Alloway Township School
Home of the Tigers

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Grade 2 Unit 2 — Dates: 11/1/24 - 1/15/25

Rationale for Unit 2 Expectations

In Grade 2, students are developing more ways to add and subtract two digit numbers, solve word problems as well as work with time and money through productive struggle of open-ended word problems and constructivist approaches. Grade level standards are built upon the knowledge of familiar addition and subtraction strategies and a basic understanding of time and money from previous grades. Grade level whole group instruction should be supported through independent stations, teacher led small groups and refined in small group center work.

Unit 2 Description & Expectations

Days of Instruction: 42 days
Unit Completion Date: 1/15
Unit Topics/Themes: Adding/subtracting from a tens number can make a problem easier. Knowing how to break apart numbers to get to the nearest ten can help students solve addition and subtraction problems. Models can represent word problems. Knowing how to create a good model will help students solve one- or two step word problems. Students can use what they know about skip counting by fives to help them tell time to the nearest 5 minutes.

Topic: Numbers within 100 (Lesson 6,7, & 8)
Topic: Solve Word Problems with Two-Digit Numbers (Lesson 9)
Topic: Solve Word Problems Involving Money (Lesson 10)
Topic: Tell and Write Time (Lesson 11)
Topic: Unit Review & Assessment
Topic: (Math In Action)

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Guidelines		
30-45 minutes of daily instruction using Core Resources	**30-45 minutes of daily differentiation**	
Number Sense Making Routines: (5-10 minutes daily) Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: Verbal Counting, Object Counting, Cardinality, Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc. **Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily)	**Number of groups to meet with each day: two** When planning for differentiation, it is important to first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

Ready Classroom Math design & expectations: ● **Understand Lessons** - Focus on developing conceptual understanding and help students connect new concepts to familiar ones as they learn new skills and strategies. ● **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 3-5 days) and consist of different sessions. ○ ***Explore Session***(s) follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts. ○ ***Develop Session***(s) develop strategies and understanding through problem solving and discourse. ○ ***Refine Session***(s) are when students work independently with a partner, while the teacher monitors performance and differentiates instruction. ● **Math in Action Lessons (Grades 2-6)** - Feature open-ended problems with many points of entry and more than one possible solution. In Math in Action Lessons students apply strategies and build procedural fluency. *Try - Discuss - Connect Routine* is primarily used in Explore and Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas,	planning for small group differentiated instruction. **Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product. **Tier I Remedial Groups:** When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most <u>common unique needs and common misconceptions</u>. Doing this will help you to plan effectively, and form groups based on daily exit tickets and Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills. **Tier II or Tier III Remedial Groups**: When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be	

justifying, building on the ideas of others, disagreeing respectfully and making connections. ● **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher displays the problem and uses: ○ *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way ○ *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*) Students apply what they have learned while making sense of the problem to represent the situation using a Part-Part-Whole model and begin solving. ● **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while using sentence frames when appropriate. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson. While circulating the teacher should use: ○ *Language Routines* - Compare & Contrast and Collect & Display ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*) Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections. ● **Connect It** - The teacher and students connect representations and strategies using a combination of individual work time and partner and whole-class discourse. Carefully selected questions lead students to recognize important mathematical ideas that were initially presented in the **Try It** problem. The teacher should use:	taken. Interventions and number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.	

○ *Language Routines* - Collect & Display and Compare & Connect ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs **Closing: (2-5 minutes daily)** The closure should be directly related to the goal of the lesson. Formal closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.		
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Unit Resources		
● Suggested Pacing Guide ● Ready Unit Flow and Progression Video ● Ready Math Background: Models, Progressions, and Teaching Tips ● Ready Interactive Tutorials ● Ready Unit Self Reflection ● Ready Unit Review ● Ready Discourse Cards/Cube ● Ready Digital Math Tools ● Silent Hand Signals ● Grade 2 Writing in Math Tasks ● Georgia Frameworks (K-5) ● Howard County, MD: ○ Gr 2 ● Achieve the Core Coherence Map	● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Virtual Manipulatives: ○ TheMathLearningCenter - ten frames, counters,	● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections Activities ● RCM Discourse Bookmarks ● Howard County, MD: ○ Gr 2

● Illustrative Mathematics ● You Cubed ● San Francisco Unified School District (SFUSD) ○ Gr2 ● Three Act Tasks: ○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6) ○ Robert Kaplinsky (K-6) ● Sense Making Routines: ○ Subitizing Slides (Steve Wyborney) ○ Esti-Mysteries (Steve Wyborney) ○ Even More Esti-Mysteries (Steve Wyborney) ○ Estimation Clipboard (Steve Wyborney) ○ Which One Doesn't Belong (Christopher Danielson) ○ Math Visuals (Berkley Everett) ○ Would You Rather...? (John Stevens) ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive) ○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky) ● PBS Learning Media - instructional videos, interactive ● Online Manipulatives on Mathigon	time, number line, math rack, geoboards ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools	

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Assessments		
● Ready Unit Assessment ● Ready Lesson Quizzes ● Ready - Math In Action ● CFAs ● Exit Tickets	● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics	Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.
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 drawings and equations with a symbol for the unknown number to represent the problem. *BENCHMARKED Unit 1 2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.) *BENCHMARKED Unit 3	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: ** **Unit 2 Center Focuses:** **2.OA.B.2** With accuracy and efficiency, add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.C.6 for a list of mental strategies.) **2.NBT.A.2** Skip-count by 5s, 10s, and 100s. Skip-count by 2s.	

2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.M.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?*	

Unit 2 Math Pacing Guide

Topic: Numbers within 100		
Student Learning Standard(s):	**2.NBT.B.5**	With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.)
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 15 Lesson 6 (11/1 - 11/11) Lesson 7 (11/12 - 11/18) Lesson 8 (11/19 - 11/25)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: Y
Critical Knowledge & Skills		

Objective:	**We are learning to**: Lesson 6 - Break apart two-digit numbers into tens and ones as a place-value strategy for adding (S1,S3, S4) - Recognize that in adding, tens are added to tens and ones to ones (S1, S2, S4, S5) - Determine when grouping a ten is necessary and carry out the regrouping to find a sum (S2, S3, S4) Lesson 7 - Decomposing a ten as a strategy for subtracting (S1-S5) - Recognize that addition can be used to solve a subtraction problem (S1, S2) - Evaluate mental strategies for subtracting a number from a two-digit number (S1, S3, S4, S5) Lesson 8 - Fluently break apart two-digit numbers into tens and ones as a place-value strategy for addition and subtraction (S1, S4) - Fluently determine when regrouping a ten is necessary and carry out the regrouping to find a sum (S2) - Fluently determine decomposing a ten is necessary and carry about the decomposition to find a difference (S2) - Use addition to solve a subtraction problem (S3, S4, S5) - Use addition to check the solution to a subtraction problem (S3, S4)
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 6**: Add Two-Digit Numbers *Lesson Materials:* - **Lesson:** *Per student* base-ten blocks (9 ten rods, 20 ones units) - **Activities:** *Per student* base-ten blocks (10 ten rods, 15 ones units), 1 counter *Per pair* 60 connecting cubes *Activity Sheet* Hundred Chart **Lesson 7**: Subtract Two-Digit Numbers	-Lesson Quizzes

Lesson Materials: - **Lesson:** *Per student* base-ten blockers, open number lines *Activity Sheet* Hundred Chart - **Activities:** *Per student* 42 connecting cubes, base-ten blocks, 1 counter *Activity Sheet* Hundred Chart **Lesson 8**: Use Addition and Subtraction Strategies with Two-Digit Numbers *Lesson Materials:* - **Lesson:** *Per student* base-ten blocks *Per pair* 24 connecting cubes - **Activities:** *Per student* 35 connecting cubes, base-ten blocks, open number lines	

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
- Anchor Chart Addition Strategies Compose & Decompose Number Line Ways to Illustrate Math Problem Strategies for + and - 2-Digit Numbers - Number Sense Lessons/Resources - Interactive Tools - CFA's - Brainpop Jr. Place Value Adding with regrouping Subtracting with regrouping - Adding a Multiple of 10 to a Two-Digit Number	- iReady Individual Path - iReady Teacher Assigned Lessons Lesson 6 - Add by break apart two-digit numbers - Practice: Add by breaking apart two digit numbers - Add within 100 on number lines, parts 1 & 2 - Practice: Add within 100 on number lines, parts 1 & 2 - Toothy: Two-Digit Addition Without Regrouping Lesson 7 - Subtract within 100 on number lines - Practice: subtract within 100 on number lines - Add to subtract within 100 on number lines, part 1 - Practice: Add to subtract on number lines, part 1 - Add to subtract within 100 on number lines, part 2 - Practice: Add to subtract on number lines, part 2 - Toothy:	- RCM Prerequisite Lessons - RCM Tools for Instruction - RCM Fluency Skills and Practice Pages - RCM Center Activities - RCM Enrichment Activities - Inside Mathematics - K-5 Math Teaching Resources 2.NBT.5 2-Digit Addition Trains (v. 1-2) 2.NBT.5 Doubles Plus One (v.2) - Addition & Subtraction Game - Mixed Addition and Subtraction Game - Inside Mathematics - K-5 Math resources - Virtual Manipulatives

	Two Digit Subtraction Without Regrouping Two Digit Subtraction With Regrouping - RCM Interactive Practice: Mental Math Strategies for Subtraction - **RCM Fluency Skills and Practice Pages** - RCM Center Activities - RCM Enrichment Activities - **Learning Games** **-** Hungry Fish - Match - Cupcake - Pizza	- Addition & Subtraction with Regrouping (Valentines Day) - Addition & Subtraction with Regrouping (St. Pattys Day)

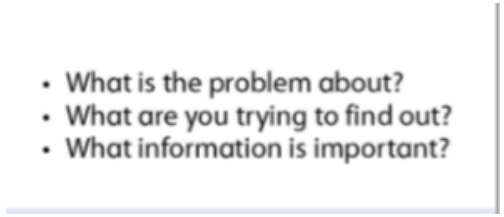
Vocabulary for Students	**Mentor Text List**
Regroup Sum Difference	*The Action of Subtraction* by Brian Cleary *A Fair Bear Share* by Stuart J. Murphy *Hershey's Kisses Addition Book* by Jerry Pallotta *Hershey's Kisses Subtraction Book* by Jerry Pallotta *Mission: Addition* by Loreen Leedy *The M&M's Subtraction Book* by Barbara McGrath *Safari Park* by Stuart J. Murphy *Subtraction Action* by Loreen Leedy *The Subtraction Book* by Jerry Pallotta Math Read Alouds

Topic: Solve Word Problems with Two-Digit Numbers			
Student Learning Standard(s):	**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 numbers to represent the problem.	
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure. reasoning.		• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated
Days: 6 Lesson 9 (11/26 - 12/5)		**Focus**: Major	**Benchmarked Standard:** Y **Fluency Standard**: N
Critical Knowledge & Skills			
Objective:	**We are learning to**: - Analyze word problems to determine the operation needed to solve them (S1, S4) - Apply the use of fact families as a strategy to solve one-step problems and build number sense (S3, S5) - Interpret models that represent a one-step problem with two-digit numbers (S1, S2)		
Essential Question(s):	What thinking process do I use to solve math problems?		

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**

Ready Classroom Math Lessons **Lesson 9**: Solve Word Problems with Two-Digit Numbers *Lesson Materials:* - **Lesson** none - **Activities** activity sheets: digit cards: 0-9, hundred chart, number bond math, two-digit number cards - **Math Toolkit** connecting cubes, base-ten blocks, bar models, hundred charts, open number lines, number bonds - **Digit Math Tools** base-ten blocks, number line - Grade 2 Writing in Math Tasks, Example and Numbers 1, and 7b	-Lessons Quiz

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
- Anchor Chart Links - Three Read Format  -Unit 2 Digital Anchor Charts - Number Sense Lessons/Resources - Interactive Tools - Brain pop jr Solving word problems	- iReady Individual Path - iReady Teacher Assigned Lessons - Solve Two-Step Problems - RCM Interactive Practice: N/A - RCM Center Activities - RCM Enrichment Activities - **Learning Games:** - Cupcake - Pizza - Word Problems - Two Step Word Problems - Unit 1 CFA - Toothy: Story Problems - First Grade Story Problems - Second Grade Two-Step Problems	- RCM Prerequisite Lessons - RCM Tools for Instruction - K-5 Math Teaching Resources 2.OA.1 2-Digit Addition Split 2.OA.1 3-Digit Addition Split - Two Step Word Problems

Vocabulary for Students	Mentor Text List

Difference Sum	*The Action of Subtraction* by Brian Cleary *A Fair Bear Share* by Stuart J. Murphy *Hershey's Kisses Addition Book* by Jerry Pallotta *Hershey's Kisses Subtraction Book* by Jerry Pallotta *Mission: Addition* by Loreen Leedy *The M&M's Subtraction Book* by Barbara McGrath *Safari Park* by Stuart J. Murphy *Subtraction Action* by Loreen Leedy *The Subtraction Book* by Jerry Pallotta

Topic: Solve Word Problems Involving Money		
Student Learning Standard(s):	**2.M.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?
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.7 Look for and make sense of structure.
Days: 8 Lesson 10 (12/6 - 12/17)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Recognize and name coins penny, nickel, dime and quarter (S1, S2) - Know the value of coins and paper denominations (S1-S6) - Count the amount of money represented by a set of coins or bills (S1-S6)	
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 10**: Solve Word Problems Involving Money - **Lesson:** *Per Student* 15 nickels, *Activity Sheet:* hundred chart - **Activities:** *Per Student:* play coins; *Per Pair*: play coins, play money, 2 number cubes, bag of play coins; *Activity Sheet:* Money Amount Cards	-Lesson Quiz

- **Math Toolkit:** play coins, connecting cubes, base-ten blocks, hundred charts, open number line, play money bills - **Digital Math Tool**: number line	

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
- Anchor Chart Links Money Counting Coins - Number Sense Lessons/Resources - Interactive Tools - Brainpop Jr: - Counting Coins - Dollars and Cents - Equivalent Coins - Making Change Under A Dollar - It All Adds Up - The Money Song - Coin Value Song - Honey Bunny Money Coin Value Song	- iReady Individual Path - iReady Teacher Assigned Lessons: N/A - RCM Interactive Practice: Solve Word Problems Involving Money - RCM Center Activities - RCM Enrichment Activities - Toothy: Money: Mixes Coins - Independent/Center Activities - Total Value & Word Problems - It All Adds Up - Add it Up: Counting Money - Coin Wars - Show Me the Money	- **Prerequisite Lesson Grade 1 Lesson 24:** Money - Use the Family Letter and Lesson and Activity along with the Tools for Instruction page for small group or Center Activity (Coin Combinations) - RCM Tools for Instruction - Small Group Instruction - Coin Wars - Show Me the Money -K-5 Math Teaching Resources: 2.MD.8 Money Board 2.MD.8 Which Has the Greater Value? Literacy Connection: 2.MD.8 *A Quarter from the Tooth Fairy* Literacy Connection: 2.MD.8 *A Chair for My Mother*

Vocabulary for Students	Mentor Text List
Cent Dime Dollar Nickel Penny	*The Coin Counting Book* by Rozanne Lanczak William *Lemonade for Sale* by Stuart J. Murphy *A Quarter from the Tooth Fairy* by Caren Holtzman *A Chair for My Mother* by Vera B. Williams

quarter	

Topic: Tell and Write Time		
Student Learning Standard(s):	**2.M.C.7**	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 11 Introduce Clocks (12/18 - 12/20) Lesson 11 (1/2 - 1/13)	**Focus**: Supporting	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Read time to the nearest 5-minute interval - Write time to 5-minute intervals using proper notation - Show time on an analog clock to 5-minute intervals using proper hour-hand and minute-hand placement - Determine when a digital clock should read *AM* or *PM*	
Essential Question(s):	How does what we are measuring determine how we measure it?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 11**: Tell and Write Time - **Lesson** *Per Student:* 1 brass fastener; *Activity Sheets:* digital clocks, analog clocks	-Lesson Quiz

- **Activities**: *Per student:* 1 brass fastener, a list of time keeping devices; *Per Pair*: brass fastener, *Activity Sheets:* analog clocks, digital clocks, digital clock cards - **Math Toolkit** play clock with hands, paper clock face	

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
- Anchor Chart Links - Measuring Time - Telling Time - Number Sense Lessons/Resources - Interactive Tools - Brainpop Jr. - Parts of a clock - Time to hour - Time to the minute - Time to the quarter and half hour - Elapsed Time	- iReady Individual Path - iReady Teacher Assigned Lessons Solve Problems About Time - RCM Interactive Practice: Tell and Write Time - RCM Center Activities - RCM Enrichment Activities The Broken Clocks - Telling Time Scoot - What time is it? File folder game - Telling Time activity - CFA - Unit 3 Google Drive - Stop the Clock - Independent Math Activities - What time is it?	- RCM Prerequisite Lessons - RCM Tools for Instruction - Telling Time activity - Clock Craft -K-5 Math Teaching Resources 2.MD.7 Time Barrier Game - Ordering Time

Vocabulary for Students	Mentor Text List
AM (or a.m.) *PM* (or p.m.) Skip-count Digital clock Hour (h) Hour hand Minute (min)	Cluck o'clock by Kes Gray WHAT'S THE TIME, MR. WOLF? By Debi Gliori Its About Time by Stuart Murphy

Minute hand	

Topic: Unit Review and Unit Assessment	
Days: 2	**Unit Review:** 1/14 **Unit Assessment Date**: 1/15
Scoring Submission in LinkIt:	**Data Review Date**:

**Math In Action Lessons can be completed if time allows within the unit. They may also be used for differentiation for G&T students.*

Topic: Work with Two-Digit Numbers, Time and Money			
Student Learning Standard(s):	**2.M.C** **2.NBT.A** **2.NBT.B** **2.OA.A**	Work with time and money Understand place value Use place value understanding and properties of operations to add and subtract Represent and solve problems involving addition and subtraction	
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.		• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days:		**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills			
Objective:	**We are learning to**: work with two-digit numbers, time, and money		
Essential Question(s):	What thinking process do I use to solve math problems? How does what we are measuring determine how we measure it?		

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Math In Action**: Session 1: - Study an example Problem and Solution; *Zoo Tours* - Try Another Approach; *Zoo Tours* - Discuss Models and Strategies; *Butterfly Garden* Session 2: - Preserve on your own; *The birdhouse builders, Sea Lion Show*	-RCM Math In Action Project

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Anchor Chart Links -Number Sense Lessons/Resources -Interactive Tools	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: N/A -RCM Center Activities -RCM Enrichment Activities	- RCM Prerequisite Lessons - RCM Tools for Instruction - RCM Extra Support Activity: *The Birdhouse Builders* - RCM Challenge Activity: *The Birdhouse Builders*

Vocabulary for Students	Mentor Text List
Regroup Sum Difference Cent Dime	*The Action of Subtraction* by Brian Cleary *A Fair Bear Share* by Stuart J. Murphy *Hershey's Kisses Addition Book* by Jerry Pallotta *Hershey's Kisses Subtraction Book* by Jerry Pallotta *Mission: Addition* by Loreen Leedy

Dollar Nickel Penny quarter *AM* (or a.m.) *PM* (or p.m.) Skip-count Digital clock Hour (h) Hour hand Minute (min) Minute hand	*The M&M's Subtraction Book* by Barbara McGrath *Safari Park* by Stuart J. Murphy *Subtraction Action* by Loreen Leedy *The Subtraction Book* by Jerry Pallotta *The Coin Counting Book* by Rozanne Lanczak Williams *Lemonade for Sale* by Stuart J. Murphy Cluck o'clock by Kes Gray WHAT'S THE TIME, MR. WOLF? By Debi Gliori Its About Time by Stuart Murphy

Computer Science (8.1) and Design Thinking (8.2)	
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.	8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)**
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business 9.1.2.FP.1: Explain how emotions influence whether a person spends or Saves 9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society). 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time 9.1.2.PB.2: Explain why an individual would choose to save money 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. 9.1.2.CAP.4: List the potential rewards and risks to starting a business. 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet 9.4.2.DC.4: Compare information that should be kept private to information that might be made Public 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

	9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Personal Financial Literacy (Standard 9.1)	
Strand A	**Income and Careers**
Strand B	**Money Management**
Strand C	**Credit and Debt Management**
Strand D	**Planning, Saving, and Investing**
Strand E	**Becoming a Critical Consumer**
Strand F	**Civic and Financial Responsibility**
Strand G	**Insuring and Protecting**
Career Awareness, Exploration, and Preparation (Standard 9.2)	
Strand A	**Career Awareness (by end of Grade 4)**
Strand B	**Career Exploration (by end of Grade 8)**
Strand C	Career Preparation (by end of Grade 12)

Cross-Curricular Connections	
Interdisciplinary Connections	**Technology Integration and Literacy**
● Literature connections (math mentor texts identified in “Resources and Activities”) ● Math journals ● Math word wall ● Literacy Connections & Activities Ready Classroom Math	Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.

Possible Modifications and Accommodations			
Special Education/504 Plans	**At-Risk**	**Gifted**	**English Language Learners**

All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.* **Possible Modifications/Accommodations ● Number line on desk ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. **Refer to the individual student Math Plan for **specific interventions**.*	**Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.* Differentiating instruction based on: ● **Content:** *What* is taught or the material used ● **Process:** *How* it is taught or support given or student grouping or environment ● **Product:** What students produce To differentiate **content** consider: ● Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students) o **For Example**: tiering problem solving scenarios making a gifted learner's scenario more complex o **For Example**: gifted students could work on deriving the procedure for an abstract concept ● Organizing ideas through graphic organizers ● Using a learning contract (learning contracts are *individualized* and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing) To differentiate the **process** consider: ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) ○ **For Example**: *Below-Grade-Level Question*: ●●●●●● **+ ? =** ●●●●●●●●●● *On-Grade-Level Question* (Grade 1): 6 **+ ? =** 10 *Above-Grade-Level Question*: Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy?	● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics

● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments		To differentiate the **product** consider: ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) ● Using a menu of options (each item is assigned a point value and students select the route to take) ● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer) o **For Example**: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. ⬜⬜ – ⬜⬜ = ⬜⬜ + ⬜⬜ (Open Middle Link) o **For Example:** (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. ⬜⬜⬜ + ⬜⬜⬜ + ⬜⬜⬜ (GeoGebra Link)	
Individualized Learning Opportunities			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady			