

CURRICULUM GUIDE 2007 Second Grade Mathematics

Suggested Time Line	Essential Questions and Content	NJCCCS	Instructional Objectives	Assessment	Instructional Domain	Instructional Activities
How much time will be spent on this learning?	What will be taught?	What state standards will be met by these objectives?	What will the students know or be able to do As a result of the Instruction?	What evidence will I collect that demonstrates that the students have achieved the objective	How will the learning be structured?	What will the students do to achieve the objective?
Lesson 1.1	How will the students be introduced to the math message and review number sequence and number lines?	4.1, A2, A.5 4.3 A.1 4.4 D.1 4.5 B1, B4, C1, and C2, E1 F4	To review the Math message routine and to review number sequences and number lines	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Writing Numbers in Sequence Reviewing number sequences starting with 1000 Introduce the journal Missing numbers on number lines Share ideas about mathematics Adding to the mathematics all around bulletin board Using Objects to identify number lines Counting aloud to estimate seconds Counting school days with roman numerals
Lesson 1.2	Where will students find their tool kits and how will they value coin combinations?	4.1 A.4 4.4 D.1 4.5 A.3 e.1, E.2, F.1 F.2, F.4	To introduce the tool kits and to find the value of coin combinations.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Distribute tool kits Find the values of coin combinations More oral coin-counting Exploring the pattern-block template Arranging children in order using their tool kit number Minute math
Lesson 1.3	How will students review months, weeks, days and telling time?	4.2 D.3 4.4 B.2 4.5 A.3, E.1, E.2, F.2, F.4	To review months, weeks, and days: and to review telling time.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Build a calendar for the month Telling time Completing calendar pages Saying and writing ordinal numbers Playing games using ordinal number words Simulating a large clock
Lesson 1.4	How will students practice partnership principles and practice addition facts?	4.1 B.3, B.4 4.4, D.1 4.5, C.1, C.2	To practice addition facts; and to establish partnership principles.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Discussing partnership principles Exploring the everything math deck Demonstrating and playing addition top it Exploring number grid patterns Completing a number grid Playing coin top it
Lesson 1.5	How will students use their slates and make and count tallies?	4.1 A.2, B.4 4.2 A.2, A.4 4.3, a.1, D.1 4.4 A2, B2, D1 4.5 B.1	To introduce the slate routine and to practice making and counting tallies.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Introduce the slate routine Make tally marks for 30 seconds Representing numbers with tally marks Playing addition top it Using craft sticks to tally the number of children responses Playing the dice roll and tally game

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Lesson 1.1	How will the students be introduced		To review the Math message	Math Boxes	Mental Math and Reflexes	Math Message Follow Up

CURRICULUM GUIDE 2007 Second Grade Mathematics

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Lesson 1.1	How will the students be introduced	4.1 A.2, A.4	To review the Math message	Math Boxes Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Math Message Follow Up
Lesson 1.6	How will students review grouping by tens and practice exchanging \$1, \$10, and \$100 bills?	4.3 A.1	To review grouping by tens; and to practice exchanging \$1, \$10 and \$100 bills.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Counting money Playing the money exchange game with \$100 bills Playing addition top it Playing the money exchange game with base 10 blocks Playing the money exchange game with coins and \$1 bills Playing the money exchange game with \$1000 bank drafts
Lesson 1.7	How will students review place value and be introduced to math boxes routine?	4.1 A.2 4.5 A.2, A.3, C.1, C.2, D.3, E.2 F.2, F.4	To review place value; and to introduce the Math Box routine.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Introduce math boxes Completing a math boxes page Playing penny cup Playing two fistted penny addition Minute math
Lesson 1.8	Will students understand number patterns and sequences? Can students set up rules for small group work?	\$.3 A.1 4.4 D.1, D.3 4.5 C.1, C.2	To establish rules for working in small groups and to review number sequences and patterns.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Exploring counting patterns on the class number grid poster Establishing rules for small group work Making a class number scroll from 1 to 1000 Playing addition top it Math boxes Making individual number scrolls Minute math
Lesson 1.9	How will students explore place-value patterns on number grids?	4.1, A.2 4.3 A.1 4.5 B.2	To explore place value patterns on number grids.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Finding patterns on a number grid Completing number grid puzzles Going on a number grid hunt Math boxes Making number grid puzzle pieces Filling in pieces of a number grid
Lesson 1.10	Where will students find equivalent names for numbers? How will students review calculator use?	4.5 A.2, A.3, A.4,B.2, E.2, F.2, F.4	To give equivalent names for numbers; and to review calculator use.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Reviewing equivalent names for numbers Reviewing calculator use Skip counting on the calculator Solving broken calculator problems Playing the money exchange game Math boxes Finding counting patterns on a number grid pan balance and identical objects

CURRICULUM GUIDE 2007 Second Grade Mathematics

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Lesson 1.1 Lesson 1.11	How will the students be introduced How will students count on a calculator and looked for patterns while counting?	4.1 A.2 4.2 A.4 4.3 A.1, C.2 4.5 A.3, E.2 , F.2, F.4	To review the Math message To count on the calculator; and to look for patterns while counting.	Math Boxes Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Math Message Follow Up Counting with a calculator Solving broken calculator problems Math boxes Playing pin the number on the number grid Counting by 2s, 5s, and 10s
Lesson 1.12	How will students learn the routine of Home Links? How will students compare numbers using < and =?	4.1 A.5, C.1 4.4 D.1	To compare numbers using the relation symbols less than or greater than and equal and to introduce the home links.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Reviewing relations less than, greater than, and equal to Practicing the use of the symbols Playing addition top it Math boxes Playing digit discovery Showing equalities and inequalities with a pan balance
Lesson 1.13	What will students use to explore temperatures, base-10 structures and dominoes facts?	4.1 A.2, B.2, B.3, B.4, B.8 4.2 D.3 4.5 B.2, D.3, E.1	To read and display temperatures To combine values of ones, tens, and hundreds; and to recognize addition facts on dominoes.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Discussing procedures and expectations for exploration Measuring temperatures Calculating the values of base 10 structures Sorting dominoes Playing addition top it Math boxes Minute math
Lesson 1.14	will student's assessment show knowledge of materials covered in Unit 1?		To review and assess children's progress on the material covered in Unit 1	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Oral and slate assessments Written assessments Play digit discovery Create number grid puzzles Math boxes
Lesson 2.1	How will students make up, represent and solve number stories?	4.1 B.1, B.2 4.3 C.2 4.5 A.2, E.1	To make up, represent, and solve addition number stories.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Making up and solving addition number stories Writing addition number stories Completing number grid puzzles Math boxes Making up addition number stories for a bulletin board or book

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Lesson 1.1	How will the students be introduced		To review the Math message	Math Boxes	Mental Math and Reflexes	Math Message Follow Up
Lesson 2.2	How will students review +0 and +1 and practice addition facts in which one of the addends is 0,1,2, or 3?	4.1 B. 1,2,3,4,8	To review + 0 and +1 addition facts, and to practice addition facts in which one of the addends is 0,1,2,or 3.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Reviewing +0 +1 shortcuts Demonstrating beat the calculator Playing beat the calculator Stressing the importance of fact power Finding distances on a number grid Math boxes Playing addition top it
Lesson 2.3	How will students review and practice double facts?	4.1 B.1,2,4,8 4.5 C.1,2	To review and practice the doubles facts.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Reviewing the meaning of sum Reviewing the facts table Reviewing the doubles facts Practicing doubles facts and almost doubles facts Playing beat the calculator Math boxes Creating visual images for doubles Finding doubles in literature
Lesson 2.4	Will students be able to review the turn- around rule and find a shortcut to addition, when 9 is the addend?	4.1 B.1,2,3,4,6,7,8, C.2	TO review the turn around shortcut for addition; and to discover and practice a shortcut for addition facts that have 9 as an addend.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Introduce the +9 shortcut Practicing +9 facts Practicing doubles facts and almost doubles facts Math boxes Creating and solving riddles Using counters and a ten frame card to demonstrate the +9 shortcut
Lesson 2.5	How will students explore and practice doubles-plus-1 and doubles-plus-2 facts?	4.3 A.1 4.5 A.2	To explore and practice doubles plus 1 and doubles plus 2 facts.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Discussing doubles plus 1 facts Discussing doubles plus 2 facts Practicing addition strategies that use doubles facts Playing a dominoes version of addition top it Cutting out fact triangles Math boxes Looking for patterns in the facts table
Lesson 2.6	Will students review the -0 and-1 shortcuts and identify the subtraction facts that relate to the addition problems?	4.1 B.1,3,4,8	To review the -0 and -1 shortcuts; and to identify the subtraction facts related to given addition facts.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity	Math Message Follow Up Discussing the -0 and the -1 shortcuts Using dominoes to generate related addition and subtraction facts Practicing domino facts Practicing addition facts by playing beat the calculator or addition top it Math boxes

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Lesson 1.1	How will the students be introduced		To review the Math message	Math Boxes Performance/Group Assessment	Mental Math and Reflexes Partner Activity	Math Message Follow Up Using dominoes to generate related addition and subtraction facts

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How much time will be spent on this learning?	What will be taught?	What state standards will be met by these objectives?	What will the students know or be able to do As a result of the Instruction?	What evidence will I collect that demonstrates that the students have achieved the objective	How will the learning be structured?	What will the students do to achieve the objective?
Lesson 1.1 Lesson 2.7	How will the students be introduced How will students explore scales, weights and equal groups?	4.2 D. 1,2,3,4 E.1 4.3 A.1, C.3 4.5 b.1, E.1,F4	To review the Math message To use a pan balance and spring scales; to experience the ounce /pound relationship; and to find the total number of objects in equal groups.	Math Boxes Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Math Message Follow Up Demonstrating the pan balance Demonstrating the spring scale Using a pan balance Using a spring scale Making equal groups of objects Playing beat the calculator Math boxes Minute math
Lesson 2.8	How will students use addition and subtraction facts and show the fact family relationship?	4.1 B.1,3,4,8 4.2 D.2,4 E.4	To demonstrate the inverse relationship between addition and subtraction; and to practice addition and subtraction facts for sums to and including 10	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Discussing fact families Demonstrating the use of +- fact triangles Practicing with fact triangles Solving pan balance problems Math boxes Representing part part whole subtraction with counters
Lesson 2.9	How will students show the many ways that each number can be names?	4.1 B.4 4.5 E.2	To review the concept that the number can be named in many ways.	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Demonstrating name that number Playing name that number Practicing with name collection boxes Solving subtraction number stories Math boxes Playing musical name collection boxes Exploring equivalent names in literature
Lesson 2.10	How will students use an addition or subtraction rule to generate a number sequence and once given the sequence, find the rule?	4.1 B.4 4.3 B.1, C.2, D.1 4.4 C.2, D.1,3,4	to use a given addition and subtraction rule to generate a number sequence; and to identify the rule for a given number sequence	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Demonstrating frames and arrows routines Completing frames and arrows diagrams Playing name that number Math boxes Making up frames and arrows problems Counting on a number grid
Lesson 2.11	How will students use missing number pairs to generate a rule and when given the rule, students find the number pairs?	4.2 D.3 4.3 D.1 4.5 B.1	To identify missing numbers in number pairs that are generated by a rule; and to determine the rule used to generate number pairs	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Establishing what's my rule routines Using function machines to illustrate what's my rule tables Solving what's my rule problems Practicing with+- fact triangles Math boxes What's my rule fishing

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Lesson 1.1 Lesson 2.12	How will the students be introduced How will students review and practice the counting-back and counting up strategies for subtraction?	4.1 B.4 4.1 B.4,6,7 C.2	To review the Math message To review, develop, and practice the counting- back and counting-up strategies for subtraction	Math Boxes Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Math Message Follow Up Reviewing the meaning of difference Reviewing the counting back strategy for subtraction Reviewing the counting up strategy for subtraction Practicing with +- fact triangles Playing beat the calculator Cutting out +- fact triangles Math boxes Minute math
Lesson 2.13	Will students discover and practice shortcuts for subtraction 9 and 8 from any number?	4.5 C.1,2,4	To discover and practice shortcuts for subtracting 9 or 8 from any number	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Introducing a -9 shortcut Introducing a -8 shortcut Practicing -9-8 shortcuts Practicing with +- fact triangles Math boxes Using the what's my rule routine to practice -9-8 shortcuts Using a ten frame to develop -9-8 shortcuts
Lesson 2.14	How will students be assessed of their progress in Unit 2?	all standards from last lessons in the unit	To assess and review children's progress on the material covered in Unit 2	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Oral and slate assessments Written assessments Use +- fact triangles Write and solve addition and subtraction number stories Math boxes
Lesson 3.1	How will students review place value in two and three digit numbers?	4.1 A.2 4.3 A.1	To review place value in 2- digit and 3 digit numbers	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment Performance/Group Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Exploring a simple way to draw base 10 blocks Matching numbers and displays of base 10 blocks Saying, writing, displaying, and describing numbers Doing place value exercises Completing magic squares Math boxes Demonstrating 4 digit numbers with a thousands cube
Lesson 3.2	How will students review coin values and exchange coins to find combinations needed to pay for items?	4.1 A.4	To review coin values and exchanges among coins; and to find coin combinations needed to pay for items	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Reviewing the exchanges for coins and \$1 bills Paying for things with coins Taking turns buying and selling Playing the digit game Math boxes Making difference coin combinations for the same value Playing spinning for money
Lesson 3.3	How will students learn to tell time and write time in digital form?	4.2 D.3 4.5 A.3, B.1,2, C.3, E.1, E.2, F.1, F.4	To tell time; and to write time in digital clock notation	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas	Mental Math and Reflexes Math Message Whole Class Activity	Math Message Follow Up Discussing the functions of clock hands Estimating time with an hour hand only

CURRICULUM GUIDE 2007 Second Grade Mathematics

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Lesson 1.1	How will the students be introduced		To review the Math message	Math Boxes Math Message Oral and Slate Assessment Written Assessment	Mental Math and Reflexes Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Estimating time with the hour hand and the minute hand Telling and writing time Solving frames and arrows problems Math boxes Playing prize time
Lesson 3.4	How will students explore numbers, time and geoboards.	4.1 A.2 4.2 A.1,2,3, D.3 4.5 B.1, C.3, D.3, E.1, F.1, F.5	To represent and rename numbers with base 10 blocks; to review writing and telling time; and to make, describe and compare shapes on a geoboard	Math Boxes Ongoing Assessment: Kid Watching Portfolio Ideas Math Message Oral and Slate Assessment Written Assessment	Mental Math and Reflexes Math Message Whole Class Activity Whole Class Discussion Independent Activity Small -Group Activity Partner Activity	Math Message Follow Up Building and renaming numbers Making a clock booklet Making and comparing shapes on a geoboard Practicing complements of 100 by playing dollar rummy Math boxes Minute math