

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Key: Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Fluently Add and Subtract Within 20 / Work with Equal Groups / Add Within 100 Using Strategies / Fluently Add Within 100	Pacing:	45 Days
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Unit Summary: This unit will cover topics 1, 2, 3 and 4. In topic 1, students will add and subtract within 20, add doubles and near doubles, count on and back to subtract, and use addition to subtract. In topic 2, students will determine whether a number is even or odd and find the total number of objects in situations involving equal groups of objects. In topic 3, students will apply different strategies to add and subtract fluently, such as employ a hundred chart, an open number line, breaking numbers apart, and compensation. In topic 4, students will develop computational fluency in addition within 100 by using models, understanding of place value, properties of operations, the partial-sums method, and mental math.

Objectives:

Topic 1

- Use counting on to add numbers and add numbers in any order
- Use doubles and near doubles to add quickly and accurately
- Use the strategy of making a ten to add quickly and accurately
- Use number patterns on an addition facts table to complete addition equations
- Count on and back on a number line to subtract
- Think addition to subtract quickly and accurately
- Make a 10 to subtract quickly and accurately
- Add and subtract quickly and accurately using mental math strategies
- Use addition and subtraction to solve word problems
- Use words, pictures, numbers, and symbols to construct viable math arguments

Topic 2

- Tell if a group of objects is even or odd
- Use different ways to tell if a group of objects shows an even or odd number
- Find the total number of objects in a set of rows and columns
- Make arrays with equal rows or equal columns to solve addition problems
- Model problems using equations, drawings, and arrays

Topic 3

- Add within 100 using place-value strategies and a hundred chart
- Use an open number line to add tens and ones within 100
- Break apart numbers into tens and ones to find their sum
- Break apart addends and combine them in different ways to make numbers that are easy to add mentally
- Choose and use any strategy to add two-digit numbers
- Use drawings and equations to solve one-step and two-step problems
- Use words, pictures, numbers, and symbols to construct viable math arguments

Topic 4

- Use models to add 2-digit numbers and then explain the work
- Add 2-digit numbers using models
- Add using place value and partial sums
- Add using mental math, place value, and partial sums
- Add using place-value strategies and mental math
- Add three or four 2-digit numbers

Essential Questions:

Topic 1

- What are strategies for finding addition and subtraction facts?
- How can making groups of ten make counting easier?
- What are some ways to describe a good math argument?

Topic 2

- How can you tell if a group of objects is even or odd?
- What are two ways you can use addition to find the total number of objects in an array?
- How can you write an equation, using repeated addition, to find the total number of objects in an array?
- When you need to solve a word problem, why do you draw a picture and write an equation?

Topic 3

- What are strategies for adding numbers to 100?
- What are some things you can do to help you keep track of steps in a problem?
- What are some ways to describe a good math argument?

Topic 4

- What are some strategies for adding numbers to 100?
- What are some things you can do to help you solve one- and two-step word problems?
- What are some ways to show (model) and solve word problems?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 1

2.OA.B.2, 2.OA.A.1

Topic 2

2.OA.C.3, 2.OA.B.2, 2.OA.C.4

Topic 3

2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1

Topic 4

2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1, 2.NBT.B.6

Mathematics Practices: MP.1, MP.2, MP.4, MP.6, MP.7, MP.8

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [2-PS1-1](#), [2-PS1-2](#), [2-LS4-1](#), [2-ESS1-1](#),

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Topic 1</u> Lesson 1.1 - Addition Fact Strategies Lesson 1.2 –Doubles and Near Doubles Lesson 1.3 – Make a 10 to Add Lesson 1.4 – Addition Fact Patterns Lesson 1.5 –Count On and Count Back to Subtract Lesson 1.6 – Think Addition to Subtract Lesson 1.7 – Make a 10 to Subtract Lesson 1.8 – Practice Addition and Subtraction Facts Lesson 1.9 - Solve Addition and Subtraction Word Problems</p>	<p><u>Teachers Edition: Topic 1 –</u> Fluently Add and Subtract Within 20</p>	<p><u>Topic 1</u> <u>Digital Resources:</u> enVision Student and Teacher Edition</p> <p><u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources</p> <p><u>Teaching Tools:</u> counters, connecting cubes, number lines</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks ● Interactive Student Edition ● SavvasRealize.com ● Interactive Practice Buddy
<p><u>Topic 2</u> Lesson 2.1 - Even and Odd Numbers Lesson 2.2 – Continue Even and Odd Numbers Lesson 2.3 – Use Arrays to Find Totals Lesson 2.4 – Make Arrays to Find Tools Lesson 2.5 – Problem Solving: Model with Math</p>	<p><u>Teachers Edition: Topic 2 –</u> Work with Equal Groups</p>	<p><u>Topic 2</u> <u>Digital Resources:</u> enVision Student and Teacher Edition</p> <p><u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources</p> <p><u>Teaching Tools:</u> connecting cubes, counters, number lines</p>	
<p><u>Topic 3</u> Lesson 3.1 – Add Tens and Ones on a Hundred Chart Lesson 3.2 – Add Tens and Ones to an Open Number Line Lesson 3.3 – Break Apart Numbers to</p>	<p><u>Teachers Edition: Topic 3 –</u> Add Within 100 Using Strategies</p>	<p><u>Topic 3</u> <u>Digital Resources:</u> enVision Student and</p>	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Minute Math ● Anecdotal Notes ● Practice Pages ● Interactive Practice Buddy ● IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic Tests ● MAP benchmark

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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- Modify and accommodate as listed in student's IEP or 504 plan
- Utilize effective amount of wait time
- Hold high expectations
- Communicate directions clearly and concisely and repeat, reword, modify as necessary.
- Utilize open-ended questioning techniques
- Utilize scaffolding to support instruction.
- Provide step by step instructions
- Model and use visuals as often as possible
- Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.
- Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.
- Create rubrics/allow students to assist with task, so that all are aware of expectations.
- Create modified assessments.
- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students'

- Speech/Language Therapy
- Rosetta Stone
- Hold high expectations
- Provide English/Spanish Dictionary for use
- Place with Spanish speaking teacher/paraprofessional as available
- Learn/Utilize/Display some words in the students' native language
- Invite student to after school tutoring sessions
- Basic Skills Instruction
- Utilize formative assessments to drive instruction
- Translate printed communications for parents in native language
- Hold conferences with translator present
- Utilize additional NJDOE resources/recommendations
- Review Special Education listing for additional recommendations
- Establish a consistent and daily routine

- Provide after school tutoring services
- Basic Skills Instruction
- Hold high expectations
- Utilize Envision remediation strategies
- Hold parent conferences fall and spring
- Make modifications to instructional plans based on I and RS Plan.
- Develop a record system to encourage good behavior and completion of work.
- Establish a consistent and daily routine.

- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.
- Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.
- Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
- Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
- Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	2	Unit Title:	Subtract Within 100 Using Strategies / Fluently Subtract Within 100 / More Solving Problems Involving Addition and Subtraction	Pacing:	45 Days
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Unit Summary: This unit will cover topics 5, 6, and 7. In topic 5, students will subtract within 100 using strategies that employ a hundred chart, an open number line, breaking numbers apart, and compensation. In topic 6, students focus on developing computational fluency in subtraction within 100 by using understanding of place value, properties of operations, mental math, and the partial-differences strategy. In topic 7, students will represent and solve one- and two-step word problems involving addition and subtraction situations.

Objectives:

Topic 5

- Use a hundred chart to subtract tens and ones
- Use an open number line to subtract tens and ones
- Add up to subtract using an open number line
- Break apart 1-digit numbers to make it easier to subtract mentally
- Make numbers that are easier to subtract, and use mental math to find the difference
- Choose and use any strategy to subtract 2-digit numbers
- Solve one- and two-step problems using addition or subtraction
- Critique the thinking of others by using what is known about addition and subtraction

Topic 6

- Use place value and models to subtract one-digit numbers
- Use place value and models to subtract two-digit numbers
- Subtract using place value and partial differences
- Break apart two-digit numbers to make it easier to subtract
- Subtract two-digit numbers using a variety of subtraction strategies
- Use models and equations to solve word problems
- Reason about word problems and use bar diagrams and equations to solve them

Topic 7

- Model problems using equations with unknowns in any position
- Use drawings and equations to make sense of the words in the problems
- Use drawings and equations to make sense of the words in problems.
- Model and solve two-step problems using equations
- Use different ways to solve two-step problems
- Find unknown numbers in equations that relate four whole numbers
- Find unknown numbers in equations that relate four or more whole numbers
- Use reasoning to write and solve number stories

Essential Questions:

Topic 5

- What are strategies for subtracting numbers to 100?

Topic 6

- What are strategies for subtracting numbers to 100?

Topic 7

- How can you solve word problems that use adding and subtracting?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 5

2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1

Topic 6

2.NBT.B.5, 2.NBT.B.9, 2.OA.A.1,

Topic 7

2.OA.A.1, 2.NBT.B.5, 2.NBT.B, 2.OA.B.2

Mathematics Practices: MP.2, MP.1, MP.4, MP.5, MP.3

Cross Curricular Standards: 9.4.2.CT.2, 9.4.2.CT.3, 2-PS1-4, 2-ESS2-3, 2-ESS2-1, K-2-ETS1-1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Topic 5</u> Lesson 5.1 – Subtract Tens and Ones on a Hundred Chart Lesson 5.2 – Count Back to Subtract on an Open Number Line Lesson 5.3 – Add Up to Subtract Using an Open Number Line Lesson 5.4 – Break Apart Numbers to Subtract Lesson 5.5 – Subtract Using Compensation Lesson 5.6 – Practice Subtracting Using Strategies Lesson 5.7 - Solve One-Step and Two-Step Problems Lesson 5.8 - Problem Solving: Critique Reasoning</p>	<p><u>Teachers Edition:</u> <u>Topic 5</u> – Subtract Within 100 Using Strategies</p>	<p><u>Topic 5</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources <u>Teaching Tools:</u> hundred chart, number lines, place-value blocks, bar diagrams</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks ● Interactive Student Edition ● SavvasRealize.com ● Interactive Practice Buddy
<p><u>Topic 6</u> Lesson 6.1 - Subtract 1-Digit Numbers Using Models Lesson 6.2 – Subtract 2-Digit Numbers Using Models Lesson 6.3 – Subtract Using Partial Differences Lesson 6.4 – Continue to Subtract Using Partial Differences Lesson 6.5 – Practice Subtracting Lesson 6.6 – Solve One-Step and Two-Step Problems Lesson 6.7 – Problem Solving: Reasoning</p>	<p><u>Teachers Edition: Topic 6</u> – Fluently Subtract Within 100</p>	<p><u>Topic 6</u> <u>Digital Resources:</u> enVision Student and Teacher Edition <u>Print Resources:</u> Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources <u>Teaching Tools:</u> place-value blocks, place-value mat, bar diagrams</p>	
<p><u>Topic 7</u> Lesson 7.1 – Represent Addition and Subtraction Problems Lesson 7.2 – Mixed Practice: Solve</p>	<p><u>Teachers Edition: Topic 7</u> – Extend the Counting Sequence</p>	<p><u>Topic 7</u> <u>Digital Resources:</u> enVision Student and</p>	

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Minute Math ● Anecdotal Notes ● Practice Pages ● Interactive Practice Buddy ● IXL.com 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Topic tests</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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- Modify and accommodate as listed in student's IEP or 504 plan
- Utilize effective amount of wait time
- Hold high expectations
- Communicate directions clearly and concisely and repeat, reword, modify as necessary.
- Utilize open-ended questioning techniques
- Utilize scaffolding to support instruction.
- Provide step by step instructions
- Model and use visuals as often as possible
- Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.
- Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.
- Create rubrics/allow students to assist with task, so that all are aware of expectations.
- Create modified assessments.
- Allow students to utilize online books, when available, to listen to oral recorded reading.
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- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students'

- RTI
- Speech/Language Therapy
- Rosetta Stone
- Hold high expectations
- Provide English/Spanish Dictionary for use
- Place with Spanish speaking teacher/paraprofessional as available
- Learn/Utilize/Display some words in the students' native language
- Invite student to after school tutoring sessions
- Basic Skills Instruction
- Utilize formative assessments to drive instruction
- Translate printed communications for parents in native language
- Hold conferences with translator present
- Utilize additional NJDOE resources/recommendations
- Review Special Education listing for additional recommendations
- Establish a consistent and daily routine

- Provide after school tutoring
- Provide after school tutoring services
- Basic Skills Instruction
- Hold high expectations
- Utilize Envision remediation strategies
- Hold parent conferences fall and spring
- Make modifications to instructional plans based on I and RS Plan.
- Develop a record system to encourage good behavior and completion of work.
- Establish a consistent and daily routine.

- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.
- Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.
- Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
- Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
- Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	3	Unit Title:	Work With Time and Money / Numbers to 1,000 / Add Within 1,000 Using Models and Strategies / Subtract Within 1,000 Using Models and Strategies	Pacing:	45 Days
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Unit Summary: This unit will cover 8, 9, 10, and 11. Topic 8 focuses on identifying and counting coins and bills, solving word problems about money, telling time to the nearest 5 minutes using a.m. and p.m., and telling time before and after the hour. In topic 9, students expand their understanding of place value to 1,000 to serve as a foundation for adding and subtracting within 1,000. In topic 10, students' will expand their understanding of addition to 3-digit numbers using models and strategies. Topic 11 will focus on expanding students' understanding of subtraction within 100 to subtraction within 1,000, using models and strategies.

Objectives:

Topic 8

- Solve problems with coins.
- Solve problems with dollar bills and coins that model 100 cents.
- Reason about values of coins, and find different ways to make the same total value
- Tell and write time to the nearest five minutes
- Say the time in different ways
- Tell time and use reasoning to state if the event is happening in the a.m. or p.m.

Topic 9

- Understand place value and count by hundreds to 1,000
- Use place value blocks and drawings to model and write 3-digit numbers
- Tell the value of a digit by where it is placed in a number
- Read and write 3-digit numbers in expanded form, standard form, and word form
- Make and name a number in different ways to show the same value
- Use place-value patterns to mentally count by 1s and 10s from a given number
- Compare numbers using place value
- Compare and write 3-digit number that is greater than or less than another 3-digit number
- Look for patterns to help when solving problems

Topic 10

- Add 10 and 100 mentally using place value
- Use an open number line to add 3-digit numbers
- Add 3-digit numbers using models
- Use models and place value to add 3-digit numbers
- Add 3-digit numbers using place value and partial sums
- Use different addition strategies and explain why they work
- Identify calculations or steps that repeat when solving problems

Topic 11

- Subtract 10 or 100 mentally using place-value strategies
- Use an open number line to subtract 3-digit numbers
- Use models to subtract 3-digit numbers
- Use models and place value to subtract
- Explain why subtraction strategies work using models, place value, and mental math
- Solve problems that take more than one step

Essential Questions:

Topic 8

- How can you solve problems about counting money or telling time to the nearest 5 minutes?
- Why is it important to understand time and money in real-life?

Topic 9

- How can you count, read, and show numbers to 1,000?

Topic 10

- What are strategies for adding numbers to 1,000?

Topic 11

- What are strategies for subtracting numbers to 1,000?

New Jersey Student Learning Standards

Mathematics Learning Targets:

Topic 8

2.MD.C.8, 2.NBT.A.2, 2.OA.A.1, 2.MD.C.7,

Topic 9

2.NBT.A.1a, 2.NBT.A.1b, 2.NBT.A.3, 2.NBT.B.8, 2.NBT.A.4

Topic 10

2.NBT.B.8, 2.NBT.B.9, 2.MD.C.8, 2.NBT.B.7, 2.NBT.A.2,

Topic 11

2.NBT.B.8, 2.NBT.B.9, 2.MD.C.8, 2.NBT.B.7, 2.NBT.A.2

Mathematics Practices: MP.2, MP.5, MP.6, MP.3, MP.8

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [2-PS1-1](#), [2-PS1-3](#), [K-2-ETS1-2](#), [2-LS2-2](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Topic 8

Lesson 8.1 – Solve problems with Coins

Lesson 8.2 – Continue to Solve Problems with Coins

Lesson 8.3 – Solve Problems with Dollar Bills

Lesson 8.4 – Continue to Solve Problems with Dollar Bills

Lesson 8.5 – Problem Solving: Reasoning

Lesson 8.6 - Tell and Write Time to Five Minutes

Lesson 8.7 - Tell Time Before and After the Hour

Lesson 8.8 - A.M. and P.M.

Topic 9

Lesson 9.1 - Understand Hundreds

Lesson 9.2 – Models and 3-Digit Numbers

Lesson 9.3 – Name Place Values

Lesson 9.4 – Read and Write 3-Digit Numbers

Lesson 9.5 – Different Ways to Name the Same Number

Lesson 9.6 – Place-Value Patterns with Numbers

Lesson 9.7 - Skip Count by 5s, 10s, and 100s to 1,000

Lesson 9.8 - Compare Numbers Using Place Value

Lesson 9.9- Compare Numbers on the Number Line

Lesson 9.10- Problem Solving: Look For and Use Structure

Teachers Edition: Topic 8 –

Work with Time and Money

Teachers Edition: Topic 9 –

Numbers to 1,000

Topic 8

Digital Resources:

enVision Student and Teacher Edition

Print Resources:

Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources

Teaching Tools:

coins, bills, demonstration clock, analog clock

Topic 9

Digital Resources:

enVision Student and Teacher Edition

Print Resources:

Student Edition (including practice and homework), Reteach and Enrichment in Chapter Resources

Teaching Tools:

place-value blocks, place-value mat, hundreds, tens, and ones charts, hundred chart, open number lines, index cards

- Smart Board Applications
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Formative Assessment Plan	Summative Assessment Plan
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills

- Speech/Language Therapy
- Rosetta Stone
- Hold high expectations
- Provide English/Spanish Dictionary for use
- Place with Spanish speaking teacher/paraprofessional as available
- Learn/Utilize/Display some words in the students' native language
- Invite student to after school tutoring sessions
- Basic Skills Instruction
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- Establish a consistent and daily routine

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- Encourage exposure to, selection and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
- Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
- Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)

**Quinton Township School District
Math
Grade 2**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Marking Period:	4	Unit Title:	Measuring Length / Shapes and Their Attributes / More Addition, Subtraction, and Length / Graphs and Data	Pacing:	45 Days
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Unit Summary: This unit will cover chapters 12, 13, 14 and 15 . Topic 12 covers focuses on using appropriate tools to estimate, measure, and compare length using customary units and metric units. In topic 13, students investigate attributes of shapes and use them to identify and draw triangles, quadrilaterals, pentagons, hexagons, and cubes. Topic 14 focuses on the application of understanding of addition and subtraction within 100 to solving word problems involving lengths. In topic 15, students will use line plots, bar graphs, and picture graphs to show data and answer questions.

Objectives:

Chapter 12

- Estimate the length of an object by relating the length of an unknown object to a known measurement
- Estimate measures and use a ruler to measure length and height to the nearest inch
- Estimate measures and use tools to measure the length and height of objects to the nearest inch, foot, and yard.
- Estimate and measure the length and height of objects in inches, feet, and yards
- Estimate measure and use a ruler to measure length and height to the nearest centimeter
- Estimate measures and use a ruler, meter stick, or tape measure to measure length and height to the nearest centimeter or meter
- Measure the length and height of objects using different metric units
- Tell how much longer one object is than another
- Choose tools, units, and methods that help to be precise when measuring

Chapter 13

- Recognize shapes by how they look
- Describe plane shapes by how they look
- Draw polygon shapes
- Draw cubes and describe how they look
- Partition rectangles into equal-size squares
- Partition circles and rectangles into halves, thirds, and fourths
- Make equal shares that do not have the same shape
- Use repeated reasoning to show rectangles with rows and columns and create designs with equal shares

Chapter 14

- Add or subtract length measurements
- add or subtract to solve problems about measurements
- Draw and write equations to solve measurement problems
- Add and subtract on a number line
- Choose the best tool to solve problems

Chapter 15

- Measure the lengths of objects
- organize data by creating a line plot
- Draw and interpret bar graphs
- Draw and interpret picture graphs
- Draw picture graphs and use them to solve problems
- Draw conclusions from graphs

Essential Questions:

Topic 12

- What are some ways to measure length?

Topic 13

- How can shapes be described, compared, and broken into parts?

Topic 14

- How can you solve word problems that use adding and subtracting?
- How can pictures and equations be used to solve word problems involving length?

Topic 15

- How can line plots, bar graphs, and pictographs be used to compare information?
- How can line plots, bar graphs, and pictographs tell a story?

Mathematics Learning Targets:

Topic 12

2.MD.A.1, 2.MD.A.2, 2.MD.A.3, 2.MD.A.4, 2.MD.B.5

Topic 13

2.G.A.1, 2.OA.B.2, 2.MD.A.1, 2.G.A.2, 2.OA.C.4, 2.G.A.3, 2.MD.A.2

Topic 14

2.MD.B.5, 2.OA.A.1, 2.MD.B.6

Topic 15

2.MD.D.9, 2.MD.A.1, 2.MD.D.10, 2.OA.A.1,

Mathematics Practices: MP.2, MP.5, MP.6, MP.3, MP.8

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [2-PS1-1](#), [2-PS1-3](#), [K-2-ETS1-2](#), [2-LS2-2](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Topic 12**Lesson 12.1** – Estimating Length**Lesson 12.2** – Measure with Inches**Lesson 12.3** - Inches, Feet, and Yards**Lesson 12.4** – Measure Length Using Different Customary Units**Lesson 12.5** – Measure with Centimeters**Lesson 12.6** – Centimeters and Meters**Lesson 12.7** – Measure Length Using Different Metric Units**Lesson 12.8** – Compare Lengths**Lesson 12.9** – Problem Solving: Precision**Topic 13****Lesson 13.1** - 2-Dimensional Shapes**Lesson 13.2** – Polygons and Angles**Lesson 13.3** – Draw 2-Dimensional Shapes**Lesson 13.4** – Cubes**Lesson 13.5** - Equal Shares**Lesson 13.6** - Partition Shapes**Lesson 13.7** - Equal Shares, Different Shapes**Lesson 13.8** - Problem Solving: Repeated Reasoning**Teachers Edition: Chapter 12 -**

Measuring Length

Teachers Edition: Topic 13 –

Shapes and Their Attributes

Topic 12**Digital Resources:**

enVision Student and Teacher Edition,

Print Resources:

Student Edition

(including practice and homework), Reteach and Enrich in Chapter Resources,

Teaching Tools:

classroom objects of varying lengths (string, yarn, connecting cubes, paper clips, pipe cleaners, straws), inch rulers, 1-inch squares, measuring tapes, yardsticks, centimeter rulers, ones cubes

Topic 13**Digital Resources:**

enVision Student and Teacher Edition,

Print Resources:

Student Edition

(including practice and homework), Reteach and Enrich in Chapter Resources

Teaching Tools:

plane shapes, tracing paper, toothpicks, rulers, centimeter grid, ones cubes. halves.

- Smart Board Applications
- Google Applications
- Chromebooks
- Interactive Student Edition
- SavvasRealize.com
- Interactive Practice Buddy

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Minute Math ● Anecdotal Notes ● Practice Pages 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic Tests ● MAP benchmark

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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- Modify and accommodate as listed in student's IEP or 504 plan
- Utilize effective amount of wait time
- Hold high expectations
- Communicate directions clearly and concisely and repeat, reword, modify as necessary.
- Utilize open-ended questioning techniques
- Utilize scaffolding to support instruction.
- Chunk tasks into smaller components
- Provide step by step instructions
- Model and use visuals as often as possible
- Utilize extended time and/or reduce amount of items given for homework, quizzes, and
- Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.
- Create rubrics/allow students to assist with task, so that all are aware of expectations.
- Create modified assessments.
- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or

- Speech/Language Therapy
- Rosetta Stone
- Hold high expectations
- Provide English/Spanish Dictionary for use
- Place with Spanish speaking teacher/paraprofessional as available
- Learn/Utilize/Display some words in the students' native language
- Invite student to after school tutoring sessions
- Basic Skills Instruction
- Utilize formative assessments to drive instruction
- Translate printed communications for parents in native language
- Hold conferences with translator present
- Utilize additional NJDOE resources/recommendations
- Review Special Education listing for additional recommendations
- Establish a consistent and daily routine

- Provide after school tutoring services
- Basic Skills Instruction
- Hold high expectations
- Utilize Envision remediation strategies
- Hold parent conferences fall and spring
- Make modifications to instructional plans based on I and RS Plan.
- Develop a record system to encourage good behavior and completion of work.
- Establish a consistent and daily routine.

- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.
- Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.
- Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
- Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
- Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)

