Summit Public Schools
Summit, New Jersey
Grade Level: 2nd Grade/ Content Area: Math

Course Description

In Grade 2, instructional time should focus on four critical areas:

(1) extending understanding of base-ten notation;
Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) building fluency with addition and subtraction;
Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) using standard units of measure;
Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) describing and analyzing shapes;
Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Topic: Operations and Algebraic Thinking	
<u>enVision Math 2020 Units of Study</u> **Topic 1 - Fluently Add and Subtract Within 20** **Topic 2 - Work with Equal Groups**	**Recommended Texts to Support Topic:** ● **enVision Math 2020 Resources:** ○ Realize Online Platform ○ Student Editions
Big Ideas: *Course Objectives/Content Statement(s)* ● **Use strategies to to achieve fluency with addition and subtraction within 20** ● **Determine whether a number is even or odd and finding equal groups**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are strategies for finding addition and subtraction facts? ● How can you show even and odd numbers? ● How do arrays relate to repeated addition.	● Computation involves taking apart and combining numbers using a variety of approaches. ● Flexible methods of computation involve grouping numbers in strategic ways. ● Different math approaches can yield the same results. Developing number sense helps to solve problems in a variety of ways.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Key Concepts and Skills**
Students will: **2.OA.A.1** Represent and solve problems involving addition and subtraction. 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. 1 **2.OA.B.2** Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. **2.OA.C.3** Work with equal groups of objects to gain foundations for multiplication. 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	● Review the relationship between addition and subtraction equations, and word problems. ● Relate to addition problems with two unknown addends ● Use the Make-a-Ten strategy to add single-digit addends that have a teen total. Make a ten to solve unknown addend and subtraction word problems. ● Identify numbers as odd or even. ● Find totals using the Doubles Plus/Minus 1 or the Doubles Plus/Minus 2 strategies. ● Write equations and equation chains and use vertical equations for addition and subtraction.

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.
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 for counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Mathematical Practices

- MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.
- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Career-Ready Practices

CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11: Use technology to enhance productivity.

Differentiation	Assessments
Technology Integration ● Students use Chromebooks to access SAVVAS Realize platform to practice and reinforce skills and concepts. ● Students will use Google Classroom to access links to: interactive activities and math games. ● Students will access various websites, such as iReady, Reflex Math, and Splash Learn to practice and reinforce math skills.	**Formative Assessments:** ● Teacher Observation ● Individual Lesson Quick Checks ● Daily Classwork ● Homework Pages per lesson/topic ● Student Activity Pages per lesson/topic **Summative Assessments:** ● Topic Unit Tests 1 and 2

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping	

Topic: Numbers and Operations in Base Ten	
<u>enVision Math 2020 Units of Study</u> **Topic 3 - Add Within 100 Using Strategies** **Topic 4 - Fluently Add Within 100** **Topic 5 – Subtract Within 100 Using Strategies** **Topic 6 - Fluently Subtract Within 100** **Topic 7 - More Solving Problem Involving Addition and Subtraction** **Topic 9 - Numbers to 1,000** **Topic 10 - Add Within 1,000 Using Models and Strategies** **Topic 11 - Subtract Within 1,000 Using Models and Strategies**	**Recommended Texts to Support Topic:** ● **enVision Math 2020 Resources:** ○ Realize Online Platform ○ Student Editions
Big Ideas: *Course Objectives/Content Statement(s)* ● **Develop conceptual fluency in addition within 100 using strategies, models, understanding of place value, properties of operations, partial-sums methods, and mental math** ● **Develop conceptual fluency in subtraction within 100 using strategies, models, understanding of place value, properties of operations, partial-differences methods, and mental math** ● **Develop conceptual fluency in addition and subtraction within 100 using strategies, models, understanding of place value, properties of operations, partial-differences, methods, and mental math** ● **Extend understanding of place value to 1,000** ● **Extend understanding of 3-digit numbers using models and strategies**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are strategies for adding numbers to 100? ● How can you compose and decompose numbers to make them easier to add? ● How can learning a variety of strategies help me become fluent with addition within 100? ● What are strategies for subtracting numbers to 100? ● How can learning a variety of strategies help me become fluent with subtraction within 100? ● When would an estimate be more useful than an actual answer? ● How can you solve word problems that use adding and subtracting? ● How can you count, read, and show numbers to	● Place value is based on groups of 10. ● Place value understanding is essential when reading, writing, modeling, and computing with whole numbers. Computation involves taking apart and combining numbers using a variety of approaches. ● Flexible methods of computation involve grouping numbers in strategic ways. ● Developing number sense helps to solve problems in a variety of ways. ● Different math approaches can yield the same results.

1,000? ● What are the names for each place in a number? ● What are strategies for adding numbers to 1,000? ● Why is it useful to compose and decompose numbers?	
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Key Concepts and Skills**
Students will: **2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **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. **NBT.B.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds **2.NBT.B.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. **NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations	● Add three or four 1-digit addends using strategies based on properties of addition. ● Represent and solve Add To and Take From word problems. ● Create and solve Add To and Take From word problems with unknowns in all positions. ● Introduce and solve Put Together/Take Apart problems. Solve Put Together/Take Apart problems that involve the use of group names and/or have both addends unknown. ● Represent numbers to 200 and identify patterns involving place value. ● Represent numbers using base-ten numerals, expanded form, and number names. ● Solve ten-based world problems and add 10 or 100 to a given number. ● Compare two numbers using <, >, or = symbols. Explore methods of 2-digit addition that involves making a new ten or hundred. ● Apply addition concepts and strategies to real world situations, and solve 2-digit addition problems. ● Solve 2-digit addition exercises using the New Groups Below method. ● Compare various solution methods for 2-digit addition. Build fluency with addition within 100. ● Add three or four 2-digit addends. ● Count to 1,000 and represent 3-digit numbers. ● Understand the value of the digits in a 3-digit number and write 3-digit numbers in expanded form. ● Compare numbers within 999.Count by ones and tens, add and subtract 10 from a number,

2.OA.A.1 Represent and solve problems involving addition and subtraction. 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.

Mathematical Practices

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- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

Career-Ready Practices

CRP2: Apply appropriate academic and technical skills.
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CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11: Use technology to enhance productivity.

and read and write number names for 3-digit numbers.

- Use addition exercises to show place value, and apply knowledge of place value to word problems.
- Explain the methods used to solve addition problems, and discuss good explanations and good questions.
- Add within 1,000 using drawings and strategies based on place value.
- Use the Adding Up Method to solve unknown addend problems containing 3-digit numbers.
- Subtract 3-digit numbers from hundreds numbers through 1,000.
- Subtract from 3-digit numbers with a zero in the ones or tens place.
- Subtract from any 3-digit number, with or without ungrouping.
- Practice addition and subtraction with 3-digit numbers and use the relationship between addition and subtraction to check answers.
- Use addition and subtraction within 1,000 to solve word problems.

Differentiation	Assessments
Technology Integration ● Students use Chromebooks to access SAVVAS Realize platform to practice and reinforce skills and concepts. ● Students will use Google Classroom to access links to: interactive activities and math games. ● Students will access various websites, such as iReady, Reflex Math, and Splash Learn to practice and reinforce math skills.	**Formative Assessments:** ● Teacher Observation ● Individual Lesson Quick Checks ● Daily Classwork ● Homework Pages per lesson/topic ● Student Activity Pages per lesson/topic **Summative Assessments:** ● Topic Unit Tests 3/ 4, 5/ 6, 7, 9, 10, and 11

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping	

Topic: Measurement and Data	
<u>enVision Math 2020 Units of Study</u> **Topic 8 - Work with Time and Money** **Topic 12 - Measuring Length** **Topic 14 - Graphs and Data** **Topic 15 - Shapes and Their Attributes**	**Recommended Texts to Support Topic:** ● **enVision Math 2020 Resources:** ○ Realize Online Platform ○ Student Editions
Big Ideas: *Course Objectives/Content Statement(s)* ● **Identifying and counting coins and bills, as well as telling time to the nearest 5 minutes** ● **Use appropriate tools to estimate, measure, and compare length** ● **Apply understanding of addition and subtraction within 100 to solve word problems involving length** ● **Collect, represent, and interpret data**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How can you solve problems about counting money or telling time to the nearest 5 minutes? ● What are ways to measure length? ● How does "what" we measure determine "how" we measure? ● How can you add and subtract lengths? ● How can line plots, bar graphs, and picture graphs be used to show data and answer questions?	● Data displays convey information in a concise way. Objects have distinct attributes that can be measured. Standard units provide common language for communication of measurements. ● The choice of measurement tool depends on the measurable attribute and the degree of precision desired.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Key Concepts and Skills**
Students will: **2.MD.A.1 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	● Measure line segments. Break apart centimeter lengths into partner lengths. ● Estimate and measure the sides and the distances around squares and rectangles. ● Draw and name shapes with 3, 4, 5, or 6 angles and estimate and measure sides of triangles. ● Understand how 2-dimensional and 3-dimensional shapes are related, and draw rectangular prisms and cubes using faces.

chosen.
2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
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.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.
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
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.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.

Mathematical Practices

- MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- Estimate and measure with centimeters and use a line plot to display measurement data.
- Estimate and measure with inches, feet, and yards.
- Add three and four lengths to solve word problems. Show measurement data on a line plot.
- Determine the relationship between length and the size of the measurement unit.
- Solve word problems involving dollar bills, dimes, and pennies using $ and the cents symbol.
- Skip count by 5s and find the values of collections of dimes, nickels, and pennies.
- Tell and write time to the hour, including A.M and P.M.
- Tell time to 5 minutes.Gather, organize, and display data.
- Draw picture and bar graphs and solve problems using information from the graphs.
- Read and analyze information in horizontal and vertical bar graphs.
- Interpret data in graphs and use the data for problem solving.

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Career-Ready Practices

CRP2: Apply appropriate academic and technical skills.

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Differentiation

Technology Integration

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Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
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Illustrations, diagrams & drawings	Graphs	Using cooperative group

Assessments

Formative Assessments:

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments:

- Topic Unit Tests 8, 12, 14, and 15

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Topic: Geometry	
<u>enVision Math 2020 Units of Study</u> **Topic 13- Shapes and Their Attributes**	**Recommended Texts to Support Topic:** ● **enVision Math 2020 Resources:** ○ Realize Online Platform ○ Student Editions
Big Ideas: *Course Objectives/Content Statement(s)* ● **Investigate attributes of shapes and use them to identify shapes**	

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
● How can shapes be described, compared, and broken into parts? ● What are attributes and how do they help me identify a shape?	● Equal shares can be represented in different ways. Shapes can be classified by their attributes. ● Geometric properties can be used to construct two dimensional figures.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Key Concepts and Skills**
Students will: **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.5 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.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. **Mathematical Practices** ● MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. ● MP.1. Make sense of problems and persevere in solving them. ● MP.2. Reason abstractly and quantitatively. ● MP.3. Construct viable arguments and critique the reasoning of others. ● MP.4. Model with mathematics. ● MP.5. Use appropriate tools strategically. ● MP.6. Attend to precision. ● MP.7. Look for and make use of structure. ● MP.8. Look for and express regularity in repeated reasoning.	● Arrange items in rectangular arrays and partition rectangles into equal shares. ● Fold and draw equal shares to show halves, thirds, and fourths. ● Describe properties of squares, rectangles, triangles, pentagons, and hexagons. ● Draw and name shapes with 3, 4, 5, or 6 angles and estimate and measure sides of triangles. ● Understand how 2-dimensional and 3-dimensional shapes are related, and draw rectangular prisms and cubes using faces.

Career-Ready Practices
CRP2: Apply appropriate academic and technical skills.
CRP4: Communicate clearly and effectively and with reason.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11: Use technology to enhance productivity.

Differentiation

Technology Integration

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Supports for English Language Learners

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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Teacher Observation
- Individual Lesson Quick Checks
- Daily Classwork
- Homework Pages per lesson/topic
- Student Activity Pages per lesson/topic

Summative Assessments:

- Topic Unit Test 13

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
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