
Second Grade Mathematics

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Second Grade Mathematics

Prerequisite:

- Successful completion of first grade

Course Description:

The Second Grade Mathematics course focuses on extending understanding of base-ten notation; building fluency with addition and subtraction; and using standard units of measure. Students use place value as the approach to thinking about operations with multi-digit numbers. Concrete and symbolic representations are used to help the students build a foundational understanding for operations with multi-digit whole numbers. This course emphasizes an analytic approach to the study of operations. In this course students build on their understanding of addition and subtraction with whole numbers, and solve problems that involve all situations of addition and subtraction to gain fluency with addition and subtraction within 20. Students work with also equal groups of objects to prepare them for the study of multiplication in Grade 3.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: Mathematics	Grade Level: 2	Date Completed: 3/7/2019
-----------------------------	-----------------------	---------------------------------

1st Quarter

Topic	Resources	Standards
Addition Strategies	EnVision Math Common Core – Topic 2	CC.2.2.2.A.1, CC.2.2.2.A.2
Subtraction Strategies	EnVision Math Common Core – Topic 3	CC.2.2.2.A.1, CC.2.2.2.A.2
Understanding Addition & Subtraction	EnVision Math Common Core – Topic 1	CC.2.2.2.A.1
Working with Equal Groups	EnVision Math Common Core – Topic 4	CC.2.2.2.A.3

**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
Place Value to 100	EnVision Math Common Core - Topic 5	CC.2.1.2.B.1, CC.2.1.2.B.2, CC.2.1.2.B.3
Mental Addition	EnVision Math Common Core – Topic 6	CC.2.1.2.B.2, CC.2.1.2.B.3
Mental Subtraction	EnVision Math Common Core – Topic 7	CC.2.1.2.B.3
Adding Two-Digit Numbers	EnVision Math Common Core – Topic 8	CC.2.1.2.B.1, CC.2.1.2.B.3

**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
Subtracting Two-Digit Numbers	EnVision Math Common Core - Topic 9	CC.2.1.2.B.1, CC.2.1.2.B.3
Time, Graphs & Data	EnVision Math Common Core – Topic 16	CC.2.4.2.A.2, CC.2.4.2.A.4
Geometry	EnVision Math Common Core – Topic 12	CC.2.3.2.A.1, CC.2.3.2.A.2
Counting Money	EnVision Math Common Core – Topic 13	CC.2.4.A.A.3

**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
Money	EnVision Math Common Core – Topic 14	CC.2.4.2.A.3
Measuring Length	EnVision Math Common Core – Topic 15	CC.2.4.2.A.1, CC.2.4.2.A.6
Place Value to 1,000	EnVisio Math Common Core – Topic 10	CC.2.1.2.B.1, CC.2.1.2.B.2, CC.2.1.2.B.3
Three-Digit Addition & Subtraction	EnVision Math Common Core – Topic 11	CC.2.1.2.B.1, CC.2.1.2.B.3

**Dunmore School District
Curriculum Guide**

General Topic	Anchor Descriptor	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
	PA Core Standards				
Addition Strategies	CC.2.2.2.A.1 – Represent and solve problems involving addition and subtraction within 100.	Adding 0,1,2	EnVision: Topic 2.1-2.7 (Textbook, Workbook)	Teacher prepared tests, quizzes, etc.	11 Days
	CC.2.2.2.A.2 – Use mental strategies to add and subtract within 20.	Doubles Near Doubles Adding in Any Order Adding Three Numbers Making 10 to Add Problem Solving – Draw a Picture & Write a Number Sentence <u>Vocabulary</u> <ul style="list-style-type: none"> • Doubles • Near Doubles • Addend • Number Sentence 	Interactive Videos & Online Website: https://www.pearsonrealize.com Counters Connecting Cubes Double Ten-Frame Mat Two-Color Counters Number Cube Teacher-drawn three-part model	Series available assessments online. (Optional)	

**Dunmore School District
Curriculum Guide**

Subtraction Strategies	<p>CC.2.2.2.A.1 – Represent and solve problems involving addition and subtraction within 100.</p> <p>CC.2.2.2.A.2 – Use mental strategies to add and subtract within 20.</p>	<p>Subtracting 0,1,2</p> <p>Thinking Addition to Subtract Doubles</p> <p>Thinking Addition to 10 to Subtract</p> <p>Thinking Addition to 18 to Subtract</p> <p>Making 10 to Subtract</p> <p>Problem Solving – Two-Question Problems</p>	<p>EnVision: Topic 3.1-3.6 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Number Cube</p> <p>Connecting Cubes</p> <p>Number Cards 0-20</p> <p>Subtraction Fact Cards Two-Color Counters</p> <p>Double Ten-Frame Mat</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>11 Days</p>
-------------------------------	--	---	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

<p>Understanding Addition & Subtraction</p>	<p>CC.2.2.2.A.1 – Represent and solve problems involving addition and subtraction within 100.</p>	<p>Writing Addition Number Sentences</p> <p>Stories About Joining</p> <p>Writing Subtraction Number Sentences</p> <p>Stories About Separating</p> <p>Stories About Comparing</p> <p>Connecting Addition & Subtraction</p> <p>Problem Solving – Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • part • whole • add • sum • addition sentence • plus (+) • equals (=) 	<p>EnVision: Topic 1.1-1.7 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Connecting Cubes</p> <p>Part-Part-Whole Mat</p> <p>Number Cards 0-20</p> <p>Two-color counters</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>11 Days</p>
--	--	--	---	---	-----------------------

**Dunmore School District
Curriculum Guide**

<p>Working with Equal Groups</p>	<p>CC.2.2.2.A.3 – Work with equal groups of objects to gain foundations for multiplication.</p>	<p>Repeated Addition</p> <p>Building Arrays</p> <p>Practicing Repeated Addition</p> <p>Problem Solving – Draw a Picture & Write a Number Sentence</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • array 	<p>EnVision: Topic 4.1-4.4 (textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Two-color counters</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>9 Days</p>
---	--	---	---	---	----------------------

**Dunmore School District
Curriculum Guide**

Place Value to 100	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 – Use place value concepts to read, write and skip count to 1000.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Models for Tens and Ones</p> <p>Reading & Writing Numbers</p> <p>Using Symbols to Compare Numbers</p> <p>Counting to 100</p> <p>10 More or 10 Less</p> <p>Even & Odd Numbers</p> <p>Problem Solving – Use Data from a Chart</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • digits • number word • greater than (>) • less than (<) • equal to (=) • before • after • even • odd 	<p>EnVision: Topic 5.1-5.7 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Connecting Cubes</p> <p>Number Cards 0-20</p> <p>Place-Value Mat A</p> <p>Hundred Chart</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>11 Days</p>
---------------------------	---	--	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

Mental Addition	<p>CC.2.1.2.B.2 - Use place value concepts to read, write and skip count to 1000.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Adding Tens</p> <p>Adding Ones</p> <p>Adding Tens & Ones</p> <p>Adding on a Hundred Chart</p> <p>Adding Multiples of 10</p> <p>Problem Solving – Look for a Pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • mental math • tens digit • next ten 	<p>EnVision: Topic 6.1-6.6 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Place-value blocks</p> <p>Single Ten-Frame Mat</p> <p>Double Ten-Frame Mat</p> <p>Number Cards 0-20</p> <p>Two-Color Counters</p> <p>Little Ten-Frames</p> <p>Hundred Chart</p> <p>Connecting Cubes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	10 Days
Mental Subtraction	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers</p>	<p>Subtracting Tens</p> <p>Finding Parts of 100</p> <p>Subtracting on a Hundred Chart</p> <p>Subtracting Tens & Ones</p> <p>Problem Solving – Missing or Extra Information</p>	<p>EnVision: Topic 7.1-7.5 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Little Ten-Frames</p> <p>Place-Value Blocks</p> <p>Connecting Cubes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	9 Days

**Dunmore School District
Curriculum Guide**

Adding Two-Digit Numbers	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Regrouping 10 Ones for 1 Ten</p> <p>Models to Add Two-and One-Digit Numbers</p> <p>Adding Two-and One-Digit Numbers</p> <p>Models to Add Two-Digit Numbers</p> <p>Adding Two-Digit Numbers</p> <p>Adding on a Number Line</p> <p>Adding More than Two Numbers</p> <p>Ways to Add</p> <p>Problem Solving – Draw a Picture & Write a Number Sentence</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • regroup • number line 	<p>EnVision: Topic 8.1-8.9 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Place-Value Mat A</p> <p>Number Cards 0-11</p> <p>Connecting Cubes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 Days</p>
---------------------------------	--	---	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

Subtracting Two-Digit Numbers	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Regrouping 1 Ten for 10 Ones</p> <p>Models to Subtract Two- and One-Digit Numbers</p> <p>Subtracting Two- and One- Digit Numbers</p> <p>Models to Subtract Two- Digit Numbers</p> <p>Subtracting Two-Digit Numbers</p> <p>Subtracting on a Number Line</p> <p>Using Addition to Check Subtraction</p> <p>Ways to Subtract</p> <p>Problem Solving – Two-Question Problems</p>	<p>EnVision: Topic 9.1-9.9 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Place Value Mat A</p> <p>Connecting Cubes</p> <p>Number Cube</p> <p>Number Cards 0-11</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 Days</p>
--------------------------------------	--	--	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

Time, Graphs, and Data	<p>CC.2.4.2.A.2 – Tell and write time to the nearest five minutes using both analog and digital clocks</p> <p>CC.2.4.2.A.4 – Represent and interpret data using line plots, picture graphs, and bar graphs</p>	<p>Telling Time to Five Minutes</p> <p>Telling Time Before and After the Hour</p> <p>Organizing Data</p> <p>Graphing Length</p> <p>Pictographs</p> <p>Problem Solving- Use a Graph</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • minute hand • minute • hour hand • hour • half-hour • A.M. • P.M. • quarter past • half past • quarter to • bar graph • data • line plot • symbol • pictograph 	<p>EnVision: Topic 16.1-16.6 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Clock Face</p> <p>Geared Demonstration Clock</p> <p>Inch Ruler</p> <p>Classroom Objects</p> <p>Connecting Cubes</p> <p>Unit Cubes</p> <p>Two-color counters</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>11 Days</p>
-----------------------------------	--	---	---	---	-----------------------

**Dunmore School District
Curriculum Guide**

Geometry	<p>CC.2.3.2.A.1 – Analyze and draw two- and three dimensional shapes having specified attributes</p> <p>CC.2.3.2.A.2 – Use the understanding of fractions to partition shapes into halves, quarters, and thirds</p>	<p>Flat Surfaces, Vertices, and Edges</p> <p>Relating Plane Shapes to Solid Figures</p> <p>Polygons & Angles</p> <p>Wholes & Equal Parts</p> <p>Dividing Rectangles into Equal Squares</p> <p>Equal Shares, Different Shapes</p> <p>Problem Solving – Use Reasoning</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • sphere • pyramid • cylinder • cone • cube • rectangular prism • solid figure • flat surface • face • edge • vertex(vertices) • plane shapes • circle 	<p>EnVision: Topic 12.1-12.7 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Geometric Solids</p> <p>Rulers</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 Days</p>
-----------------	---	---	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

		<ul style="list-style-type: none"> • square • triangle • rectangle • polygon • angle • side • quadrilateral • pentagon • hexagon • equal • unequal • halves • thirds • fourths • rows • columns 			
Counting Money	CC.2.4.2.A.3 – Solve problems using coins and paper currency with appropriate symbols	Coins Counting Collections of Coins Ways to Show the Same Amount One Dollar Problem Solving – Make an Organized List	EnVision: Topic 13.1-13.5 (Textbook, Workbook) Interactive Videos & Online Website: https://www.pearsonrealize.com Coins: half-dollars, quarters, dimes, nickels, pennies Number cube Bills	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	11 Days

**Dunmore School District
Curriculum Guide**

		<u>Vocabulary</u> <ul style="list-style-type: none"> • half-dollar • quarter • dime • nickel • penny • coins • cents • greatest value • least value • dollar bill • dollar coin • dollar sign • decimal point • tally mark 			
Money	CC.2.4.2.A.3 – Solve problems using coins and paper currency with appropriate symbols	Adding Money Subtracting Money Estimating Sums and Differences Problem Solving – Try, Check & Revise	EnVision: Topic 14.1-14.4 (Textbook, Workbook) Interactive Videos Online Website: https://www.pearsonrealize.com Coins: dimes and pennies Connecting Cubes	Teacher prepared tests, quizzes, etc. Series available assessments online. (Optional)	10 Days

**Dunmore School District
Curriculum Guide**

Measuring Length	<p>CC.2.4.2.A.1- Measure and estimate lengths in standard units using appropriate tools.</p> <p>CC.2.4.2.A.6- Extend the concepts of addition and subtraction to problems involving length.</p>	<p>Exploring Length</p> <p>Inches</p> <p>Centimeters</p> <p>Inches, Feet, and Yards</p> <p>Centimeters and Meters</p> <p>Measuring Length</p> <p>Adding & Subtracting in Measurement</p> <p>Comparing Lengths</p> <p>Problem Solving – Use Objects</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • unit • length • inch • width • height • nearest inch • centimeter • nearest centimeter • foot • yard • meter 	<p>EnVision: Topic 15.1-15.9 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Classroom Objects</p> <p>Connecting Cubes</p> <p>Rulers</p> <p>Centimeter Ruler</p> <p>Yardsticks</p> <p>Metersticks</p> <p>Connecting cubes</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	15 Days
------------------	---	--	--	---	----------------

**Dunmore School District
Curriculum Guide**

<p>Place Value to 1,000</p>	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 - Use place value concepts to read, write and skip count to 1000.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Building 1,000</p> <p>Counting Hundreds, Tens, and Ones</p> <p>Reading & Writing Numbers to 1,000</p> <p>Changing Numbers by Hundreds and Tens</p> <p>Patterns with Numbers on Hundreds Charts</p> <p>Skip Counting by 5, 10, 100 to 1,000</p> <p>Comparing Numbers</p> <p>Problem Solving – Look for a Pattern</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • hundreds • thousand • expanded form • standard form • number word • compare 	<p>EnVision: Topic 10.1-10.5 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Blank Hundred Charts</p> <p>Place-value blocks</p> <p>Number Cube</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>12 Days</p>
------------------------------------	---	---	---	---	-----------------------

**Dunmore School District
Curriculum Guide**

Three-Digit Addition & Subtraction	<p>CC.2.1.2.B.1 – Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.3 – Use place value understanding and properties of operations to add and subtract within 1000.</p>	<p>Exploring Adding Three-Digit Numbers</p> <p>Mental Math</p> <p>Estimating Sums</p> <p>Models for Adding with Three-Digit Numbers</p> <p>Adding Three-Digit Numbers</p> <p>Exploring Subtracting Three-Digit Numbers</p> <p>Mental Math: Ways to Find Missing Numbers</p> <p>Estimating Differences</p> <p>Models for Subtracting with Three-Digit Numbers</p>	<p>EnVision: Topic 11.1-11.9 (Textbook, Workbook)</p> <p>Interactive Videos & Online Website: https://www.pearsonrealize.com</p> <p>Place Value Blocks</p> <p>Teacher Made Number Cards</p> <p>Place-Value Mat B</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (Optional)</p>	<p>13 days</p>
---	--	---	--	---	-----------------------

**Dunmore School District
Curriculum Guide**

Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Addition Strategies	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number Line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 		<p>Assessments:</p> <ul style="list-style-type: none"> Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (counters, connecting cubes, Double ten-frame mat, two-color counters, number cubes, teacher- drawn three-part model, number line. <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Subtraction Strategies	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number Line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 	<ul style="list-style-type: none"> doubles compare 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (Number cube, connecting cubes, number, Cards 0-2, subtraction fact cards, Two- color counters, Double ten-frame mat) <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Understanding Addition & Subtraction	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number Line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 	<ul style="list-style-type: none"> compare separate join subtract difference subtraction sentence minus (-) addition sentence more fewer fact family related 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (connecting cubes, Part-part-whole mat, number cards 0-20, Two- sided color counters) <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Working with Equal Groups	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number Line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material 	<ul style="list-style-type: none"> repeated addition 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (Two-color counters) <p>Suggested Time: 9 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Place Value to 100	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating <p>Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</p>		<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (connecting cubes, number cards 0-20, place-value mat A, hundred chart) <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>
Mental Addition	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number Line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating <p>Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material</p>		<p>Assessments:</p> <ul style="list-style-type: none"> Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (place-value blocks, single ten-frame mat, double ten-frame mat, number cards 0-20, two-color counters, little ten-frames, hundred chart, connecting cubes). <p>Suggested Time: 10 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Mental Subtraction	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Place Value Mat A Number Line 	<ul style="list-style-type: none"> regroup 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (little ten-frames, place-value blocks, and connecting cubes, place value mat A) <p>Suggested Time: 9 days as specified by curriculum with additional time as needed per individual student</p>
Adding Two-Digit Numbers	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Number Line 	<ul style="list-style-type: none"> digit 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (place- value mat A, number cards 0-11, connecting cubes) <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Subtracting Two-Digit Numbers	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Number line Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Additional text books for home use Sample problems including steps provided as a visual aide 	<ul style="list-style-type: none"> digit 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (place value mat A, connecting cubes, number cube, number cards 0-11) <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>
Time, Graphs, and Data	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and 	<ul style="list-style-type: none"> am pm tally mark 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (clock face, geared demonstration clock, inch ruler, classroom objects, connecting cubes, unit cubes, two-color counters) <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

	<ul style="list-style-type: none">chunking of material• Drill and practice skip counting by 5's• Coins and their values (manipulatives)• Additional text books for home use• Sample problems including steps provided as a visual aide		
--	--	--	--

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Geometry	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Visual posters of geometric shapes. Additional text books for home use Sample problems including steps provided as a visual aide 	<ul style="list-style-type: none"> whole 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (Geometric solids, rulers) <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>
Counting Money	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit 	<ul style="list-style-type: none"> tally mark 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (coins: half-dollars, quarters, dimes, nickels, pennies, number cubes, bills) <p>Suggested Time: 11 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

	<p>instruction, repetition, rephrasing, visual cues, and chunking of material</p> <ul style="list-style-type: none">• Drill and practice skip counting by 5's, 10's, 25's• Additional text books for home use• Sample problems including steps provided as a visual aide		
--	--	--	--

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Money	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Graph Paper Drill and practice skip counting by 10's. Additional text books for home use Sample problems including steps provided as a visual aide 		<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (coins: dimes and pennies, connecting cubes) Graph paper <p>Suggested Time: 10 days as specified by curriculum with additional time as needed per individual student</p>
Measuring Length	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed 	<ul style="list-style-type: none"> fewer more 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (classroom objects, connecting cubes, rulers, centimeter ruler, yardsticks, meter sticks) <p>Suggested Time: 15 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

	<ul style="list-style-type: none">• Preferential Seating• Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material• Additional text books for home use• Sample problems including steps provided as a visual aide		
--	--	--	--

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Place Value to 1,000	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material Graph Paper Additional text books for home use Sample problems including steps provided as a visual aide 	<ul style="list-style-type: none"> pattern 	<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (Blank hundreds start, place value blocks, number cubes) Graph paper <p>Suggested Time: 12 days as specified by curriculum with additional time as needed per individual student</p>
Three-Digit Addition & Subtraction	<ul style="list-style-type: none"> Extended time for instruction Visual lesson demonstration found on www.Pearsonrealize.com Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. Additional work space Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Directions read allowed Preferential Seating Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and 		<p>Assessments:</p> <ul style="list-style-type: none"> Modified assignments examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) Quiet testing environment Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities. Use of manipulatives (place value blocks, teacher made number cards, place-value mat B) Graph paper <p>Suggested Time: 13 days as specified by curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

	<ul style="list-style-type: none">chunking of material• Graph Paper• Drill and practice skip counting by 10's.• Additional text books for home use• Sample problems including steps provided as a visual aide		
--	---	--	--