show a number with tens and ones? Lesson 1.8 How do you count by 1s, 5s, and 10s with numbers less than 100?

Lesson 1.9 How do you count by 1s, 5s, 10s, and 100s to numbers less than 1,000?

Essential Understandings:

Lesson 1.1 Classify numbers up to 20 as even or odd.

Lesson 1.2 Write equations with equal addends to represent even numbers.

Lesson 1.3 Use place values to describe the values of digits in 2-digit numbers.

Lesson 1.4 Write 2-digit numbers in expanded form.

Lesson 1.5 Write 2-digit numbers in word form, expanded form, and standard form.

Lesson 1.6 Apply place value concepts to find equivalent representations of numbers.

Lesson 1.7 Solve problems by finding different combinations of tens and ones to represent 2-digit number using the strategy find a pattern.

Lesson 1.8 Extend counting sequences within 100, counting by 1s, 5s, and 100s.

Lesson 1.9 Extend counting sequences within 1000, counting by 1s, 5s, 10s, and 100s.

Vocabulary

- Digit
- Doubles
- Even numbers
- Is equal to (=)
- Odd numbers
- Ones
- Plus(+)
- Ten

Suggested Activity Description:

Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSLs, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity,

Reading Strategies Activity, Success for English Learners Activity, Performance Task

Interdisciplinary Connections:

STEM Activity:In Chapter 1, children develop their understanding of number concepts, such as writing numbers in expanded form. These same topics are used often in the development of various science concepts and process skills. Help children make connection between math, science, and engineering through the S.T.E.M. activities and activity worksheets found at Think Central.

In Chapter 1, children connect math, science, and engineering with the S.T.E.M. Activity Magnets Everywhere and the accompanying worksheets (pages 91-92). Through this S.T.E.M. Activity, children will connect with Go Math! Chapter 1 concepts and skills with various strengths of magnets, including identifying the value of a digit in the speed of a train. Children will also discover the overall role that math plays in science. It is recommended that this S.T.E.M. Activity be used after Lesson 1.7.

Science:

1. Guide a discussion about magnets. Have children share their experiences with magnets. Explain that magnets attract objects made of some types of metal. Hold a magnet over a paper clip to demonstrate that the magnet attracts the paper clip. • Organize the class into small groups. Provide each group with 10 paper clips and a magnet. Have children take turns holding the magnet over the pile of paper clips and counting the number of paper clips that stick to the magnet. After counting, children should identify whether an even or odd number of paper clips stuck to the magnet.
2. Take children on a nature walk around the school to collect leaves. Be sure each child collects at least ten leaves. • Have children place all their leaves on a table. • How can you find how many leaves were collected in all? Possible answer: count them • Have children work in small groups to plan and carry out a way to count the leaves. If needed, suggest that children group the leaves in fives or tens before they count them. • After the count has been made, discuss children's strategies for counting.

Social Studies:

1. Display the U.S. flag or a picture of it. Explain that the stripes on the flag are for the first states that started our country. • Count the white stripes as a class. Have children tell whether the number of white stripes is an even or odd number. Repeat this process for the red stripes and all the stripes. • Tell children that 13 states started our country. Ask children if this is an even or odd number.
2. Explain that long ago people traded to get things. A person might trade a sheep for some wheat. Then people began to use coins and other forms of money to buy and sell things. • Have children work in small groups. Give each group about 30 pennies. • Assign each group a number to count by, 1, 5, or 10. Have the groups count their pennies by that number. • Then guide a discussion about the activity. Which groups were able to count faster? the groups that counted by tens Why? There were fewer groups to count.

Language Arts:

1. Vocabulary Builder pg. 11 - **Visualize It** Make sure children understand that they should write two different sentences for each word on the left. The sentences should include the terms ones and tens. **Understand Vocabulary** You may want to share the following concepts with children.

<ul style="list-style-type: none"> • You count forward when you count on. • You count back by ones when you say 5, 4, 3, 2, 1. <p>2. The Roadside Stand - (From the Grab and Go Differentiated Center Kit)</p> <p>3. Doubles Fun on the Farm - (From the Grab and Go Differentiated Center Kit)</p> <p>4. Margo's Lights - (From the Grab and Go Differentiated Center Kit)</p> <p>Spot Light On: Define "include" with examples.</p>	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies
<p>SEL Competencies:</p> <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>	Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments 	<p>Benchmarks & Summative Assessments:</p> <ul style="list-style-type: none"> Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments

Differentiated Student Access to Content: Teaching and Learning <u>Resources/Materials</u>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, IXL, ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos,	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST Math special projects, G& T tasks, Enrichment worksheets, Art of Problem Solving, Leveled assessments
Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives Other: • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: Recommended <u>Strategies & Techniques</u>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling,	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose

**Grade 2 Mathematics
Unit 1 Number Concepts**

September
2022

	etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	dictionary, and modified assessment and/or rubric.	interest-based extension activities, and connect student to related
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Career Awareness & Planning		
	Core Ideas:	An individual’s passions, aptitude and skills can affect his/her employment and earning potential	
	Performance Expectation/s:	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>		

New Jersey Legislative Statutes and Administrative Code (place an “X” before each law/statute if/when present within the curriculum map)						
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>