**Alloway Township School**
*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

# Grade 2 Unit 4 — Dates: 3/17/25 - 5/12/25

**Rationale for Unit 4 Expectations**

In Grade 2, students are developing different tools and different units which can be used to measure length. Knowing about measurement will help them to estimate and compare lengths. They can also use addition or subtraction to find the difference between the lengths of objects. Through productive struggle of open-ended word problems and constructivist approaches. Grade level standards are built upon the knowledge of basic understanding of measurement from previous grades. They should be able to compare lengths and order objects by length, and understand that the length of an object is based on iterating the same sized units. Grade level whole group instruction should be supported through independent stations, teacher led small groups and refined in small group center work.

**Unit 4 Description & Expectations**

Days of Instruction: 34 days
Unit Completion Date: 5/12
Unit Topics/Themes: Different tools and units can be used to measure length. Knowing about measurement will help students to estimate and compare lengths. Students can use addition or subtraction to find the difference between the lengths of objects.

Topic: Measure in Inches, Centimeters, Feet and Meters (Lesson 20 & 21)
Topic: Understand Measurement with Different Units (Lesson 22)
Topic: Estimate and Measure Length (Lesson 23)
Topic: Compare Lengths (Lesson 24)
Topic: Add and Subtract Lengths (Lesson 25)

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

Topic: Add and Subtract on the Number Line (Lesson 26)

Topic: Read and Make Line Plots (Lesson 27)

Topic: Unit Review and Assessment

Topic: Use Measurement (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)**<br>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, | **Number of groups to meet with each day: two**<br><br>When planning for differentiation, it is important to | Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards. |

| | | |
|---|---|---|
| Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc.<br><br>**Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily)<br><br>Ready Classroom Math design & expectations:<br>● **Understand Lessons** - Focus on developing conceptual understanding and help students connect new concepts to familiar ones as they learn new skills and strategies.<br>● **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.<br>○ ***Explore Session***(s) follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts.<br>○ ***Develop Session***(s) develop strategies and understanding through problem solving and discourse.<br>○ ***Refine Session***(s) are when students work independently with a partner, while the teacher monitors performance and differentiates instruction.<br>● **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 | first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction.<br>**Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product.<br>**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 | |

| | | |
|---|---|---|
| Action Lessons students apply strategies and build procedural fluency.<br><br>*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, justifying, building on the ideas of others, disagreeing respectfully and making connections.<br>● **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:<br>○ *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way<br>○ *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*)<br>Students apply what they have learned while making sense of the | Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills.<br>**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 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 | |

| | | |
|---|---|---|
| problem to represent the situation using a Part-Part-Whole model and begin solving.<br>● **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:<br>○ *Language Routines* - Compare & Contrast and Collect & Display<br>○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*)<br>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.<br>● **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:<br>○ *Language Routines* - Collect & Display and Compare & Connect<br>○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs<br><br>**Closing: (2-5 minutes daily)**<br>The closure should be directly related to the goal of the lesson. Formal | Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built. | |

| | | |
|---|---|---|
| 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<br>● Ready Unit Flow and Progression Video<br>● Ready Math Background: Models, Progressions, and Teaching Tips<br>● Ready Interactive Tutorials<br>● Ready Unit Self Reflection<br>● Ready Unit Review<br>● Ready Discourse Cards/Cube<br>● Ready Digital Math Tools<br>● Silent Hand Signals<br>● Georgia Frameworks (K-5)<br>● Howard County, MD:<br>○ Gr 2 | ● Scheduling Small Groups and Rotations<br>● CFAs<br>● RCM Fluency Practice Pages<br>● RCM Prerequisite Lessons<br>● RCM Tools for Instruction Lessons<br>● RCM Discourse Bookmarks<br>● K-5 Math Teaching Resources (no direct links to free documents!)<br>● Virtual Manipulatives: | ● Scheduling Small Groups and Rotations<br>● RCM Unit Game<br>● RCM Literacy Connections Activities<br>● RCM Discourse Bookmarks<br>● K-5 Math Teaching Resources (no direct links to free documents!)<br>● Howard County, MD:<br>○ Gr 2 |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| ● Achieve the Core Coherence Map<br>● Illustrative Mathematics<br>● You Cubed<br>● San Francisco Unified School District (SFUSD)<br>○ Gr2<br>● Three Act Tasks:<br>○ Ms. Castillo's Math (K-5)<br>○ Graham Fletcher (K-6)<br>○ Robert Kaplinsky (K-6)<br>● Sense Making Routines:<br>○ Subitizing Slides (Steve Wyborney)<br>○ Esti-Mysteries (Steve Wyborney)<br>○ Even More Esti-Mysteries (Steve Wyborney)<br>○ Estimation Clipboard (Steve Wyborney)<br>○ Which One Doesn't Belong (Christopher Danielson)<br>○ Math Visuals (Berkley Everett)<br>○ Would You Rather...? (John Stevens)<br>○ Numberless Word Problems (Brian Bushart)<br>○ Number Talk Images (Tracey Zager & Pierre Tranche)<br>○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive)<br>○ Clothesline Math (Dan Kaufmann) | ○ TheMathLearningCenter - ten frames, counters, time, number line, math rack, geoboards<br>○ SplatSquare-InteractiveHundredsChart<br>○ Dreambox Teacher Tools | |

| | | |
|---|---|---|
| ○ Math Spy (Dan Kaufmann)<br>○ Same or Different (Brian Bushart)<br>○ Same But Different (Sue Looney)<br>○ Splat (Steve Wyborney)<br>○ Open Middle (Robert Kaplinsky)<br>● PBS Learning Media - instructional videos, interactive<br>● Online Manipulatives on Mathigon | | |
| **Whole Group Instruction** | **Differentiation: Teacher Table** | **Differentiation: Independent Practice/Small Group Center** |
| **Assessments** | | |
| ● Ready Unit Assessment<br>● Ready Lesson Quizzes<br>● Ready - Math In Action<br>● CFAs<br>● Exit Tickets | ● Daily log of small group instruction<br>● Anecdotal Notes<br>● Grade Level Math Interview<br>● CFAs<br>● RCM Fluency Practice Pages<br>● RCM Prerequisite Lessons<br>● RCM Tools for Instruction Lessons<br>● Exit Tickets | Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc. |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| | ● Achieve the Core Coherence Map<br>● Illustrative Mathematics | |
| **Standards** | | |
| 2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.<br>2.M.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.<br>2.M.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.<br>2.M.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.<br>2.M.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.<br>2.M.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.<br>2.DL.B.3 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. | In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below:<br><br>** **Unit 3 Center Focuses:**<br>**2.OA.B.2** With accuracy and efficiency, add and subtract within 20 using mental strategies. By 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.)<br>**2.NBT.A.2** Skip-count by 2s, 5s, 10s, and 100s. Skip-count by 3s.<br>**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.<br>**2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value. | |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

**Alloway Township School**
*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

## Unit 4 Math Pacing Guide

| | | |
|---|---|---|
| **Topic**: Measure in Inches, Centimeters, Feet and Meters | | |
| **Student Learning Standard(s):** | **2.M.A.1** | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically.<br>• MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. | |
| **Days**: 9<br>Lesson 20 (3/17 - 3/20)<br>Lesson 21 (3/24 - 3/28) | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | |
| **Objective:** | **We are learning to**:<br>Lesson 20:<br>- Understand that the lengths of objects can be measured by using different standard units (s1)<br>- Represent and measure the lengths of objects using different tools, such as inch and centimeter rulers (s1, s2, s4)<br>- Compare measuring the length of an object in inches with measuring the length of an object in centimeters (s3)<br>Lesson 21: | |

| | |
|---|---|
| | - Choose a tools for measuring the length of a given object (s1, s4)<br>- Measure lengths by using rulers, yardsticks, meter sticks, and measuring tapes (s2, s3)<br>- Use a ruler repeatedly to measure a length (s1) |
| **Essential Question(s):** | How does what you are measuring determine how you measure it? |

| **Core Resources** | |
|---|---|
| **Core Whole Group Resources** | **Core Formative Assessment** |
| **Ready Classroom Math Lessons**<br>**Lesson 20**: Measure in Inches and Centimeters<br>- *Lesson Materials:*<br>- **Lesson** *per student:* 1-inch tiles, a 5-inch piece of yarn, a 3-inch piece of ribbon, 10 cm tiles, a 6-inch piece of yarn, a 9-inch piece of ribbon, a ruler, a 6-inch long object<br>*Activity Sheet* 1-inch grid paper<br>- **Activities** *per student*: crayons, scissors, classroom objects to measure<br>*Per pair:* 1-inch tiles, assorted classroom objects<br>*Per group*: inch ruler, at least 12 of the same measurable object, yardstick or meter stick<br>*Activity Sheet* 1-inch grid paper, 1-cm grid paper<br>- **Math Toolkit** inch ruler, cm ruler, measuring tape, square inch tiles<br>- **Digital Math Tool** number line | - RCM Lesson Quizzes |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | |
|---|---|
| **Lesson 21**: Measure in Feet and Meters<br>- *Lesson Materials:*<br>- ***Lesson*** *per student*: yardstick, meter sticks, measuring tape marked in inches<br>- **Activities** *per student:* strips of paper whose lengths are multiples of 8<br>*Per pair:* a large sheet of paper and crayons/markers; inch ruler, yardsticks, or measuring tape, cm ruler; meter stick; classroom objects such as chairs, table, books, folders, and pencils; masking tape; bean bags<br>- **Math Toolkit** cm ruler, measuring tape, inch ruler, yardstick, meter stick<br>- **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<br>Measurement Reminders<br>Tools for measuring length<br>How to Measure<br>- Number Sense Lessons/Resources<br>- Interactive Tools<br>- Brainpop Jr | - iReady Individual Path<br>- iReady Teacher Assigned Lessons<br>Lesson 20: *Measure Lengths*<br>Lesson 21: *Measure Lengths in Inches*<br>*Measure Lengths in CM*<br>*Practice: Measure Lengths*<br>- RCM Interactive Practice: | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>- How Big is a Foot?<br>- Measurement Worksheets<br>- Measuring with a ruler<br>- Measurement Math Center Activity<br>- CFA |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| Inches and Feet<br>Centimeters, Meters, Kilometers<br>- How Big is a Foot?<br>- Measuring Length<br>- Inches and Feet song | *Lesson 20: Measure in Inches and Centimeters*<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- Independent Centers<br>- How Big is a Foot?<br>- Toothy: Measurement<br>- Measurement Math Center Activity<br>- Three feet in a yard | -K-5 Math Teaching Resources<br>2.MD.1 Measuring Paths |

| Vocabulary for Students | Mentor Text List |
|---|---|
| Centimeter (cm)<br>Inch (in.)<br>Length<br>Measure<br>Ruler<br>unit | Me and the Measure of Things<br>Sunflowers Measure Up<br>Let's Measure It<br>Short or Tall Doesn't Matter at All<br>Inch by Inch by Leo Lionni |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| **Topic**: Understand Measurement with Different Units | | |
|---|---|---|
| **Student Learning Standard(s):** | **2.M.A.2** | Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. |
| **Days**: 3<br>Lesson 22 (3/31 - 4/2) | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | |
| **Objective:** | **We are learning to**:<br>- Compare lengths measured in different units (s1)<br>- Understand the relationships between feet and inches and between feet and yards (s2)<br>- Understand the relationship between centimeters and inches and between centimeters and meters (s2)<br>- Explore how the number of units in a measurement is related to the size of the units used (s3) | |
| **Essential Question(s):** | How does what you are measuring determine how you measure it? | |

| **Core Resources** |
|---|

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Core Whole Group Resources | Core Formative Assessment |
|---|---|
| **Ready Classroom Math Lessons**<br>**Lesson 22**: Understand Measurement with Different Units<br>- *Lesson Materials*:<br>- **Lesson**: *Per student:* inch ruler, cm ruler.<br>*Per Pair:* yardsticks, meter stick.<br>*Activity Sheets:* measure objects 1, measure objects 2<br>- **Activities**: *Per student:* connecting cube, sticky note, inch/cm ruler.<br>*Per pair:* yardstick | -RCM Lesson Quizzes |

| Additional Leveled Resources | | |
|---|---|---|
| **Activities and Additional Resources for Whole Group** | **Differentiated Independent Activities/Center Ideas** | **Teacher Table Differentiated Resour** |
| - Anchor Chart Links<br>Length<br>Comparing Objects<br>- Number Sense Lessons/Resources<br>- Interactive Tools<br>- Brainpop Jr.<br>Nonstandard Measurement | - iReady Individual Path<br>- iReady Teacher Assigned Lessons<br>*Understand Measurement with Different Units*<br>- RCM Interactive Practice: N/A<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- Going on a Measure Hunt<br>- Measure and Compare<br>- Measurement Scavenger Hunt | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>- Measurement and Comparing Lengths<br>- Comparing Measurement<br>-K-5 Math Teaching Resources<br>2.MD.2 Measure it Twice<br>Literature Connection 2.MD.2 *How Big is Foot?* |

| | | |
|---|---|---|
| | - Tons of Measurement Fun<br>- Measurement and Comparing Lengths | |

| Vocabulary for Students | Mentor Text List |
|---|---|
| Centimeter (cm)<br>Foot (ft)<br>Inch (in.)<br>Meter (m)<br>Yard (yd) | *Actual Size* by Steve Jenkins<br>*Measuring Penny* by Loreen Leedy<br>The Boy in the Drawer" by Robert Munsch<br>*How Big is a Foot?* by Rolf Myller |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| **Topic**: Estimate and Measure Length | | | |
|---|---|---|---|
| **Student Learning Standard(s):** | **2.M.A.3** | Estimate lengths using units of inches, feet, centimeters, and meters | |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. |
| **Days**: 3<br>Lesson 23 (4/3 - 4/7) | | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | | |
| **Objective:** | **We are learning to**:<br>- Estimate length in inches, cm, feet, and meters. (s1, s2, s4)<br>- Use benchmark objects when estimating. (s2, s3) | | |
| **Essential Question(s):** | How does what you are measuring determine how you measure it? | | |

| **Core Resources** | |
|---|---|
| **Core Whole Group Resources** | **Core Formative Assessment** |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | |
|---|---|
| **Ready Classroom Math Lessons**<br>**Lesson 23**: Estimate and Measure Lengths<br>- *Lesson Materials*<br>**Lesson:** *per student:* inch ruler, cm ruler<br>**Activities:** *per student:* inch ruler; cm ruler; 6 strips of paper cut to different lengths; meter stick, or measuring tape<br>*Per group*: cards with different measurements on them, inch ruler, cm ruler, meter stick<br>**Math Toolkit**: play quarters, cm cubes | - RCM Lesson Quizzes |

**Additional Leveled Resources**

| Activities and Additional Resources for Whole Group | Differentiated Independent Activities/Center Ideas | Teacher Table Differentiated Resources |
|---|---|---|
| - Anchor Chart Links<br>Measurement Benchmarks<br>Measuring Length<br>- Number Sense Lessons/Resources<br>- Interactive Tools: Toy Theatre<br>- Brainpop jr.<br>Nonstandard Measurement | - iReady Individual Path<br>- iReady Teacher Assigned Lessons:<br>Estimate lengths in inches<br>Estimate lengths in centimeters<br>Practice: Estimate lengths<br>- RCM Interactive Practice: Estimate and Measure Length<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- Estimating Length Worksheet<br>- Measurement Games | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>- Estimating Length Worksheet<br>-K-5 Math Teaching Resources<br>2.MD.3 Estimating Meter Measures |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Vocabulary for Students | Mentor Text List |
|---|---|
| Estimate | *Actual Size* by Steve Jenkins<br>*Measuring Penny* by Loreen Leedy<br>*The Boy in the Drawer* by Robert Munsch |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| **Topic**: Compare Lengths | | | |
|---|---|---|---|
| **Student Learning Standard(s):** | **2.M.A.4** | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit | |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. | |
| **Days**: 5<br>Lesson 24 (4/8 - 4/14) | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N | |
| **Critical Knowledge & Skills** | | | |
| **Objective:** | **We are learning to**:<br>- Compare the length of objects by determining which measure is greater than or less than the other (s1, s2)<br>- Use addition and subtraction to compare lengths, finding how much greater or less the measure of one object is than the other (s3, s4) | | |
| **Essential Question(s):** | How does what you are measuring determine how you measure it? | | |

| **Core Resources** |
|---|

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Core Whole Group Resources | Core Formative Assessment |
|---|---|
| **Ready Classroom Math Lessons**<br>**Lesson 24**: Compare Lengths<br>- Lesson Materials<br>**Lesson** *per student:* cm ruler, two strips of paper (one 12 cm long and one 7 cm long)<br>*Activity Sheet:* Shell measurements<br>**Activities** *per students:* cm tiles, inch ruler, inch/cm ruler or yardstick and meter stick, crayons or colored pencils, scissors<br>*Activity Sheet*: 1-cm grid paper, 1 inch grid paper<br>**Math Toolkit** cm ruler | - RCM Lesson Quizzes |

**Additional Leveled Resources**

| Activities and Additional Resources for Whole Group | Differentiated Independent Activities/Center Ideas | Teacher Table Differentiated Resources |
|---|---|---|
| - Anchor Chart Links<br>Compare Lengths<br>- Number Sense Lessons/Resources<br>- Interactive Tools<br>- Longer or Shorter | - iReady Individual Path<br>- iReady Teacher Assigned Lessons<br>Compare Lengths<br>- RCM Interactive Practice: N/A<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- Compare Lengths<br>- Go on a Measure Hunt | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>- Compare Lengths<br>-K-5 Math Teaching Resources<br>2.MD.4 Gummy Worm Stretch |

| | | |
|---|---|---|
| | - Measure It - Task Cards<br>- Comparing Length Scavenger Hunt<br>- Measurement City | |

| Vocabulary for Students | Mentor Text List |
|---|---|
| Difference<br>Length<br>Longer<br>shorter | Actual Size by Steve Jenkins<br>Measuring Penny by Loreen Leedy<br>The Boy in the Drawer" by Robert Munsch |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| **Topic**: Add and Subtract Lengths | | |
| **Student Learning Standard(s):** | **2.M.B.5** | Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. |
| **Days**: 4<br>Lesson 25 (4/15 - 4/28)<br>*Spring Break 4/18 - 4/25 | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | |
| **Objective:** | **We are learning to**:<br>- Use addition and subtraction to solve problems involving lengths<br>- Recognize the importance of working within a single unit when adding or subtracting lengths<br>- Interpret and apply models that represent measurement problems involving addition and subtraction | |
| **Essential Question(s):** | How do you make sense of different strategies? How do you determine their strengths and weaknesses? | |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Core Resources | |
|---|---|
| **Core Whole Group Resources** | **Core Formative Assessment** |
| **Ready Classroom Math Lessons**<br>**Lesson 25**: Add and Subtract Lengths<br>- Lesson Materials<br>**Lesson** none<br>**Activities** *per student*: meter stick, 2 sticky notes<br>*Activity Sheet*: ½ inch grid paper<br>**Math Toolkit** bar models, open number lines, measuring tape, yardstick, meter stick<br>**Digital Math Tool** number line | - RCM Lesson Quizzes |

| Additional Leveled Resources | | |
|---|---|---|
| **Activities and Additional Resources for Whole Group** | **Differentiated Independent Activities/Center Ideas** | **Teacher Table Differentiated Resources** |
| - Anchor Chart Links<br>- Number Sense Lessons/Resources<br>- Interactive Tools<br>- Subtracting Length | - iReady Individual Path<br>- iReady Teacher Assigned Lessons<br>Solve problems involving length<br>- RCM Interactive Practice: N/A<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- k5 learning activities | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>-K-5 Math Teaching Resources<br>2.MD.5 Length Word Problems |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Vocabulary for Students | Mentor Text List |
|---|---|
| Open number line | Subtraction Read Alouds |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| **Topic**: Add and Subtract on the Number Line | | |
| **Student Learning Standard(s):** | **2.M.B.6** | Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. |
| **Days**: 4<br>Lesson 26 (4/29 - 5/2) | **Focus**: Major | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | |
| **Objective:** | **We are learning to**:<br>- Represent a whole number as a length from 0 on a number lines (s1, s2)<br>- Use a number line to represent and solve addition problems (s1)<br>- Use a number line to represent and solve subtraction problems (s3)<br>- Use a number line to solve addition and subtraction word problems (s3, s4) | |
| **Essential Question(s):** | How do you make sense of different strategies? How do you determine their strengths and weaknesses? | |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Core Resources | |
|---|---|
| **Core Whole Group Resources** | **Core Formative Assessment** |
| **Ready Classroom Math Lessons**<br>**Lesson 26**: Add and Subtract on a number line **(SKIP A REFINE SESSION)**<br>- Lesson Materials<br>**Lesson** *per student:* inch/cm ruler, base-ten blocks<br>*Activity Sheets:* tens place-value mat, number lines, number line from 0-50<br>**Activities** *per pair*: meter stick<br>*Per group:* 8-foot length of masking tape, eight 12-inch rulers, measuring tape, string, masking tape<br>*Activity Sheet:* number line from 0-50<br>**Math Toolkit** ruler, connecting cubes, sticky notes, cm tiles, string, base-ten blocks, tens place-value mat, measuring tape, bar models, cm grid paper, linking cubes, string<br>**Digital Math Tool** number line | - RCM Lesson Quizzes |

| Additional Leveled Resources | | |
|---|---|---|
| **Activities and Additional Resources for Whole Group** | **Differentiated Independent Activities/Center Ideas** | **Teacher Table Differentiated Resources** |
| - Anchor Chart Links<br>Open Number Line | - iReady Individual Path<br>- iReady Teacher Assigned Lessons | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| - Number Sense Lessons/Resources<br>- Interactive Tools | - Understand addition using number lines<br>- Practice: Addition using number lines<br>- Understand subtraction using number lines, part 1<br>- Practice: subtraction using number lines, part 1<br>- Understand subtraction using number lines, part 2<br>- Practice: subtraction using number lines, part 2<br>- Understand number lines<br>- RCM Interactive Practice: Add and Subtract on the Number line<br>- RCM Center Activities<br>- RCM Enrichment Activities<br>- Addition on a number line<br>- Marshmallow Bunnies<br>- Double Digit Addition and Subtraction | - Adding on a number line<br>- Adding and Subtracting on a number line |

| Vocabulary for Students | Mentor Text List |
|---|---|
| Number line<br>Difference<br>Length<br>Longer<br>Shorter<br>taller | *The Action of Subtraction* by Brian Cleary<br>*A Fair Bear Share* by Stuart J. Murphy<br>*Hershey's Kisses Addition Book* by Jerry Pallotta<br>*Hershey's Kisses Subtraction Book* by Jerry Pallotta<br>*Mission: Addition* by Loreen Leedy<br>*The M&M's Subtraction Book* by Barbara McGrath<br>*Safari Park* by Stuart J. Murphy<br>*Subtraction Action* by Loreen Leedy<br>*The Subtraction Book* by Jerry Pallotta |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| **Topic**: Read and Make Line Plots | | |
| **Student Learning Standard(s):** | **2.DL.B.3** | 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. |
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. |
| **Days**: 4<br>Lesson 27 (5/5 - 5/8) | **Focus**: Supporting | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | |
| **Objective:** | **We are learning to**:<br>- Interpret marks on a line plot as data (s1)<br>- Understand that the numbers on a ruler or number line can be used to represent a given length (s2, s3)<br>- Represent data on a line plot (s4, s5) | |
| **Essential Question(s):** | How do you make sense of different strategies? How do you determine their strengths and weaknesses? | |

| |
|---|
| **Core Resources** |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| Core Whole Group Resources | Core Formative Assessment |
|---|---|
| **Ready Classroom Math Lessons**<br>**Lesson 27**: Read and Make Line Plots<br>- Lesson Materials<br>**Lesson** *per student*: cm ruler, 5 classroom objects, inch ruler, counters<br>*Activity Sheet*: 1-inch grid paper, 1-cm grid paper, number lines, shell measurements<br>**Activities** *per student*: inch ruler, cm ruler, 10 straws in varying lengths (at least 3 the same length), 10 small counters, 10-12 used crayones, 10-12 books<br>*Per pair*: ruler, ¼ inch paper strips cut into lengths of 4cm, 5 cm, 6 cm, 6cm, 7cm, 8 cm, 8cm, and 10cm, cm ruler<br>*Activity Sheets* 1-inch grid paper, number lines<br>**Math toolkit** cm grid paper, rulers, whiteboards cm rulers, counters, sticky notes, stickers | - RCM Lesson Quizzes<br>- |

**Additional Leveled Resources**

| Activities and Additional Resources for Whole Group | Differentiated Independent Activities/Center Ideas | Teacher Table Differentiated Resources |
|---|---|---|
| - Anchor Chart Links<br>Line Plots<br>Line Plots<br>Graphs | - iReady Individual Path<br>- iReady Teacher Assigned Lessons: Line plot and measuring length<br>- RCM Interactive Practice: N/A<br>- RCM Center Activities | - RCM Prerequisite Lessons<br>- RCM Tools for Instruction<br>-K-5 Math Teaching Resources<br>2.Md.9 Pencil Plot |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | |
|---|---|---|
| - Number Sense Lessons/Resources<br>- Interactive Tools<br>- Line plots for kids | - RCM Enrichment Activities<br>- Hand Span Measures<br>- Line Plots | |

| **Vocabulary for Students** | **Mentor Text List** |
|---|---|
| Line plot<br>Data | |

| **Topic:** Unit Review and Unit Assessment | |
|---|---|
| **Days**: 2 | **Review Date**: 5/9<br>**Unit Assessment Date**: 5/12 |
| **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**: Use Measurement | | |
|---|---|---|
| **Student Learning Standard(s):** | **2.M.A**<br>**2.M.B**<br>**2.M.C** | Measure and estimate lengths in standard units.<br>Relate addition and subtraction to length<br>Work with time and money. |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | | |
|---|---|---|---|
| **Math Practices: (add 7 & 8 as needed)** | • MP.1 Make sense of the problem and persevere in solving them.<br>• MP.3 Construct viable arguments and critique the reasoning of others.<br>• MP.5 Use appropriate tools strategically. | • MP.2 Reason abstractly and quantitatively.<br>• MP.4 Model with Mathematics.<br>• MP.6 Attend to precision. | |
| **Days**: | **Focus**: Major | | **Benchmarked Standard:** N<br>**Fluency Standard**: N |
| **Critical Knowledge & Skills** | | | |
| **Objective:** | **We are learning to**: work with length and money to solve problems. | | |
| **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<br>**Math In Action**:<br>Session 1:<br>- Study an example Problem and Solution; *Buttons*<br>- Try Another Approach; *Buttons*<br>- Discuss Models and Strategies; *Wood Scraps*<br>Session 2: | -RCM Math In Action Project |

| | |
|---|---|
| - Preserve on your own; *Craft Supplies, Bella's Bottles* | |

**Additional Leveled Resources**

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

| **Vocabulary for Students** - | **Mentor Text List** |
|---|---|
| | *Mission: Addition* by Loreen Leedy<br>*The M&M's Subtraction Book* by Barbara McGrath<br>*Subtraction Action* by Loreen Leedy<br>*The Subtraction Book* by Jerry Pallotta<br>*The Coin Counting Book* by Rozanne Lanczak Williams<br>*Lemonade for Sale* by Stuart J. Murphy |

| **Computer Science (8.1) and Design Thinking (8.2)** | |
|---|---|
| 8.1.2.NI.1: Model and describe how individuals use computers to | 8.2.2.ED.1: Communicate the function of a product or device. |

| | |
|---|---|
| connect to other individuals,<br>places, information, and ideas through a network.<br>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.<br>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.<br>8.1.2.NI.4: Explain why access to devices need to be secured.<br>8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.<br>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.<br>8.1.2.DA.3: Identify and describe patterns in data visualizations.<br>8.1.2.DA.4: Make predictions based on data using charts or graphs.<br>8.1.2.AP.4: Break down a task into a sequence of steps<br>8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes. | 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.<br>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.<br>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.<br>8.2.2.ITH.2: Explain the purpose of a product and its value.<br>8.2.2.ITH.3: Identify how technology impacts or improves life.<br>8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.<br>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.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason. | 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives<br>9.4.2.CI.2: Demonstrate originality and inventiveness in work<br>9.4.2.CT.2: Identify possible approaches and resources to execute a plan<br>9.4.2.CT.3: Use a variety of types of thinking to solve problems |

| | |
|---|---|
| CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP7. Employ valid and reliable research strategies.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP10. Plan education and career paths aligned to personal goals.<br>CRP11. Use technology to enhance productivity.<br>CRP12. Work productively in teams while using cultural global competence. | 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool<br>9.4.2.DC.1: Explain differences between ownership and sharing of information.<br>9.4.2.DC.2: Explain the importance of respecting digital content of others.<br>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet<br>9.4.2.DC.4: Compare information that should be kept private to information that might be made Public<br>9.4.2.DC.5: Explain what a digital footprint is and how it is created.<br>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.<br>9.4.2.DC.7: Describe actions peers can take to positively impact climate change<br>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<br>9.4.2.TL.2: Create a document using a word processing application.<br>9.4.2.TL.3: Enter information into a spreadsheet and sort the information.<br>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.<br>9.4.2.TL.5: Describe the difference between real and virtual experiences.<br>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools<br>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts<br><br>**Personal Financial Literacy (Standard 9.1)**<br>**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")<br>• Math journals<br>• Math word wall<br>• 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** |

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*

| | | | |
|---|---|---|---|
| **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.*<br><br>**Possible Modifications/Accommodations**<br>● Number line on desk<br>● Extra time on timed calculation assessments<br>● Use of a calculator or chart of basic facts for computation<br>● Use of a graphic organizer to plan ways to solve math problems<br>● Use of concrete materials and objects (manipulatives)<br>● Opportunities for cooperative partner work<br>● Assign fewer problems at one time (e.g., assign only odds or evens)<br>● Basic computation – use counters<br>● Differentiated center-based small group instruction<br>● Fractions – use fraction blocks<br>● Provide a copy of mathematical equations, class notes, and examples for math notebooks | 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.<br><br>**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.*<br><br>Differentiating instruction based on:<br>● **Content:** *What* is taught or the material used<br>● **Process:** *How* it is taught or support given or student grouping or environment<br>● **Product:** What students produce<br><br>To differentiate **content** consider:<br>● 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)<br>o **For Example**: tiering problem solving scenarios making a gifted learner's scenario more complex<br>o **For Example**: gifted students could work on deriving the procedure for an abstract concept<br>● Organizing ideas through graphic organizers<br>● Using a learning contract (learning contracts are *individualized* and allow students to participate in designing their own learning which is motivating for gifted students)<br>● Using jigsaws<br>● 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)<br><br>To differentiate the **process** consider:<br>● How students are grouped | ● Continue practicing vocabulary<br>● Demonstrate that vocabulary can have multiple meanings<br>● Encourage bilingual supports among students<br>● Provide visual cues, graphic representations, gestures, and pictures<br>● Rephrase math problems when appropriate<br>● Build knowledge from real-world examples<br>● Provide manipulatives and symbols<br>● Have students estimate each other's heights<br>● Have students measure themselves and one another<br>● Have students relate an object they know with a unit of measure<br>● Encourage peer discussions regarding how students are thinking about math<br>● RCM Unit Connect Language Development to Mathematics |

| | | | |
|---|---|---|---|
| ● Highlight or underline key words in word problems<br>● If a manipulative is used during instruction, allow its use on a test<br>● Place value – use place value blocks<br>● Provide graph paper for arrays<br>● Provide reteach pages if necessary<br>● Provide several ways to solve a problem if possible<br>● Offer small and large graph paper options<br>● Provide visual aids and anchor charts<br>● Tiered lessons and assignments | | ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level)<br>○ **For Example**:<br>*Below-Grade-Level Question*: ●●●●●● **+ ? =** ●●●●●●●●●●<br>*On-Grade-Level Question* (Grade 1): 6 **+ ? =** 10<br>*Above-Grade-Level Question*: Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy?<br><br>To differentiate the **product** consider:<br>● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels)<br>● Using a menu of options (each item is assigned a point value and students select the route to take)<br>● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer)<br>o **For Example**: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement.<br>⬜⬜ – ⬜⬜ = ⬜⬜ + ⬜⬜ (Open Middle Link)<br>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

# Alloway Township School

*Home of the Tigers*

***Amy Morley***
*Chief School Administrator*

***Kimberly Fleetwood***
*Business Administrator*