Before you start!

🌟 *Welcome to a brand-new school year!* 🌟

A brand-new school year brings fresh opportunities—for growth, connection, and meaningful learning. No matter where you are on your journey, you are not alone. We're here to support you every step of the way.

This year is all about purposeful progress, practical strategies, and meaningful connections—with students, colleagues, and content. The i-Ready program was designed with real classrooms in mind: where time is limited, energy matters, and every learner counts.

As you begin the year, remember—you're not just teaching reading or math. You're shaping critical thinkers, encouraging creative problem solvers, and inspiring the next generation of innovators. One powerful way to support this? Prioritizing **student discourse**—the thoughtful conversations students have as they explain their thinking, listen to others, and deepen their understanding together. When students talk, learning grows.

If you need ideas, support, or just someone to collaborate with, your **math coaches and coordinators** are here for you. Along with your colleagues and your i-Ready Consultant, you have a team that's ready to guide, encourage, and celebrate with you throughout the year.

Here's to a year of exploration, growth, rich conversations, and maybe even a little fun along the way.

With appreciation,

The Curriculum Team

Below you'll find a few quick links to help you jump in with clarity and confidence:

📚 *Your iReady Book (Teacher Edition)*

Access your digital book directly here:

👉Teacher Tool Box

🛠️ *Quick Reference Guide*

👉 Anatomy of a Lesson

NJSLS Unit 2

Grade 2- Unit 2

Summary

n 7:	The objectives of the lessons within this topic are to develop strategies for subtraction and enhance mental math skills. Students will learn to decompose a ten as a strategy for subtraction, recognize the of addition to solve subtraction problems, evaluate mental strategies for subtracting from a two-digit number, and estimate differences of two-digit numbers by using easier numbers close to the original numbers. The language objectives emphasize the importance of communication and explanation in learning these strategies. Students will interpret and describe models that show decomposing ten as subtraction strategy during class discussions, explain in writing how addition can be used to solve subtraction problems and compare and contrast different problem-solving strategies in partner discussions.
n 8:	In this marking period, students continue working with multi-digit addition and subtraction of number within 1000. Students start by adding and subtracting 10 and 100 to 3-digit numbers, relating it to skip counting. They create a clock in order to understand the duration of time. Students learn the differenc between the minute hand and hour hand on an analog clock and identify a.m. and p.m. They relate th work from previous units with equal groups and skip counting to understand 5-minute intervals on a clock.. They create a timeline of various activities of their day. Students will identify and make sense o money. ***Objectives*:** • Use place value understanding and properties of operations to add and subtract. • Tell and write time to the nearest five minutes. • Identify and make sense of addition and subtraction of money • Students will be able to tell and write time to the nearest five minutes.
n 9:	In topic 9, the content objectives focus on enhancing problem-solving skills and building number sen Students will analyze word problems to determine the appropriate operations, apply fact families to s one-step problems, and interpret models representing these problems with two-digit numbers. The language objectives emphasize reading and interpreting word problems to identify key quantities an their relationships, describing the use of fact families in problem-solving using lesson vocabulary dur discussions, explaining how models represent given problems in writing and speaking, and asking clarifying questions during discussions to ensure understanding.

n 10:	In topic 10, the content objectives focus on understanding and identifying U.S. currency. Students will recognize and name the coins penny, nickel, dime, and quarter, know the value of coins and paper denominations, and count the amount of money represented by a set of coins or bills. The language objectives emphasize identifying coins by name and describing their value in speaking and writing. Students will use lesson vocabulary such as cent, dime, dollar, nickel, and quarter, and arrange to demonstrate their understanding of coins and bills. During partner and class discussions, students wi also explain problem-solving strategies using connecting words and phrases.
n 11:	The content objectives for topic 11 focus on developing time-telling skills. Students will learn to read tir the nearest 5-minute interval, write time using proper notation, accurately show time on an analog cl with correct hour-hand and minute-hand placement, and determine whether a digital clock should r am or pm. The language objectives emphasize explaining how to read time to the nearest 5-minute interval during discussions, using position words such as after, between, and past to describe the placement of the hour-hand, understanding and accurately using am and pm, and agreeing with an building on the ideas of others during discussions.
ards: imate Change tion Connection	2.NBT.B.5- Fluently 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 operations.
	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 positions, e.g., by using drawings and equations with a symbol for the unknown number to represent t problem.
	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?
	2.M.C.7- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and
	ELDS 1- English Language learners communicate for **Social** and **Instructional** purposes within the scho setting.Prominent Key Uses: ELD-SI.K-3.Narrate; EDL-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue **ELDS 3**- English language learners communicate information, ideas and concepts necessary for acad success in the content area of **Mathematics** Prominent Key Uses: ELD-MA.K.Inform.Interpretive/ELD-MA.K.Inform.Expressive **SLDS1**- Emergent bilinguals communicate for **Social** and **Instructional** purposes within the school set **SLDS 3**- Emergent bilinguals communicate information, ideas and concepts necessary for academic

	success in the content area of **Mathematics**
mputer ce/ 8.2 Design ing:	8.1 and 8.2 Computer Science and Design Thinking by the end of grade 5: 8.1 Computer Science 8.2 Design Thinking
r Readiness, Life acies, and Key	Career Readiness, Life Literacies, and Key Skills by the end of grade 5: 9.2 Career Awareness, Exploration, Preparation 9.4 Life Literacies, and Key Skills

iscipline ections:

ELA	***Science***	***Social Studies***
RF.K.1 Demonstrate understanding of the organization and basic features of print. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1a Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. L.K.5	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	6.3.4.A.1 Evaluate what makes a good or law.

With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		

Scope and Sequence

Topic Standards:

n 7:

Topic	Content Standards	Performance Expectation
Use place value understanding and properties of operations to add and subtract.	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	***Objective(s)***: We are learning to: Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract *within 100*. ***Essential Question(s):*** How do you make sense of different strategies? How do you determine their strengths and weaknesses? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure.

			MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment
	Use place value understanding and properties of operations to add and subtract	2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	***Objective(s):*** We are learning to: Apply addition and subtraction strategies based on place value and the properties of operations, explain why these strategies work using drawings or objects [for example, 37 + 12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations)]. ***Essential Question(s)***: How are showing and explaining different? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics MP.5 Use appropriate tools strategically.

		MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s)*:** • iReady • Savvas • Teacher created assessment

n 8:

Topic	Content Standards	Performance Expectation
Use place value understanding and properties of operations to add and subtract.	2.NBT.B.5Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	***Objective(s)***: We are learning to: Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract *within 100*. ***Essential Question(s)*:** How do you make sense of different strategies? How do you determine their strengths and weaknesses? ***Mathematical Practice(s)*:** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure.

			MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment
	Solve one and two-step word problems within 100	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.	***Objective(s):*** We are learning to : Decode word problems to find out if we should add or subtract to find the answer. ***Essential Question(s)***: What is the word problem asking you to find? Should you add or subtract? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady

		• Savvas • Teacher created assessment

n 9:

Topic	Content Standards	Performance Expectation
Solve one and two-step word problems within 100	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.	***Objective(s):*** We are learning to : Decode word problems to find out if we should add or subtract to find the answer. ***Essential Question(s)***: What is the word problem asking you to find? Should you add or subtract? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 10:

Topic	Content Standards	Performance Expectation
Solve one and two-step word problems within 100	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.	***Objective(s):*** We are learning to : Decode word problems to find out if we should add or subtract to find the answer. ***Essential Question(s)***: What is the word problem asking you to find? Should you add or subtract? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment
Work with money.	2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢	***Objective(s)***: We are learnin solve word problems involvin dollar bills, quarters, dimes,

	symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	nickels, and pennies, using th and ¢ symbols appropriately. ***Essential Question(s)***: How do you make sense of different strategies? How do y determine their strengths and weaknesses? ***Mathematical Practice(s):*** MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 11:

Topic	Content Standards	Performance Expectation
Work with time.	2.M.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	***Objective(s)***: We are learning use analog and digital clocks tell time to the nearest five minutes using a.m. and p.m.

			Objective(s): We are learning solve word problems involvin dollar bills, quarters, dimes, nickels, and pennies, using th and ¢ symbols appropriately. ***Essential Question(s)***: How do you make sense of different strategies? How do y determine their strengths and weaknesses? ***Mathematical Practice(s):*** MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

rated fications and mmodations:	**Integrated Modifications and Accommodations**

504 Plans	***Special Education***	***At-Risk***	***Gifted and Talented***	***Multilingua Learne***
Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans. **General Modifications / Accommodations** ● Number line on desk ● Extra time ● Use of a calculator or chart of basic facts for computation ● Preferential seating ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete materials and objects (manipulatives)	*Specific modifications and accommodations for special education students will also be provided according to the students' IEP.* **General Modifications / Accommodations** ● Number line on desk ● Provide a hundreds chart ● Extra time ● Preferential seating ● Use of a graphic organizer to plan ways to solve math problems ● Use of concrete	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.	● Pose open-ended questions that require higher-level thinking ● Model thinking strategies, such as decision-making and evaluation ● Accept ideas and suggestions from the student and expand on them ● Facilitating original and independent problems and solutions ● Help students identify rules, principles, and relationships ● Take time to explain the nature of errors ● Content with greater depth and higher levels	● Continue practicing vocabulary ● Demonstrat that vocabulary can have multiple meanings ● Encourag e bilingual supports among students ● Provide visual cues, graphic representa tions, gestures, and pictures ● Rephrase math problems when appropriate ● Build knowledge from real-world examples ● Provide manipulativ and symbo ● Have stude estimate ea ● other's heig

• Opportunities for cooperative partner work • Teach content in smaller segments/steps • Assign fewer problems at one time (e.g., assign only odds or evens) with written instructions • Basic computation – use counters • Differentiated center-based small group instruction • Provide a copy of mathematical equations and examples • 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	materials and objects (manipulatives) • Opportunities for cooperative partner work in small group • Teach content in smaller segments/ steps • Assign fewer problems at one time (e.g., assign only odds or evens) • Basic computation – use counters • Differentiated center-based small group instruction based on functional level • Provide a copy of mathemati		of complexity • A discovery approach that encourages students to explore concepts • Focus on solving complex, open-ended problems • Offer opportunities for interdisciplinary connections • An inquiry approach as active investigation • Investigate real problems and situations • Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful. • Create assessments that allow for differences in understandin	• Have stude measure themselves and one another • Have stude relate an object they know with a unit of measure • Encourage peer discussions regarding how studen are thinking about math *Linked Resources*

pages if necessary • Provide several ways to solve a problem if possible • Offer small and large graph paper options • Provide visual aids and anchor charts • Tiered lessons and assignments • More frequent progress monitoring • Provide more opportunities for practice • Read aloud directions and questions • Restate directions and questions	cal equations, and examples • If a manipulative is used during instruction, allow its use on a test • Place value – use place value blocks • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Offer small and large graph paper options • Provide visual aids and anchor charts • Tiered lessons and assignme		g, creativity, & accomplishments • Use multiple resources. No single text will adequately meet the needs of these learners • Use inquiry-based, discovery learning approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. Allow students to design their own ways to find the answers to complex questions • Provide units, activities, or problems that extend beyond the general curriculum	

	nts with visual instructions • More frequent progress monitoring • Provide more opportunities for practice • Read aloud directions and questions • Restate directions and questions		• Provide useful concrete experiences • Provide activities that can be done independently or in groups based on student choice.	

uctional rials:

Core Instructional Materials	Supplemental Materials
• **Grades K-2:** i-Ready Mathematics Classroom - Copyright 2024	• **i-Ready toolbox** • https://njctl.org/ • https://www.engageny.org/ • https://www.illustrativemathematics.org ntent-standards • http://www.k-5mathteachingresources. m/ • https://www.mathplayground.com/

ssments:

Assessments are multifaceted tools utilized throughout the school year. Based on when they are administered and the teacher's intended use of information, assessments can serve several purpo baseline data at the beginning of the year, progress monitoring throughout the year, or cumulative data at the end of the year.

Overview:

Student achievement is measured and dependent upon the use of high quality assessments. The pur
of assessment is multi-faceted. Interval assessments are systematic and intentional while being auth
in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction using a diagnostic assessment (i-Ready) 3 times a year
- reporting systematically in a formal manner that analyzes changes in achievement data

Unit 2 Overview

Grade 2 - Unit 2 Overview

Numbers within 100: Addition, Subtraction, Time, and Mone

Planning Calendar Guide

October 27 - December 22, 2025

Monday 11/24 Lesson 8 Flex Day	Tuesday 11/25 Unit 2 Mid-Unit Assessment	Wednesday 11/26 Unit 2 Flex	Thursday 11/27 No school
Monday 12/1 Lesson 9 Session 1: Explore Day *Solving Word-Problems with Two-Digit Numbers*	Tuesday 12/2 Lesson 9 Session 2: Develop Day *Ways to Model Word Problems*	Wednesday 12/3 Lesson 9 Session 3: Develop Day *More Ways to Model Word Problems*	Thursday 12/4 Lesson 9 Session 4: Develop Day *More Ways to Model Word Problems*
Monday 12/8 Lesson 9 Flex	Tuesday 12/9 Lesson 10 Session 1: Explore Day *Solving Word Problems Involving Money*	Wednesday 12/10 Lesson 10 Session 2: Develop Day *Find the Value of a Set of Like Coins*	Thursday 12/11 Lesson 10 Session 3: Develop Day *Finding the Value of a Set o Mixed Coins*
Monday 12/15 Lesson 10 Session 5: Refine Day *Solving Word Problems Involving Money*	Tuesday 12/16 Lesson 10 Flex	Wednesday 12/17 Lesson 11 Session 1: Explore Day *Telling and Writing Time*	Thursday 12/18 Lesson 11 Session 2: Develop Day *Telling and Writing Time*
Monday 12/22 Unit 2 Assessment	Tuesday 12/23 Unit 2 Flex	Wednesday 12/24 No School Winter Break Begins	

Assessments

Required (Timed)

- Weekly Lesson Quizzes (paper) OR Digital Comprehension Check (Form A if using for end of lesson assessment)
- Unit Assessment

Recommen

- 1-2 Digital Comprehension Check C check to drive instruction. (warm up

Unit Preparation

To gain a deeper understanding of the trajectory of the Unit- include its key focus areas, how it builds on prior learnin upcoming content-please:

1. *Watch the Unit Flow and Progression Video for visual walkthrough of the unit's structure and instructional paci*
2. *Review the Math Background Document to explore the mathematical concepts in depth, including the connec units.*

Unit Flow and Progression Video	Math Backg
Language Support	
The document below outlines how students use academic and math-specific vocabulary to understand and discuss provides strategies to support English Language Learners, helping them access and engage with math content t development.	
Language Development	
*Please consult the District ESL *linked document* guidance for specific language support recomm*	

Unit 2 | Lesson 8

Grade 2 | Unit 2 | Lesson 8

Use Addition and Subtraction Strategies with Two-Digit Numbers

Overview	**Standards**	**2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, k two one-digit numbers.
	Prior Knowledge	• Understand subtraction as breaking apart into two groups. • Use the strategies of counting on, counting back, making a ten, and using fact fan • Understand how a model represents a numerical situation. • Subtract two one-digit numbers within 10 fluently.
Objectives	**Learning**	• Use mental math strategies to subtract one-digit numbers within 20. • Understand and use the relationship between addition and subtraction to subtrac
Vocabulary		• **difference-** the result of subtraction. • **fact family-** a group of related equations that use the same numbers, but in a different order, ar symbols. A fact family can show the relationship between addition and subtraction. Review the following key terms. • **Equation**- a mathematical statement that uses an equal sign (=) to show that two things have t • **open number line-** a straight line with only the numbers important to a problem labeled. • **subtract-** to take from, take apart, or compare to find the difference.
Materials		counters, 10-frames, connecting cubes, number lines, number chart 1–20

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Unit 2 | Lesson 9

Grade 2 | Unit 2 | Lesson 9

Solve Word Problems with Two-Digit Numbers

Overview	**Standards**	**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word proble adding to, taking from, putting together, taking apart,and comparing, with unknowns in a drawings and equations with a symbol for the unknown number to represent the problem.
	Prior Knowledge	• Add and subtract within 20. • Be familiar with addition and subtraction fact families. • Understand addition and subtraction situations involving adding to, taking from, p and comparing.
Objectives	**Learning**	• Analyze one-step addition and subtraction word problems and write equations to • Use fact families as a strategy to solve one-step problems and build number sens • Interpret models that represent one-step problems.
Vocabulary	• **equal sign (=)-** a symbol that means the same value as. Review the following key terms. • **equation-** a mathematical statement that uses an equal sign (5) to show that two things have t	
Materials	counters, 10-frames, connecting cubes, number lines	

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Unit 2 | Lesson 10

Grade 2 | Unit 2 | Lesson 10

Solve Word Problems Involving Money

	Standards	**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word proble adding to, taking from, putting together, taking apart, and comparing, with unknowns in drawings and equations with a symbol for the unknown number to represent the problem **2.M.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels and pennie appropriately. Example: if you have 2 dimes and 3 pennies, how many cents do you ha**
	Prior Knowledge	• Count by tens. • Fluently add within 100.
Objectives	**Learning**	• Recognize and name the coins penny, nickel, dime and quarter. • Know the value of coins and paper denominations. • Count the amount of money represented by a set of coins or bills.
Vocabulary		• **Cent -** the smallest unit of money in the U.S. One penny has the value of 1 cent. 100 cents is equa • **Dime -** a coin with a value of 10 cents. • **Dollar ($) -** a unit of money in the U.S. There are 100 cents in 1 dollar ($1). • **Nickel -** a coin with the value of 5 cents. • **Penny -** a coin with the value of 1 cent. • **Quarter -** a coin with the value of 25 cents.
Materials		Base-ten blocks, connecting cubes, hundred charts, open number lines, play coins

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Unit 2 | Lesson 11

Grade 2 | Unit 2 | Lesson 11

Tell and Write Times

Overview	**Standards**	**2.M.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, usi
	Prior Knowledge	• Tell and write time in hours and half-hours. • Skip count by fives and tens • Understand the concept of half.
Objectives	**Learning**	• 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 • Determine when a digital clock should read a.m or p.m.
Vocabulary		• **AM or (a.m.) -** the time from midnight until before noon. • **PM pr (p.m.) -** the time from noon until before midnight. • **skip count -** count by a number other than ones, such as count by twos, fives, tens, or hundreds. Review the following key terms. • **digital Clock -** a clock that uses digits to show time. • **hour (h) -** a unit of time. There are 60 minutes in a hour. • **hour hand -** the shorter hand on the clock. It shows hours. • **minute (min) -** a unit of time. There are 60 minutes in 1 hour. • **minute hand -** the longer hand on the clock. It shows minutes.
Materials		Paper clock face, play clock with hands

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

			groups for Connect it)		
Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

NJSLS Unit 3

Grade 2- Unit 3

Summary

n 12:	The content objectives for topic 12 center on understanding the place value in three-digit numbers. Students will identify the ones, tens, and hundreds in a three-digit number, interpret models to determ the combinations of hundreds, tens, and ones in a number, and write a three-digit number using vari combinations of these place values. During partner and class discussions, the language objectives fo on problem-solving strategies using vocabulary such as hundreds, tens, ones, and digits. Students wi describe and compare models showing combinations of hundreds, tens, and ones in both speaking a writing, interpret written directions to write different combinations of these place values, and justify th solution strategies by referring to models during partner discussions.
n 13:	For Topic 13, the content objectives focus on mastering place value in three-digit numbers. Students w identify the place value of each digit in a three-digit number, model three-digit numbers, and interpr models to write the corresponding number values. The language objectives emphasize writing explanations on how the position of a digit determines its value, describing models of three-digit num using lesson vocabulary such as place value and digit during discussions, and making connections between multiple representations in partner discussions.
n 14:	In topic 14, students aim to achieve fluency in addition and subtraction within 1,000. They explore strat such as adding on, partial sums, and partial differences and learn to select efficient techniques base the given numbers. The focus is on adding or subtracting values (ones with ones, tens with tens, hund with hundreds) and developing a deep understanding of regrouping in addition and subtraction, supported by place-value models.
n 15:	In Topic 15, students will develop skills in skip-counting by hundreds within 1,000 to add and subtract, a well as skip-counting by fives and tens from two- and three-digit numbers. They will practice mentall adding and subtracting 10 or 100 to and from numbers ranging from 100 to 900. The language objecti focus on describing patterns and identifying which digits change when skip-counting, using terms lik forward and backward to describe movements on a number line or chart, explaining strategies for ad or subtracting 10 or 100 to a partner, and using models to explain and justify disagreements.
n 16:	In Topic 16, students will use place-value strategies to add three-digit numbers. They will learn to brea apart three-digit numbers, recognizing that hundreds are added to hundreds, tens to tens, and ones ones. They will also determine when regrouping a hundred or a ten is necessary and carry out this regrouping to find the sum. The language objectives include using place-value vocabulary to describ addition strategies, justifying these strategies during partner discussions, writing word problems that

	be solved by breaking apart three-digit numbers, and explaining the connections between a model a different parts of a problem.
ards: imate Change tion Connection	2.NBT.A.1- Understand that the three digits of a three-digit number represent amounts of hundreds, ten 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.1b- The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, f six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2.NBT.A.3- Read and write numbers to 1,000 using base-ten numerals, number names, and expanded
	2.NBT.A.4- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digi using >, =, and < symbols to record the results of comparisons.
	2.NBT.A.2- Count within 1,000; skip-count by 5s, 10s, and 100s. 2.NBT.B.8- Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a giv number 100–900.
	2.NBT.B.7- Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.B.9- Explain why addition and subtraction strategies work, using place value and the properties operations.
	ELDS 1- English Language learners communicate for **Social** and **Instructional** purposes within the scho setting.Prominent Key Uses: ELD-SI.K-3.Narrate; EDL-SI.K-3.Inform; ELD-SI.K-3.Explain; ELD-SI.K-3.Argue **ELDS 3**- English language learners communicate information, ideas and concepts necessary for acad success in the content area of **Mathematics** Prominent Key Uses: ELD-MA.K.Inform.Interpretive/ELD-MA.K.Inform.Expressive **SLDS1**- Emergent bilinguals communicate for **Social** and **Instructional** purposes within the school set **SLDS 3**- Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of **Mathematics**
mputer ce/ 8.2 Design ing:	8.1 and 8.2 Computer Science and Design Thinking by the end of grade 5: 8.1 Computer Science 8.2 Design Thinking

er Readiness, Life acies, and Key	Career Readiness, Life Literacies, and Key Skills by the end of grade 5: 9.2 Career Awareness, Exploration, Preparation 9.4 Life Literacies, and Key Skills

discipline ections:

ELA	***Science***	***Social Studies***
RF.K.1 Demonstrate understanding of the organization and basic features of print. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1a Follow agreed-upon norms for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	6.3.4.A.1 Evaluate what makes a good or law.

n 12:

Scope and Sequence

Topic Standards:

Topic	Content Standards	Performance Expectation
Understand place value	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 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.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	***Objective(s)***: We are learning Represent a 3-digit number a specific amounts of hundreds tens, and ones. We are learning to: Identify te tens as 100 and represent two hundred, three hundred, ... nin hundred with 2, 3, ..., 9 hundre bundles (with zero tens and z ones). ***Essential Question(s)***: How does place value help m understand how numbers wo ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 13:

Topic	Content Standards	Performance Expectation
Read and Write Three Digit Numbers	2.NBT.A.3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	***Objective(s):*** We are learning Read numbers to 1,000 using base-ten numerals, number names, and expanded form. Write numbers to 1000 using base-ten numerals, number names, and expanded form. ***Essential Question(s):*** In what ways can numbers be composed and decomposed ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 14:

Topic	Content Standards	Performance Expectation

	Compare Three Digit Numbers	2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	***Objective(s):*** We are learning Use symbols >, =, < to record t results of comparing two 3-d numbers by decomposing th number into a number (100s, and 1s)**.** ***Essential Question(s):*** How can I use models and place value to compare numbers? ***Mathematical Practice(s):*** MP. 2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 15:

Topic	Content Standards	Performance Expectation
	2.NBT.A.2 Count within 1,000; skip-count by 5s, 10s, and 100s.	***Objective(s)***: We are learning Count within 1,000 by ones, fiv tens, and hundreds beginning any multiple of 1, 5, 10, or 100 (

			begin at 505 and skip count b up to 605, or begin at 600 an skip count by 100 up to 1,000). ***Essential Question(s)***: How can counting help me m sense of the world around us? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment
	Use place value understanding and properties of operations to add and subtract	2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	***Objective(s):***dd and subtract 10 and 100 easily? Mentally add or subtract 10 or 100 from any given number between 100 and 900. ***Essential Question(s):*** How can I use what I know about place value to a ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively.

		MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

n 16:

Topic	Content Standards	Performance Expectation
Use place value understanding and properties of operations to add and subtract	2.NBT.B.7 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	***Objective(s):*** We are learning Add and subtract within 1,000 using concrete models or drawings and strategies base on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. ***Essential Question(s)***: How do you make sense of different strategies? How do you determine their strengths and weaknesses? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics MP.5 Use appropriate tools strategically.

		MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment
Use place value understanding and properties of operations to add and subtract	2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	***Objective(s):*** We are learning to: Apply addition and subtraction strategies based on place value and the properties of operations, explain why these strategies work using drawings or objects [for example, 37 + 12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations)]. ***Essential Question(s)***: How are showing and explaining different? ***Mathematical Practice(s):*** MP 2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others.

		MP.4 Model with mathematics MP.5 Use appropriate tools strategically. MP.7 Look for and make use o structure. MP.8 Look for and express regularity in repeated reasoning. ***Formative Assessment(s):*** • iReady • Savvas • Teacher created assessment

rated fications and mmodations:

Integrated Modifications and Accommodations				
504 Plans	***Special Education***	***At-Risk***	***Gifted and Talented***	***Multilingua Learne***
Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans. **General Modifications / Accommodations**	*Specific modifications and accommodations for special education students will also be provided according to the students' IEP.* **General Modifications /**	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.	• Pose open-ended questions that require higher-level thinking • Model thinking strategies, such as decision-making and evaluation • Accept ideas and suggestions from the student and	• Continue practicing vocabulary • Demonstrat that vocabulary can have multiple meanings • Encourag e bilingual supports among students • Provide visual cues,

• Number line on desk • Extra time • Use of a calculator or chart of basic facts for computation • Preferential seating • Use of a graphic organizer to plan ways to solve math problems • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work • Teach content in smaller segments/steps • Assign fewer problems at one time (e.g., assign only odds or evens) with written instructions • Basic computation – use counters	**Accommodations** • Number line on desk • Provide a hundreds chart • Extra time • Preferential seating • Use of a graphic organizer to plan ways to solve math problems • Use of concrete materials and objects (manipulatives) • Opportunities for cooperative partner work in small group • Teach content in smaller segments/ steps • Assign fewer problems		expand on them • Facilitating original and independent problems and solutions • Help students identify rules, principles, and relationships • Take time to explain the nature of errors • Content with greater depth and higher levels of complexity • A discovery approach that encourages students to explore concepts • Focus on solving complex, open-ended problems • Offer opportunities for interdisciplinary connections • An inquiry approach as	graphic representations, gestures, and pictures • Rephrase math problems when appropriate • Build knowledge from real-world examples • Provide manipulativ and symbo • Have stude estimate ea • other's heig • Have stude measure themselves and one another • Have stude relate an object they know with a unit of measure • Encourage peer discussions regarding how studen are thinking about math

	• Differentiated center-based small group instruction • Provide a copy of mathematical equations and examples • 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 • Offer small and large graph paper options • Provide visual aids and anchor charts • Tiered lessons and assignments • More frequent progress monitoring	at one time (e.g., assign only odds or evens) • Basic computation – use counters • Differentiated center-based small group instruction based on functional level • Provide a copy of mathematical equations, and examples • If a manipulative is used during instruction, allow its use on a test • Place value – use place value blocks • Provide reteach		active investigation • Investigate real problems and situations • Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful. • Create assessments that allow for differences in understanding, creativity, & accomplishments • Use multiple resources. No single text will adequately meet the needs of these learners • Use inquiry-based, discovery learning approaches that emphasize open-ended problems	*Linked Resources*

• Provide more opportunities for practice • Read aloud directions and questions • Restate directions and questions	pages if necessary • Provide several ways to solve a problem if possible • Offer small and large graph paper options • Provide visual aids and anchor charts • Tiered lessons and assignments with visual instructions • More frequent progress monitoring • Provide more opportunities for practice • Read aloud directions and questions		with multiple solutions or multiple paths to solutions. Allow students to design their own ways to find the answers to complex questions • Provide units, activities, or problems that extend beyond the general curriculum • Provide useful concrete experiences • Provide activities that can be done independently or in groups based on student choice.	

	• Restate directions and questions			

uctional rials:

Core Instructional Materials	Supplemental Materials
• **Grades K-2:** i-Ready Mathematics Classroom - Copyright 2024	• **i-Ready toolbox** • https://njctl.org/ • https://www.engageny.org/ • https://www.illustrativemathematics.org ntent-standards • http://www.k-5mathteachingresources m/ • https://www.mathplayground.com/

ssments:

Assessments are multifaceted tools utilized throughout the school year. Based on when they are administered and the teacher's intended use of information, assessments can serve several purpo baseline data at the beginning of the year, progress monitoring throughout the year, or cumulative data at the end of the year.

Overview:

Student achievement is measured and dependent upon the use of high quality assessments. The pur of assessment is multi-faceted. Interval assessments are systematic and intentional while being auth in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction using a diagnostic assessment (i-Ready) 3 times a year
- reporting systematically in a formal manner that analyzes changes in achievement data

Unit 3 Overview

Grade 2 - Unit 2 Overview

Numbers within 1,000: Place Value, Addition, Subtraction

Planning Calendar Guide

January 5 - March 6, 2026

Monday 1/5 Lesson 12 Session 1: Explore Day *Three-Digit Numbers*	Tuesday 1/6 Lesson 12 Session 2: Develop Day *Understanding of Three-Digit Numbers*	Wednesday 1/7 Lesson 12 Session 3: Refine Day *Ideas About Three-Digit Numbers*	Thursday 1/8 Lesson 12 Flex
Monday 1/12 Lesson 13 Session 2: Develop Day *Finding the Value of Three-Digit Numbers*	Tuesday 1/13 Lesson 13 Session 3: Develop Day *Writing Three-Digit Numbers*	Wednesday 1/14 Lesson 13 Session 4: Refine Day *Reading and WritingThree-Digit Numbers*	Thursday 1/15 Lesson 13 Flex
Monday 1/19 No School	Tuesday 1/20 Lesson 14 Session 1: Explore Day *Comparing Three-Digit Numbers*	Wednesday 1/21 Lesson 14 Session 2: Develop Day *Ways to Compare Three-Digit Numbers*	Thursday 1/22 Lesson 14 Session 3: Develop Day *More Ways to Compare Three-Digit Numbers*
Monday 1/26 Lesson 14 Flex Day	Tuesday 1/27 Lesson 15 Session 1: Explore Day *Mental Addition and Subtraction*	Wednesday 1/28 Lesson 15 Session 2: Develop Day *Skip Counting by Fives, Tens, and Hundreds*	Thursday 1/29 Lesson 15 Session 3: Develop Day *Adding and Subtracting 10 a 100*
Monday 2/2 Lesson 15 Flex	Tuesday 2/3 Unit 3 Mid-Unit Assessment	Wednesday 2/4 Lesson 16 Session 1: Explore Day *Adding Hundreds, Tens, and Ones*	Thursday 2/5 Lesson 16 Session 2: Develop Day *Adding and Regrouping One*

Assessments

Required (Timed)

- Weekly Lesson Quizzes (paper) OR Digital Comprehension Check (Form A if using for end of lesson assessment)
- Unit Assessment

Recommen

- 1-2 Digital Comprehension Check C check to drive instruction. (warm up

Unit Preparation

To gain a deeper understanding of the trajectory of the Unit- include its key focus areas, how it builds on prior learnin upcoming content-please:

3. *Watch the Unit Flow and Progression Video for visual walkthrough of the unit's structure and instructional paci*
4. *Review the Math Background Document to explore the mathematical concepts in depth, including the connec units.*

Unit Flow and Progression Video	Math Backg

Language Support

The document below outlines how students use academic and math-specific vocabulary to understand and discuss provides strategies to support English Language Learners, helping them access and engage with math content t development.

Language Development

*Please consult the District ESL *linked document* guidance for specific language support recomm*

Unit 3 | Lesson 12

Grade 2 | Unit 3 | Lesson 12

Understand Three-Digit Numbers

Overview	**Standards**	**2.NBT.A.1.a** 100 can be thought of as a bundle of ten tens - called a "hundred" **2.NBT.A.1.b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, nine hundreds (and 0 tens and 0 ones).
	Prior Knowledge	• Count to 100. • Count by tens and by hundreds. • Understand the concept of place-value in two-digit numbers.
Objectives	**Learning**	• Identify ones, tens and hundreds in a three-digit number. • Interpret models to determine the combinations of hundreds, tens, and ones in a • Write a three-digit number in terms of varied combinations of hundreds, tens, and
Vocabulary		• **hundreds -** groups of 10 tens. • **place value -** the value assigned to a digit based on its position to a number. For example, the 2 has a value of 2 tens or 20. Review the following terms • **digit-** a symbol used to write numbers. The digits 0,1,2,3,4,5,6,7,8, and 9. • **ones-** single units or objects. • **skip count -** count by a number other than ones, such as count by twos, fives, tens, or hundreds. • **tens-** group of 10 ones.
Materials		Presentation slides

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group,*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

			option to begin small groups for Connect it)		
Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Unit 3 | Lesson 13

Grade 2 | Unit 3 | Lesson 13

Read and Write Three-Digit Numbers

Overview	**Standards**	**2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and
	Prior Knowledge	• Understand two-digit numbers. • Count by tens and hundreds. • Add two-digit numbers.
Objectives	**Learning**	• Identify the place value of each digit in a three-digit number. • Model three-digit numbers. • Interpret a model and write the number value.
Vocabulary		• **expanded form -** a way a number is written to show the place value of each digit. For example, 2 Review the following key terms • **digit-** a symbol used to write numbers. The digits 0,1,2,3,4,5,6,7,8, and 9. • **place value -** the value assigned to a digit based on its position to a number. For example, the 2 has a value of 2 tens or 20.
Materials		Base-ten blocks, hundreds place-value charts, open number lines, 200 charts

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group,*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

			option to begin small groups for Connect it)		
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Unit 3 | Lesson 14

Grade 2 | Unit 3 | Lesson 14

Compare Three Digit-Numbers

Overview	**Standards**	**2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, < symbols to record the results of comparisons
	Prior Knowledge	• Identify place-value in numbers. • Model three-digit numbers. • Understand the concepts of greater than, less than, and equal to.
Objectives	**Learning**	• Compare to determine whether three-digit numbers are greater than,less than, o • Express equalities and inequalities using proper notation. • Solve problems involving inequalities and justify solutions.
Vocabulary		• **greater than symbol (>)** a symbol used to compare two numbers when the first is greater than t • **less than symbol (<)** a symbol used to compare two numbers when the first is less than the sec Review the following key terms. • **compare-**to decide if numbers, amounts, or sizes are greater than, less than, or equal to each o • **equal sign (5) -** a symbol that means *the same value as.*
Materials		base-ten blocks, blank number lines, hundred charts, hundreds place-value charts

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 4	**Refine**	**Number Sense**	**Try-Discuss-Connect**	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

		10 minutes (Whole Group)	*15-20 minutes (Whole Group, option to begin small groups for Connect it)*		
Session 5	**Refine**	**Number Sense** *10 minutes (Whole Group)*	**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes (Whole Group or Small Group)*	**Center Rotations** *45 minutes (Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F

Grade 2 | Unit 3 | Lesson 15

Mental Addition and Subtraction

Overview	**Standards**	**2.NBT.A.2** Count within 1000; skip count by 5s, 10s, and 100s. **2.NBT.B.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 100–900.
	Prior Knowledge	• Fluently add and subtract two-digit numbers. • Identify the place value of each digit in a three-digit number. • Model three-digit numbers • Interpret models for three-digit numbers and write their values.
Objectives	**Learning**	• Skip-count by hundreds within 1,000 to add and subtract. • Skip-count by fives and tens from two- and three-digit numbers. • Mentally add 10 or 100 to a given number 100–900. • Mentally subtract 10 or 100 from a given number 100–900.
Vocabulary		**There is no new vocabulary. Review the following key terms.** • **Difference-** the result of subtraction. • **regroup-** to put together or break apart ones, tens, or hundreds. For example, 10 ones can be regr can be regrouped as 10 tens. • **skip-count-** count by a number other than ones, such as count by twos, fives, tens, or hundreds. • **sum-** the result of addition.
Materials		connecting cubes, hundred charts, open number lines, base-ten blocks, hundreds place-value charts, op charts

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes (Whole Group)*		**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes (Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes (Whole Group)*		**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes (Whole Group)*	**Center Rotatio** *45 minutes (Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes (Whole Group)*		**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small*	**Apply it** *10 minutes (Whole Group)*	**Center Rotatio** *45 minutes (Small Groups)*

				groups for Connect it)		
Session 4	**Refine**	**Number Sense** *10 minutes (Whole Group)*		**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes (Whole Group)*	**Center Rotatio** *45 minutes (Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes (Whole Group)*		**Try-Discuss-Connect** *15-20 minutes (Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes (Whole Group or Small Group)*	**Center Rotatio** *45 minutes (Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center		**Student Led/Partner Center**	**Indepe**
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection		• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- • i-Ready • i-Ready • Fluency • Indepen

Grade 2 | Unit 3 | Lesson 16

Add Three-Digit Numbers

Overview	**Standards**	**2.NBT.B.7** Add and subtract within 1000, using concrete models or drawings and strategie properties of operations, and/or the relationship between addition and subtraction; relat method. Understand that in adding or subtracting three-digit numbers, one adds or subt tens and tens, ones and ones; and sometimes it is necessary to compose or decompose **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the
	Prior Knowledge	• Identify place value in three-digit numbers. • Model three-digit numbers. • Perform two-digit addition with and without .
Objectives	**Learning**	• Break apart three-digit numbers as a place-value strategy for adding. • Recognize that in addition, hundreds are added to hundreds, tens are added to te ones. • Determine when regrouping a hundred or a ten is necessary and carry out the reg
Vocabulary	**There is no new vocabulary. Review the following key terms.** • **regroup-** to put together or break apart ones, tens, or hundreds. For example, 10 ones can be reg can be regrouped as 10 tens. • **sum-** the result of addition	
Materials	base-ten blocks, connecting cubes, counters, number charts, open number lines, hundreds place-value	

Pacing Guide

Session 1	**Explore**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Investigate it** *45 minutes* *(Small Groups)*	
Session 2	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 3	**Develop**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Session 4	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group)*	**Center Rotations** *45 minutes* *(Small Groups)*
Session 5	**Refine**	**Number Sense** *10 minutes* *(Whole Group)*	**Try-Discuss-Connect** *15-20 minutes* *(Whole Group, option to begin small groups for Connect it)*	**Apply it** *10 minutes* *(Whole Group or Small Group)*	**Center Rotations** *45 minutes* *(Small Groups)*

Optional for Small Group Instruction
(45 minutes)

Teacher Directed Center	Student Led/Partner Center	Independ
• Connect it Questions • Apply it Problems • Tools for Instruction (reteaching) • Enrichment Activities • Hands-On Activity • Deepen Understanding • Literacy Connection	• Math Center Activities • Teacher Created Activities • Unit Games • Enrichment Activities	• i-Ready- MyP • i-Ready Intera • i-Ready Math • Fluency and S • Independent F