

Trimester	Unit Title	Recommended Instructional Days
2	Numbers to 1000	16 - 20 Days
Domain		
<p>Strand:</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. 2.NBT.A.1a Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens—called a “hundred.” 2.NBT.A.1b Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 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 $>$, $=$, and $<$ 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. <p> Major Cluster Supporting Cluster Additional Cluster </p>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments</p>		

Mathematical Practices:

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 NJSL-CLKS within Unit

Essential Questions:

- Lesson 2.1 How do you group tens as hundreds?
Lesson 2.2 How do you write a 3 digit number for a group of tens?
Lesson 2.3 How do you show a 3-digit number using blocks?
Lesson 2.4 How do you write the 3-digit number that is shown by a set of blocks?
Lesson 2.5 How do you know the values of digits in numbers?
Lesson 2.6 How do you write 3-digit numbers using words?
Lesson 2.7 What are three ways to write a 3 digit number?
Lesson 2.8 How can you use blocks or quick pictures to show the value of a number in different ways?
Lesson 2.9 How do you lose place value to find 10 more, 10 less, 100 more, or 100 less than a 3-digit number?
Lesson 2.10 How does place value help you identify and extend counting patterns?
Lesson 2.11 How can you make a model to solve a problem about comparing numbers?
Lesson 2.12 How do you compare 3-digit numbers?

Essential Understandings:

- Lesson 2.1 Each group of 10 tens is equivalent to 1 hundred.
Lesson 2.2 Write 3-digit numbers that are represented by groups of tens.
Lesson 2.3 Concrete and pictorial models to represent 3-digit numbers.
Lesson 2.4 Apply place value concepts to write 3-digit numbers that are represented by pictorial models.
Lesson 2.5 Place value to describe the values of digits in numbers to 1,000.
Lesson 2.6 Read and write 3-digit numbers in word form.
Lesson 2.7 Write 3-digit numbers in expanded form and in standard form.
Lesson 2.8 Apply place value concepts to find equivalent representations of numbers.

Lesson 2.9 Identify 10 more, 10 less, 100 more, or 100 less than a given number.
Lesson 2.10 Extend number patterns by counting on by tens or hundreds.
Lesson 2.11 Solve involving number comparisons by using the strategy to make a model.
Lesson 2.12 Compare 3-digit number using the $>$, $=$, and $<$ symbols

Vocabulary

- Compare
- hundred
- is greater than ($>$)
- is less than ($<$)
- is equal to ($=$)
- thousand

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 2, children develop their understanding of numbers to 1,000, such as using place value concepts to compare 2- and 3-digit numbers. These same topics are often used in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at Think Central.

In Chapter 2, children connect math and science with the S.T.E.M. Activity Rock Resources and the accompanying worksheets (pages 93 and 94). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 2 concepts and skills with various rock characteristics, including comparing the weights of rocks. It is recommended that this S.T.E.M. Activity be used after Lesson 2.12.

Science:

1. Explain that sequoia trees grow very tall. Heavy rains and fog are perfect weather conditions for these trees to grow. • Discuss that sequoia trees can be found in Sequoia National Forest in California and may grow to be more than 250 feet tall. Explain that 250 feet is about as tall as a building with 25 floors. • Have children write the number 250 and tell the value of each digit. The value of the 2 is 200; the value of the 5 is 50; the value of the 0 is 0.

2. Discuss with children that the skeletal system is made up of bones. It helps hold the body up and give it shape. Some bones help protect other parts of the body. For example, the ribs are bones that help protect the lungs and heart. The skeletal system of an adult human has 206 bones. • Have children write the number 206 in word form. two hundred six

Social Studies:

1. Discuss that the Washington Monument was built in Washington, D.C., to honor the first President of the United States, George Washington. It is 555 feet tall. • Have children describe the values of the digits in the number 555. The hundreds digit has a value of 500. The tens digit has a value of 50. The ones digit has a value of 5. • Discuss how the value of each digit depends on its place in the number.

2. Show children a road atlas of the city or town your school is in. Show children where your city is on the map. Then write the distance between two cities in your state in standard form on the board. • Have children write the number of miles in word form. • On the board, write a distance from your city to a city in a neighboring state in standard form. • You may wish to have children write sentences about traveling from one city to another, using the word form of the distance in miles.

Language Arts:

1. Vocabulary Builder pg. 73 - **Visualize It** Make sure children understand that they should use the words fewer and more in their sentences. They should complete the boxes in the graphic organizer with their sentences. **Understand Vocabulary** You may want to remind children that a 2-digit number has one digit in the ones place and one digit in the tens place.

2. Dave and Boots - (From the Grab and Go Differentiated Center Kit)

3. The Number Machine - (From the Grab and Go Differentiated Center Kit)

Spot Light On: Group work/stations were classmates are included

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>
<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.

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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>	
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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 <i>Strategies & Techniques</i>			
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, 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.	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 dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Career Awareness & Planning	
	Core Ideas:	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions
	Performance Expectation/s:	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	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.</p>	

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	<p>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>
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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>