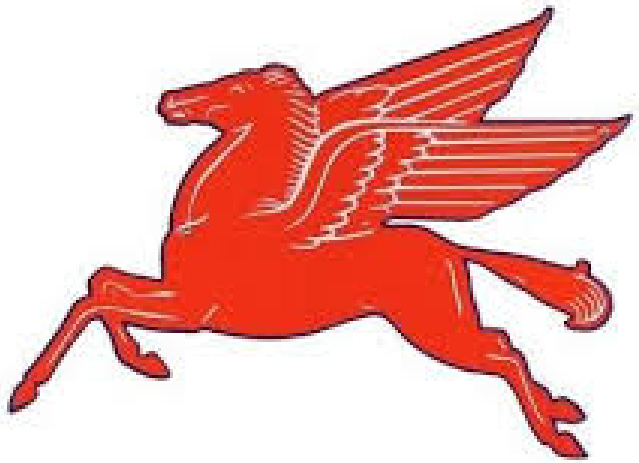
Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Mathematics – Grade 2

UPDATED 2020-21

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

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Second GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
1- Fluently Add and Subtract Within 20. Work with Equal Groups	12	September	Focus on Number Facts & Groups
2- Add Fluently Within 100	14	October	Focus on Addition Strategies & Fluency
3 -Subtract Within 100	14	November	Focus on Subtraction Strategies & Fluency
4- Numbers to 1,000	10	December	Focus on Place Value & Comparing Numbers
5 – Add and Subtract Within 1,000	14	January/February	Focus on Place Value and Mental Math to Add and Subtract
6 – Time & Money	9	March	Focus on Coins and Bills. Focus on Time to the Five-Minute Mark.
7- Measurement & Data	10	April	Focus on Length and Graphs
8- Shapes and their Attributes	9	May	Describing Shapes
9 -Step up to 3rd Grade	12	June	Focus on skills needed for 3rd Grade

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a "thorough and efficient education".

21st Century Life and Careers Standards – These skills that are comprised of the "12 Career Ready Practices" and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards – Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 – Operations and Algebraic Thinking

Big Idea: Fluently Add and Subtract Within 20

Topic 1: Addition and Subtraction

Standards:

NJ Student Learning Standards:

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 drawing and equations with a symbol for the unknown number to represent the problem.

2.0.A.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.0.A.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

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

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership, and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Mathematical Practices

MP.1 Make sense of problems and persevere in solving them.

GOAL

SWBAT

- add and subtract within 20
- use groups to make counting easier

Essential Questions

1. What are strategies for finding addition and subtraction facts?

2. How can making groups help us to add?

Assessments

Placement Test
Fluency Assessment
Digital Daily Topic Quick Checks topic 1
Exit Tickets
Topic Assessments
Performance Assessments
Homework
Teacher Created Assessments
Project-based Assessments
Seesaw Portfolio

Enduring Understanding

1. We use strategies such ad counting on, counting back, doubles, near doubles, and make ten.

Resources

Text: Savvas Realize Math 2.0 & Realize Digital Reader (Pages 5- 64)
Exam View
Counting Cubes
Fluency Practice Pages
Counters

MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction	2. Making groups help us to tell if the groups are odd or even, arrays, and equations help to solve addition problems.	Teaching Tools 5, 6, 8, 12, 52, 53 Counters Number Cards Number Lines Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

English Language Learners: Animated Glossary Online Vocabulary Game English Language Learners Tool Kit Guided Practice		

QUARTER 1 – Numbers and Operations in Base 10

Big Idea: Addition and Subtraction to 100 using strategies

Topic 2 & 3:

Standards:

NJ Student Learning Standards:

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 drawing and equations with a symbol for the unknown number to represent the problem.

2.0.A.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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

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

2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Mathematical Practices

MP.1 Make sense of problems and persevere in solving them.

GOAL

SWBAT

- add three or four 2-digit numbers using mental math strategies and models.
- use models, drawings, and equations to solve one and two step problems.

Essential Questions	Assessments
1. How can using mental math help us to solve 2- digit math problems. 2. What are strategies for adding and subtracting numbers to 100?	Fluency Assessment Digital Daily Topic Quick Checks topic 1 Exit Tickets Topic Assessments Performance Assessments Homework Teacher Created Assessments Project-based Assessments Seesaw Portfolio Partial Sums Chart Addition Guide
Enduring Understanding	**Resources**
1. We can use addition algorithms and addition strategies to add more than two numbers; and numbers can be added in any order. 2. Math problems can be solved in one or two steps. First, we solve the problem by answering hidden questions and then we use that answer to solve the problem.	**Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 123 – 240) Exam View Open Number Line Number Line 120 Chart Place Value Blocks Index Cards Ten Frames Fluency Practice Pages Counters

MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction		Teaching Tools 5, 9, 14,17,21,22 Counters Number Cards Number Lines Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

English Language Learners:
Animated Glossary
Online Vocabulary Game
English Language Learners Tool Kit

Quarter 2 - Numbers and Operations in Base 10
Big Idea: Place value can be used to describe numbers to 100
Topic 4: Numbers to 1000

Standards:

NJ Student Learning Standards:

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 hundred, 0 tens, and 6ones. Understand the following special cases: 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, 8000, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundred (and 0 tens and 0 ones).
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.3 Read and write numbers to 100 using base-ten numerals, number names, and expanded form.
2.NBT.A4 compare two three-digit numbers based on meanings of hundreds, tens, and one's digits, using >, =, and < symbols to record the results of comparisons.

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership, and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Mathematical Practices

MP.1 Make sense of problems and persevere in solving them.
MP.2 Reason abstractly and quantitatively.
MP.3 Construct viable arguments & critique the reasoning of others.
MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.

GOAL

SWBAT

- count, read, and model numbers to 1,000
- use place- value patterns to mentally count by 1's and 10's from a given number
- compare three-digit numbers that are greater than or less than another three- digit number.

Essential Questions	Assessments
1. How can you count, read, and show numbers to 1,000? 2. How can we use patterns to help us mentally count? 3. How do you compare three-digit numbers?	Fluency Assessment Digital Daily Topic Quick Checks topic 1 Exit Tickets Topic Assessments Performance Assessments Homework Teacher Created Assessments Project-based Assessments Seesaw Portfolio Partial Sums Chart Addition Guide
Enduring Understanding	**Resources**
1. Three are three common ways to write numbers- standard form, word form, and expanded form. Each way involves using place value to tell the value of each digit. 2. Place-value patterns can help you mentally count by 1s and 10s from a given number.	**Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 511- 570) Exam View Open Number Line Number Line 120 Chart Place Value Blocks Index Cards Ten Frames

MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction	3. Place value strategies can be used to compare numbers. Symbols >, =, and < can be used to show how numbers are related. A number line can be used to help find numbers that are greater than or less than a given number.	Fluency Practice Pages Counters Teaching Tools 5, 9, 14,17,21,22 Counters Sticky Notes Markers Number Cards Number Lines Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

English Language Learners: Animated Glossary Online Vocabulary Game English Language Learners Tool Kit		

QUARTER 2 – Numbers and Operations in Base Ten

Big Idea: Add and Subtract using 1,000

Topic 5: Addition and Subtraction

Standards:

NJ Student Learning Standards:

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 hundred, 0 tens, and 6ones. Understand the following special cases: 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, 8000, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
2.NBT.A.3 Read and write numbers to 100 using base-ten numerals, number names, and expanded form.
2.NBT.A4 Compare two three-digit numbers based on meanings of hundreds, tens, and one's digits, using >, =, and < symbols to record the results of comparisons.
2.NBT.B.7 Add and subtract within 1,000, using concrete models, 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 and decompose tens or hundreds.
2.NBT.B.8 Mentally add 10 or 100 to a given numbers 100=900, and mentally subtract 10 or 100 from a given number 110-900.
2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.

GOAL

SWBAT

- use strategies for adding and subtracting numbers to 1,000

Essential Questions	Assessments
1. What strategies can we use for addition and subtracting numbers to 1000?	Fluency Assessment Digital Daily Topic Quick Checks topic 1 Exit Tickets Topic Assessments Performance Assessments Homework Teacher Created Assessments Project-based Assessments Seesaw Portfolio Partial Sums Chart Addition Guide

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. **Mathematical Practices** MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting	**Enduring Understanding** 1. We can use Partial Sums, Number Lines, Mental Math, Number Lines, and Properties of Operations to help us solve addition problems. 2. We can use patterns on the hundred chart, number lines, break apart numbers, and counting back to solve subtraction problems.	**Resources** **Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 585–672) Exam View Open Number Line Number Line 120 Chart Place Value Blocks Index Cards Ten Frames Fluency Practice Pages Counters Teaching Tool 36, 37, 39, 40 Place Value Mats Counters Number Cards Number Lines Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Animated Glossary Online Vocabulary Game English Language Learners Tool Kit		

QUARTER 3 – Measurement and Data

Big Idea: Identifying the value of coins and bills and telling time to the nearest five minutes.

Topic 8: Money and Time

Standards:

NJ Student Learning Standards:

MA.2.MD.C.8 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?

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

GOAL

SWBAT

- identify the value of coins and bills
- to solve problems using coins and bills
- reason about values of coins and bills
- tell time to the nearest five minutes
- say time in different ways

Essential Questions	Assessments
1. How do we solve problems using money? 2. How do we tell time? 3. How can we describe time in different ways?	Fluency Assessment Digital Daily Topic Quick Checks topic 1 Exit Tickets Topic Assessments Performance Assessments Homework Teacher Created Assessments Project-based Assessments Seesaw Portfolio

	Enduring Understanding	Resources
Mathematical Practices MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations	1. Money is measurable and has a specific value. 2. Time can be told to the nearest 5 minutes. Time can be described before and after the hour in different ways. 3. Time can be expressed using different units that are related to each other.	**Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 435 –490) Exam View Clocks Coins and Bills Teaching Tool 31, 32, 34, 35 Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Animated Glossary Online Vocabulary Game English Language Learners Tool Kit		

QUARTER 4 – Data

Big Idea: Understand Measurement, & Graphs

Topic 9: Measurement & Data

Standards:

NJ Student Learning Standards

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.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[1] using information presented in a bar graph.

21st Century Life and Careers:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

GOAL

SWBAT:

- measure the lengths of objects and make line plots and bar graphs to organize the data.
- draw picture graphs to solve problems.
- reason about data.

Essential Questions	Assessments
1. How do we measure and record data. 2. How do we represent and interpret data?	Fluency Assessment Digital Daily Topic Quick Checks topic 1 Exit Tickets Topic Assessments Performance Assessments Homework Teacher Created Assessments Project-based Assessments

CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. **Mathematical Practices** MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. **Technology Standards:** 8.1.P.A.1 Use an input device to select an item and navigate the screen 8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities		Seesaw Portfolio Partial Sums Chart Addition Guide
	Enduring Understanding	**Resources**
	1. We measure using lengths of objects. The lengths can be organized in different ways. 2. Picture graphs use a single symbol to show data.	**Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 693–823) Exam View Open Number Line Number Line 120 Chart Place Value Blocks Index Cards Ten Frames Fluency Practice Pages Counters Teaching Tool 36, 37, 39, 40 Place Value Mats Counters Number Cards Number Lines Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw White Boards and Markers

Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Animated Glossary Online Vocabulary Game English Language Learners Tool Kit		

QUARTER 4 – Geometry
Big Idea: Recognize, Describe, and Draw shapes
Topic 8: Shapes

Standards: **NJ Student Learning Standards:** 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count them to find the total number of them. 2.G.A.# Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words	**GOAL** **SWBAT** • recognize, describe, and draw shapes • reason with shapes and their attributes **Essential Questions** **Assessments**

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.
2.0A.C.4 Use addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

21st Century Life and Careers:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership, and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Mathematical Practices
MP.1 Make sense of problems and persevere in solving them.
MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others.
MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.

Technology Standards:
8.1.P.A.1 Use an input device to select an item and navigate the screen
8.1.P.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem theory.
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

1. How can shapes be classified and sorted?

2. How can we describe shapes?

3. How can we divide shapes?

Digital Daily Topic Quick Checks
Exit Tickets
Topic Assessments
Performance Assessments
Homework
Teacher Created Assessments
Project-based Assessments
Seesaw Portfolio
End of Year Digital Benchmark

Enduring Understanding	Resources
1. Shapes can be classified and sorted based on their attributes. 2. You can describe shapes by discussing faces, edges, and vertices. Knowing these attributes helps you draw a shape. 3. Shapes can be divided into rows and columns of the same size. 4. Shapes can have equal shares called halves, thirds, and fourths. You can show halves, thirds, and fourths of the shape in different ways.	**Text:** Savvas Realize Math 2.0 & Realize Digital Reader (Pages 859-906) Exam View Graph Paper Teaching Tool 18, 51, 55, 60 Pattern Blocks Index Cards Hundred Charts Shapes Place Value Mats Center Games Problem- Solving Reading Mat Vocabulary Cards Visual Animation Plus Online Math Tools Practice Buddy Student E-Text Online Games Seesaw

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities. 8.1.8.D.1 Understand, and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **MODIFICATIONS:** **Gifted and Talented Learners:** Enhanced set of introductory activities Higher level questioning, propose interest-based Centers and choice Interest- based extension activities Use sentence stems to discuss ways to count Utilize Pre-AP Resources such as the pacing, assignment, and best practices guide **Special Education Learners:** Allow extra time to complete assignments or tests Visual Learning Bridge through Savvas Online Resources Visual Animations Work in a small group and have students use touch to assist with counting Allow answers to be given orally, dictated, or typed Use large print books, Braille, or books on CD (digital text) Follow all IEP modifications/504 plan Students Hands on activities Cooperative Learning Peer Tutoring, Extended Time Reteach in utilizing various methods Utilize remediation resources which include assessment and intervention, in planning and instruction **English Language Learners:** Animated Glossary Online Vocabulary Game English Language Learners Tool Kit		