



BOE Approved 8/18

Cliffside Park Public Schools

Grade 2

Mathematics

Topic Name: Topic 8: Work With Time and Money, Topic 9: Numbers to 1,000

Resource: enVision Math 2.0, Pearson, 2016

Duration: January (18 days)

Enduring Understanding

Topic 8

- Each kind of coin has a specific value unrelated to its physical size.
- Money is measurable and the value of coins can be quantified using cent amounts.
- Money is measurable and can be quantified using dollar and cent amounts. Each kind of bill has a specific value. You can count to find the total value of a group of dollar bills.
- Each kind of bill has a specific value, and the value of bills can be used to solve problems about money. Word problems about money can often be solved by adding and subtracting.
- Good math thinkers know how to think about words and numbers to solve problems.
- Time can be told to the nearest 5 minutes. Time can be expressed using different units that are related to each other.
- Time can be described before and after the hour in different ways.
- Certain time periods can be described using the abbreviations a.m. or p.m..

Topic 9

- Numbers can be used to tell how many. The number system is based on groups of ten. Whenever there are 10 in one place value, you move to the next greater place value.
- The number system is based on groups of ten. Whenever there are 10 in one place value, you move to the next greater place value. Place value blocks and drawings can be used to model and write three-digit numbers.
- The position of a digit in a number tells its value. It takes 10 of a number in one place value to make a number in the next greater place value.



BOE Approved 8/18

Cliffside Park Public Schools

Grade 2

- There are three common ways to write numbers- standard form, word form, and expanded form. Each way involves using place value to tell the value of each digit.
- Numbers can be named in many ways. Recalling and using facts about equal amounts (such as 100 is equal to 10 tens, and 10 is equal to 10 ones) can help you name numbers in different ways.
- Place-value patterns can help you mentally count by 1s and 10s from a given number.
- Place-value patterns and number lines can be used to help you skip count by 5s, 10s, and 100s.
- Place-value strategies can be used to compare numbers. The symbols $>$, $=$, and $<$ can be used to show how the numbers are related.
- Number lines go on forever in both directions. For every number, there is another number that is greater than it, and another number that is less than it. A number line can be used to help you find numbers that are greater than or less than a given number.
- Good math thinkers look for patterns in math to help solve problems.

Essential Questions

Topic 8

- How can you solve problems about counting money or telling time to the nearest 5 minutes?

Topic 9

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

Focus of Standards:

Student Outcomes	Skills	Assessments	Resources
Topic 8 <ul style="list-style-type: none"> • I can solve problems with coins. • I can solve problems with dollar bills and coins that model 100 cents. • I can solve problems with dollar bills. 	<ul style="list-style-type: none"> • Solving problems • Understanding concepts • Reasoning 	Formative <ul style="list-style-type: none"> • Diagnostic assessment • Exit tickets • Round robin group work 	Envision Math 2.0 Digital: <ul style="list-style-type: none"> • <i>Student and Teacher eTexts</i> • <i>Interactive Math</i>



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- I can reasons about values of coins and dollar bills and find different ways to make the same total value.
- I can tell time to the nearest 5 minutes.
- I can say the time in different ways.
- I can tell time and use reasoning to state if the event is happening in the a.m. or p.m.

Topic 9

- I can understand place value and count by hundreds to 1,000.
- I can use place value blocks and drawings to model and write 3-digit numbers.
- I can tell the value of a digit by where it is placed in a number.
- I can read and write 3-digit numbers in expanded form, standard form, and word form.
- I can make and name a number in different ways to show the same value.
- I can use place value patterns to mentally count by 1s and 10s from a given number.
- I can skip count by 5s, 10, and 100s using a number line.
- I can compare numbers using place value.
- I can compare and write a three-digit number that is greater than or less than another three-digit number.
- I can look for patterns to help me solve problems.

- Analysis of homework
- Class polls
 - Show of hands: 1 for all set, 2 for just ok, 3 for help
- One thing I learned/One thing I need work on

Summative

- End topic tests
- Post group topic
- EOY tests
- SGO tests

Benchmark

- Diagnostic Assessment
- Pearson benchmark tests

Alternative

- Math diagnosis and intervention system 2.0
- Reteaching Set
- Online Learning
 - Games
- Higher Order Thinking Problems
- Leveled homework and practice

story

- *Home-School Connection*

Classroom Math Materials

- Coins
- \$1 bills
- Bills
- Demonstration clock
- Analog clock
- Blank analog clock
- Digital clock
- Index cards
- Place-value blocks
- Place-value Mat B
- Hundreds, Tens, and Ones Charts
- Number Lines
- Spinners
- Open Number Lines
- Sticky Notes
- Index Cards



BOE Approved 8/18

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Grade 2

- Center games
- One on one conferencing

Vocabulary

Topic 8

Dime, nickel, penny, quarter, half-dollar, cents, greatest value, least value, dollar, dollar sign, dollar bills, tally marks, quarter past, half past, quarter to, a.m., p.m.

Topic 9

Hundred, thousand, digit, place-value chart, standard form, expanded form, word form, compare, greater than, less than, equals, decrease, increase

NJSLS Math Standards

Operations and Algebraic Thinking

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.

Number and Operations in Base Ten

2.NBT.A.2-Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.A.1- 1. - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases

2.NBT.A.1a- 100 can be thought of as a bundle of ten tens — called a “hundred.”

2.NBT.A.3-Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Measurement and Data

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

2.MD.C.8- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Standards for Mathematical Practice

MP1. Make sense of problems and persevere in solving them.

MP2. Reason abstractly and quantitatively.

MP3. Construct viable arguments and critique the reasoning of others.

MP4. Model with mathematics.



BOE Approved 8/18

Cliffside Park Public Schools

Grade 2

MP5. Use appropriate tools strategically.

MP6. Attend to precision.

MP7. Look for and make use of structure.

MP8. Look for and express regularity in repeated reasoning.

Career Ready Practices

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.

NJSLS Technology Standards

8.1 Educational Technology

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2 Technology Education, Engineering, Design, and Computational Thinking

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

Interdisciplinary Connections

NJSLS for ELA and Science are introduced, developed, and practiced in the context of learning math content and engaging in mathematical



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practices.

ELA

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Science

- 2-LS4-1 Scientists look for patterns and order when making observations about the world.
- 2-ESS2-1 Compare multiple solutions to a problem.

NJ: 2014 SLS: 21st Century Life and Careers

Key Subjects and 21st Century: Themes Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy

9.1.4.A.2 Identify potential sources of income

9.1.4.C.5 Determine the relationship among income, expense and interest

9.1.4.D.2 Explain what it means to “invest”.



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Integrated Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Front load and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p>



BOE Approved 8/18

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Grade 2

		Basic Skills Intensive individual intervention
<p>Sources New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/math/standards.pdf New Jersey Student Learning Standards: Technology (2014) - http://www.state.nj.us/education/cccs/2014/tech/8.pdf New Jersey Student Learning Standards: ELA (2014) - https://www.state.nj.us/education/cccs/2016/ela/g02.pdf New Jersey Science and Engineering Practices - https://www.state.nj.us/education/aps/cccs/science/resources/QRk2.pdf Pearson enVision 2.0 (2016) https://www.pearsonrealize.com/index.html#/</p>		