Designer Name(s): 2nd Grade Team   **Date:** 6.4.14

Subject Area: Mathematics   **Grade Level(s):** 2

Unit Title/Focus: Lessons 41-50

Estimated Amount of Instructional Time: ~**12 Days**

Stage 1 – (Desired Results)

State Content and Skill Standards:

CC.K-12.MP.1 through CC.K-12.MP.8

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

2.NBT.5. Fluently add and subtract within 100 using strategies based on place value

2.NBT.6. Add up to four two-digit numbers using strategies based on place value

2.NBT.7. Add and subtract within 1000, using concrete models or drawings

2.NBT.9. Explain why addition and subtraction strategies work

2.OA.2. Fluently add and subtract within 20 using mental strategies.

2.MD.1. Measure rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit

2.G.3. Partition circles and rectangles into two, three, or four equal shares

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)	*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*
Students will understand: • Benchmark numbers can be used to solve problems • Fractions can be put together to make a whole • Different addition number sentences can have the same sum • There are several tools that can be used to measure length • Mathematical ideas apply in many real-life situations, such as reading recipes.	• What happens when I add 10 to a 2-digit number? • How do I know how many thirds make a whole? • How can I find all the addition facts that have a sum of 12? • What is something in the classroom that would be easier measure using a yardstick instead of a ruler? • What math skills are needed to read and make a recipe?

Big Idea(s)

Understand place value.
Represent and interpret data.

What Students will know: (what knowledge will they acquire)	*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*
•A whole can be divided into fractional parts •A whole can be divided into parts larger, smaller or equal in size to one another. • Fraction Notation represents part(s)/whole •10 pennies = 1 dime •A ruler is comprised of 12 inches. •How Adding 10 to a Two-Digit Number changes the value •Addition Facts •Characteristics of a 1-Cup and ½-Cup Measuring Cups, Tablespoons, Teaspoons, and ½ Teaspoons •Recipes must be read carefully •Coins have differences and similarities. •Nickels are counted by 5's •Digits can represent the month, day and year in a date. •Elements of a Bar Graph •Elements of a Venn Diagram	•Name Fractional Parts of a Whole •Compare Fractional Parts of Whole •Write a Fraction Using Fraction Notation •Trade Pennies for Dimes •Measure to the Nearest Inch •Mentally Add 10 to a Two-Digit Number •Mentally compute addition facts with Sums of 12 •Identify 1-Cup and ½-Cup Measuring Cups, Tablespoons, Teaspoons, and ½ Teaspoons •Read a Recipe •Identify Similarities and Differences Among Coins •Count Nickels •Write the Date Using Digits •Create and Read a Bar Graph •Create and Read a Venn Diagram •Order Two-Digit Numbers

•Two, Two-Digit Numbers can be greater, lesser or equal value to one another •Addition Facts • Organized Lists can be used to Solve a Problem •Gallons, liters, quarts, and pints Measure Capacity • Ingredients for a Recipe must be accurately measured. Vocabulary: *date, fewest, greatest, least, length, line plot, mode, month, nickel, Venn diagram, yard*	•Mentally compute addition facts with sums of 13 and 14 •Make an Organized List to Solve a Problem when appropriate •Select the Appropriate Tool to Measure Capacity •Measure Ingredients for a Recipe

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

| *Performance Tasks:* (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)
Worksheet 50B:
• Jordan has a cup of pennies and cup of dimes. Show all the different ways she can make 37 cents using her dimes and pennies. | *Other Evidence:* (quizzes, tasks, academic prompts, homework, observations)

Fact Assessment 8
• Review facts; sums of 11
Written Assessment 1
• Draws SSM story; writes number sentence; solves
• Adds dimes, pennies; adds tens, ones
• Number patters: counts by 10's & 5's
• Identifies fractions: halves, fourths, eighths
• Adds 10 to a multiple of 10
• Identifies missing addends: sums of 10
Fact Assessment 9
• Review Facts; Sums of 12
Written Assessment 9
• Draws SWA story with extra information; writes number sentence; solves
• Identifies horizontal/vertical/oblique
• Adds dimes, pennies; shows amount using fewest dimes, pennies
• Identifies, counts pairs
• Addition facts: +2, sums of 10, doubles +1
• Identifies missing numbers on a hundred number chart
Oral Assessment 5
• Identifying halves, fourths & eighths |

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities:

Math Meetings 41 through 50-2
- Calendar
- Attendance graph
- Temperature
- Counting
- Problem of the day
- Clock
- Pattern
- Number of the day
- Money
- Fact family
- Secret Number

New Concepts 41 through 50-2
- State objective
- Explicit Instruction
- Guided Practice
- Written Practice

- Recap: "Who would like to share something they learned in math today?"
- Homework

Test-Taking Strategies Practice 6 (for use after Lesson 45)
- Identifying a Number Sentence for a Story Problem
- Identifying a Whole Divided into Fourths or Thirds
- Solving a Problem Using Data from a Chart

Test-Taking Strategies Practice 7 (for use after Lesson 50)
- Rewriting a Two-Digit Number Using Tens and Ones
- Extending a Number Pattern
- Counting Dimes Nickels

Journal Writing
- Would you rather have ½ of a pizza of 1/6 of a pizza? Why? (After lesson 41)
- Write the name of something that is about 6 inches long? Write clues to help us guess your object. (After lesson 43)
- What is your favorite food? Write a recipe for your favorite food? (After lesson 45-2)
- Write your favorite date using digits. Explain why it is your favorite date. (After lesson 47)
- Write 3 questions you could ask about the Venn diagram. (After lesson 48)

Literature Connections
- *Measure Mysteries,* Marcia S. Gresko
- *Cook-A-Doodle,* Jane Stevens & Susan Stevens Crummel
- *Hedgehog Bakes a Cake,* Maryann Macdonald

*Math Center Activities 34-40
*Differentiated Instruction Activities 41 through 50-2

*if needed

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)
H=HOOK all students and hold their interest
E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue
R=Provide opportunities to RETHINK and REVISE their understanding/work
E (2)=Allow students to EVALUATE their work
T=Be TAILORED (personalized) to different needs, interests, and abilities of learners
O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	☐ **Claim #1/DOK 1, 2, 3, 4 (circle one):**
	☐ **Claim #2/DOK 1, 2, 3, 4 (circle one):**
	☐ **Claim #3/DOK 1, 2, 3, 4 (circle one):**
	☐ **Claim #4/DOK 1, 2, 3, 4 (circle one):**
Achievement Level Descriptors	**ALD #1: ALD #2: ALD #3: ALD #4: (circle one):**
Materials/Resources	

Saxon Math Lessons 41 through 50-2	**Teacher Fact Cards**
Math Folders	**Fraction Pieces**
Lesson Worksheets 41 through 50-2	**Dimes, nickels, pennies**
Guided/Written Practice 41 through 50-2	**Playing cards**
Journal	**Rulers**
Written Assessment 8 & 9	**Math Folders**
Fact Assessment 8 & 9	**Student Fact Cards**
Oral Assessment 5 Recording Form	**Recipe Chart**
Math Palettes	**Measuring Cups**
Math Center Activities	**Chart 48B**
Extend and Challenge Guide	**Ingredients/Supplies for recipe**
Differentiated Instruction Guide	