


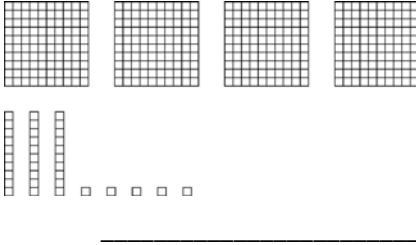




Grade: 2	Unit: Operations and Algebraic Thinking Units- Topics 1 thru 4		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
<p><b>A. Represent and solve problems involving addition and subtraction.</b></p>	<p>2.OA.A1. Use addition and subtraction 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.</p>	<p>Carol is reading a book that has 19 pages. On Friday she read 4 pages and on Saturday she read 11 more pages. How many more pages does Carol have left to read?</p>	<p><b>Text (Units / Pages)</b>                      Lessons 1-1 to 1-7                      Lessons 2-1 to 2-5 to 2-7                      Lessons 3-1 to 3-4 and 3-6                      Lesson 4-4</p> <p><b>Technology / Open Resources</b>  <a href="#">A Pencil and a Sticker</a></p>	<p><a href="#">Model Assessment Unit 1</a>  <a href="#">Model Assessment Unit 2</a>  <a href="#">Model Assessment Unit 3</a>  <a href="#">Model Assessment Unit 4</a>  <a href="#">Model Assessment Unit 5</a></p>
<p><b>B. Add and subtract within 20.</b></p>	<p>2.OA.B2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p style="text-align: center;"> <math>8+2=</math>  <math>9-4=</math>  <math>6+3=</math> </p>	<p><b>Text (Units / Pages)</b>                      Lesson 2-6                      Lesson 3-5</p> <p><b>Technology / Open Resources</b>  <a href="#">Building Toward Fluency</a>  <a href="#">Hitting the Target Number</a></p>	
<p><b>C. Work with equal groups of objects to gain foundations for multiplication.</b></p>	<p>2.OA.C3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>Look at the group of apples. Does the group have an even number of apples or an odd number of apples? Show your thinking using words, numbers, or pictures.</p> <p style="text-align: center;">  </p> <p>Write an even number that is between 21 and 29. Write an equation to show how that number can be made by adding two equal numbers.</p>	<p><b>Text (Units / Pages)</b>                      Lesson 5-6</p> <p><b>Technology / Open Resources</b>  <a href="#">Red and Blue Tiles</a></p>	

	<p>2.OA.C4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>Look at the array of stars.</p>  <p>Pedro wants to write the same number in each circle so that the sum equals the number of stars in the array. What number should Pedro write in each circle?</p>  <p>_____</p>	<p><b>Text (Units / Pages)</b> Lessons 4-1 to 4-3</p> <p><b>Technology / Open Resources</b> <a href="#">Counting Dots in Arrays</a></p>	
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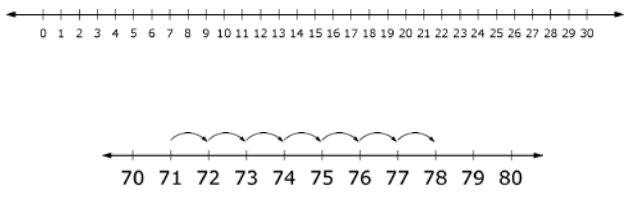
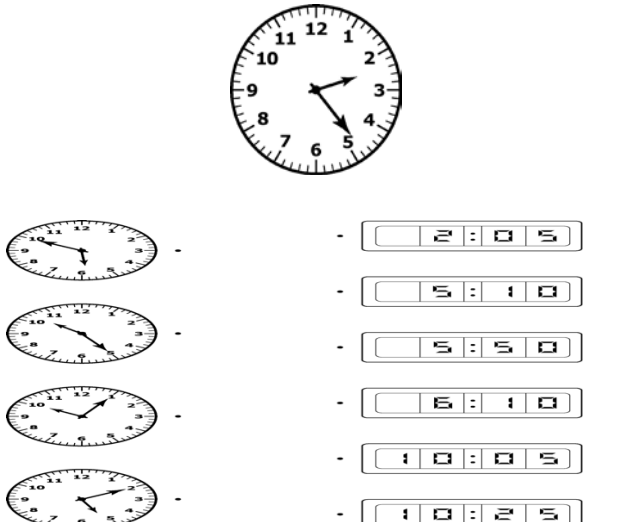
Grade: 2	Unit: Numbers and Operations in Base Ten- Topics 5 thru 11		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
<p><b>A. Understand place value.</b></p>	<p>2.NBT.A1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p>	<p>What number is shown by the base-ten blocks?</p> 	<p><b>Text (Units / Pages)</b> Lesson 5-1</p> <p><b>Technology / Open Resources</b> <a href="#">Making 124</a> <a href="#">Largest Number Game</a></p>	<p><a href="#">Model Assessment Unit 1</a> <a href="#">Model Assessment Unit 2</a> <a href="#">Model Assessment Unit 3</a> <a href="#">Model Assessment Unit 4</a> <a href="#">Model Assessment Unit 5</a></p>
	<p>2.NBT.A1.a 100 can be thought of as a bundle of ten tens — called a “hundred.”</p>	<p>Which number has more than 5 bundles of ten tens?</p> <p>a. 608 b. 419 c. 287 d. 236</p>	<p><b>Text (Units / Pages)</b> Lesson 10-1</p> <p><b>Technology / Open Resources</b></p>	
	<p>2NBT.A1.b 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).</p>		<p><b>Text (Units / Pages)</b> Lesson 10-2</p> <p><b>Technology / Open Resources</b></p>	
	<p>2NBT.A2. Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>Travis made a list of numbers to start at 25 and skip count by 5. What number should <b>NOT</b> be in the list?</p> <p>25, 30, 35, 40, 44, 50, 55</p>	<p><b>Text (Units / Pages)</b> Lesson 5-4 Lesson 6-6 Lessons 10-5, 10-6, and 10-9</p>	

			Technology / Open Resources	
	2NBT.A3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Joshua counted 286 cars during a family trip. Write this number using words and expanded form.	<b>Text (Units / Pages)</b> Lesson 5-2 Lesson 10-3  <b>Technology / Open Resources</b> <a href="#">Looking at Numbers Every Which Way</a>	
	2NBT.A4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Place a $<$ , $>$ , or $=$ symbol in the box below to compare the numbers.  $684$ <input type="text"/> $648$	<b>Text (Units / Pages)</b> Lesson 5-3 Lesson 10-7 and 10-8  <b>Technology / Open Resources</b> <a href="#">Ordering 3 Digit Numbers</a>	
<b>B. Use place value understanding and properties of operations to add and subtract.</b>	2NBT.B5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Show how to find $57+39=$	<b>Text (Units / Pages)</b> Lessons 5-5 and 5-7 Lessons 6-1 to 6-5 Lessons 7-2 to 7-5 Lessons 8-1 to 8-5 and 8-8 to 8-9 Lessons 9-1 to 9-5 and 9-7 to 9-9  <b>Technology / Open Resources</b> <a href="#">Saving Money 1</a> <a href="#">Saving Money 2</a>	
	2NBT.B6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add the following numbers. Show your work using words or numbers.  $11, 15, 10,$ and $14.$	<b>Text (Units / Pages)</b> Lesson 8-7  <b>Technology / Open Resources</b>	

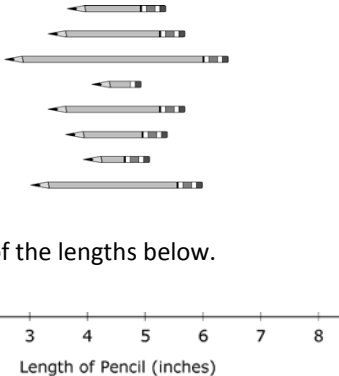
	<p>2NBT.B7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p><math>21 + 59 =</math></p> <p>Haloti solved the equation above by writing <math>21 + 59 = 20 + 1 + 50 + 9 = 20 + 50 + 1 + 9 = 70 + 10 = 80</math>.</p> <p>Draw base-ten blocks and use the drawing to explain why the method Haloti used is correct.</p>  <hr/> <hr/>	<p><a href="#">Toll Bridge Puzzle</a></p> <p><b>Text (Units / Pages)</b> Lessons 11-1, 11-2, 11-4 to 11-6, 11-8 and 11-9</p> <p><b>Technology / Open Resources</b> <a href="#">How Many Days Until Summer Vacation?</a></p>																
	<p>2NBT.B8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<p><math>199 + 10 =</math>  <math>875 - 100 =</math>  <math>600 - 10 =</math>  <math>428 + \underline{\quad} = 528</math></p>	<p><b>Text (Units / Pages)</b> Lesson 7-1 Lesson 10-4</p> <p><b>Technology / Open Resources</b> <a href="#">Choral Counting</a></p>																
	<p>2NBT.B9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>Which tells correct thinking for adding <math>18 + 29 =</math></p> <p>Put a check in the oval if the thinking is correct.</p> <table border="1" data-bbox="802 1117 1159 1367"> <thead> <tr> <th></th> <th>Correct</th> <th>Incorrect</th> </tr> </thead> <tbody> <tr> <td>Add 18 + 30. Then subtract 1.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Add 18 + 20 to get 38. Then add 38 + 2 to get 40. Then add 7.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Add 18 + 20 to get 38. Then subtract 9.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Add 20 + 30 to get 50. Then subtract 2 to get 48. Then subtract 1 to get 47.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Correct	Incorrect	Add 18 + 30. Then subtract 1.	<input type="radio"/>	<input type="radio"/>	Add 18 + 20 to get 38. Then add 38 + 2 to get 40. Then add 7.	<input type="radio"/>	<input type="radio"/>	Add 18 + 20 to get 38. Then subtract 9.	<input type="radio"/>	<input type="radio"/>	Add 20 + 30 to get 50. Then subtract 2 to get 48. Then subtract 1 to get 47.	<input type="radio"/>	<input type="radio"/>	<p><b>Text (Units / Pages)</b> Lessons 11-3 and 11-7</p> <p><b>Technology / Open Resources</b> <a href="#">Peyton and Presley Discuss Addition</a></p>	
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Grade: 2	Unit: Measurement and Data- Topics 13-16		Time:	
<b>Critical Skills (Student Outcomes)</b>	<b>NJ Learning Standards:</b>	<b>Samples / Exemplars:</b>	<b>Resources:</b>	<b>Assessments:</b>
<b>A. Measure and estimate lengths in standard units.</b>	2MD.A1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		<b>Text (Units / Pages)</b> Lessons 15-1 to 15-3  <b>Technology / Open Resources</b> <a href="#">Determining Length</a>	<a href="#">Model Assessment Unit 1</a> <a href="#">Model Assessment Unit 2</a> <a href="#">Model Assessment Unit 3</a> <a href="#">Model Assessment Unit 4</a> <a href="#">Model Assessment Unit 5</a>
	2MD.A2. 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.	Use a ruler to measure the length of the line in inches.    Write the length and the unit: _____  Measure the length of the same line to the nearest whole centimeter.  Write the length and the unit: _____  Explain why the number of inches is less than the number of centimeters.	<b>Text (Units / Pages)</b> Lesson 15-6  <b>Technology / Open Resources</b>	
	2MD.A3. Estimate lengths using units of inches, feet, centimeters, and meters.	Which would be the best estimate of the length of your thumb?  a. 4 centimeters  b. 4 inches  c. 4 feet	<b>Text (Units / Pages)</b> Lesson 15-4, 15-4, and 15-9  <b>Technology / Open Resources</b> <a href="#">Determining Length</a>	

		<p>d. 4 meters</p>		
	<p>2MD.A4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<div data-bbox="898 266 1180 435" data-label="Image"> </div> <p>What is the length, in inches, of the top pair of scissors?</p> <p>_____</p> <p>What is the length, in inches, of the bottom pair of scissors?</p> <p>_____</p> <p>How many inches longer is the bottom pair of scissors than the top pair of scissors?</p> <p>_____</p>	<p><b>Text (Units / Pages)</b> Lesson 15-8</p> <p><b>Technology / Open Resources</b> <a href="#">Determining Length</a></p>	
<p><b>B. Relate addition and subtraction to length.</b></p>	<p>2MD.B5. 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.</p>	<p>Look at the map below.</p> <div data-bbox="982 1110 1243 1321" data-label="Diagram"> </div>	<p><b>Text (Units / Pages)</b> Lesson 15-7</p> <p><b>Technology / Open Resources</b> <a href="#">High Jump Competition</a></p>	

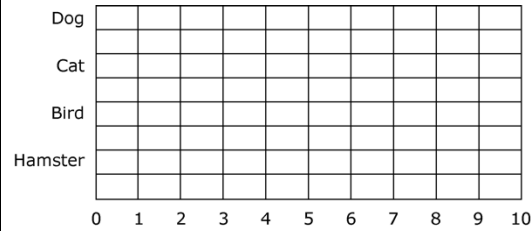
		<p>How many centimeters longer is the line between Newton and Lineboro than the line between Newton and Clark?</p> <p>_____</p>		
	<p>2MD.B6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>24-9=</p>  <p>Write an equation that matches what is shown on the number line above.</p> <p>_____</p>	<p><b>Text (Units / Pages)</b> Lesson 8-6 Lesson 9-6</p> <p><b>Technology / Open Resources</b> <a href="#">Frog and Toad on the Number Line</a></p>	
<p><b>C. Work with time and money.</b></p>	<p>2MD.C7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>What afternoon time is shown on the clock below, to the nearest 5 minutes?</p>  <p>_____</p>	<p><b>Text (Units / Pages)</b> Lesson 16-1 and 16-2</p> <p><b>Technology / Open Resources</b> <a href="#">Ordering Time</a></p>	



	<p>2MD.C8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p>	<p>Jim finds 3 quarters and 1 dime in his pocket. In his other pocket, he finds 4 dimes, 3 nickels, and 2 pennies. How much money does Jim have in all?</p>	<p><b>Text (Units / Pages)</b> Lessons 13-1 to 13-5 Lessons 14-1 to 14-4</p> <p><b>Technology / Open Resources</b> <a href="#">Delayed Gratification</a></p>					
<p><b>D. Represent and interpret data.</b></p>	<p>2MD.D9. 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.</p>	<p>Use a ruler to measure the length of each pencil below to the nearest inch. Write the length above each pencil.</p>  <p>Make a line plot of the lengths below.</p>	<p><b>Text (Units / Pages)</b> Lesson 16-4</p> <p><b>Technology / Open Resources</b> <a href="#">Hand Span Measures</a> <a href="#">The Longest Walk</a></p>					
	<p>2MD.D10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>Brian asked 15 friends to tell him what their favorite pet is. The table below shows what his friends said.</p> <table border="1" data-bbox="898 1226 1276 1377"> <thead> <tr> <th>Favorite Pet</th> <th>Number of Friends</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>6</td> </tr> </tbody> </table>	Favorite Pet	Number of Friends	Dog	6	<p><b>Text (Units / Pages)</b> Lesson 16-3, 16-5, and 16-6</p> <p><b>Technology / Open Resources</b></p>	
Favorite Pet	Number of Friends							
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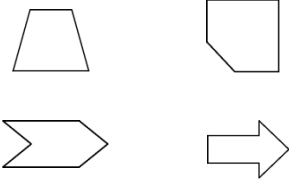
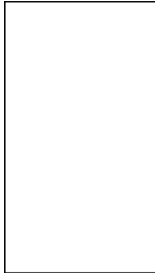
Cat	2
Bird	4
Hamster	3


Part A: Make a bar graph to show the favorite pets of Brian's friends.



Part B: How many more friends said dog than said bird?

Answer: \_\_\_\_\_ friends

Grade: 2	Unit: Geometry- Topic 12		Time:	
Critical Skills (Student Outcomes)	NJ Learning Standards:	Samples / Exemplars:	Resources:	Assessments:
<p><b>A. Reason with shapes and their attributes.</b></p>	<p>2G.A1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>Which of the following shapes is a hexagon?</p> <div style="text-align: center;">  </div>	<p><b>Text (Units / Pages)</b> Lessons 12-1 to 12-5 and 12-8</p> <p><b>Technology / Open Resources</b></p>	<p><a href="#">Model Assessment Unit 1</a>  <a href="#">Model Assessment Unit 2</a>  <a href="#">Model Assessment Unit 3</a>  <a href="#">Model Assessment Unit 4</a>  <a href="#">Model Assessment Unit 5</a></p>
	<p>2G.A2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>Use squares of the same size to fill the rectangle below so that there are 8 rows and 4 columns of squares.</p> <div style="text-align: center;">  </div> <p>How many squares of the same size are there in all?</p> <p>Answer: _____ squares</p>	<p><b>Text (Units / Pages)</b> Lesson 12-6</p> <p><b>Technology / Open Resources</b>  <a href="#">Partitioning a Rectangle into Unit Squares</a></p>	
	<p>2G.A3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and</p>	<p>Natasha ordered three cakes of the same size for her birthday party. The cake slices left over after the party are shaded in the figures below.</p>	<p><b>Text (Units / Pages)</b> Lesson 12-7</p>	

	<p>describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<div style="text-align: center;">  <p>Cake 1      Cake 2      Cake 3</p> </div> <p>How many fourths of a cake are left over? _____                  Does the cake left over make a whole cake?                  Place a checkmark in the oval to answer yes or no.</p> <p style="text-align: center;"> <input type="radio"/> Yes      <input type="radio"/> No             </p>	<p>Technology / Open Resources</p>	
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