Designer Name(s): 2ⁿᵈ Grade Team

Date: 6.4.14

Subject Area: Mathematics

Grade Level(s): 2

Unit Title/Focus: Lessons 91-100

Estimated Amount of Instructional Time: ~<u>12 Days</u>

Stage 1 – (Desired Results)

State Content and Skill Standards:

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

2.NBT.1. three digits of three-digit number represent hundreds, tens, and ones

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.1. Use addition and subtraction within 100 to solve one- and two-step problems

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

2.OA.3. Determine whether a group of objects (up to 20) has an odd or even #

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

2.MD.2. Measure the length of an object twice, using length units of different lengths

2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram

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

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: • When we estimate with numbers that are less than 100, we round each number to the nearest 10 and then we add mentally. • Multiplication is repeated addition because we are adding the same number each time. • When we divide to form equal groups, each group must have the same number. • One way to measure length or height is using feet and inches.	• If a given number is halfway between two 10's, to which 10 is the given number rounded? • How can I find how many items will be in 5 groups of 10? • How can I find half of an even number of objects? Odd number of objects? • How can I measure to find the length or height of something?

Big Idea(s)

Work with equal groups of objects to gain foundation for multiplication.
Measure and estimate lengths in standard units.

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)*
•Two-Digit Numbers can be subtracted	•Subtract Two-Digit Numbers
• Equal Groups can be represented with number sentences.	•Write Number Sentences to Show Equal Groups
•How to skip count by 25's to count quarters	•Multiply by 10
•How to find the nearest 10's number for a given number	•Count Quarters
•Subtracting Facts	•Round to the Nearest Ten
• Large Collections may be counted by estimation	•Mentally compute -7 facts
•Sets can be divided in half	•Estimate and Count Large Collections
•Sums can be estimated	•Find One Half of a Set With an Even Number of Objects
•Feet can be used to measure objects	•Find One Half of a Set With an Odd Number of Objects
•Subtracting Facts	•Estimating a Sum
•Making a Table can be used to Solve a Problem	•Measure Using Feet
• Patterns can be used to Solve a Problem	

•Definition of area Vocabulary: *area, equal groups, equal parts, height, multiplication, quarter, remainder, round, rounding*	•Mentally compute -8 facts •Make a Table to Solve a Problem when appropriate •Using Patterns to Solve a Problem when appropriate •Find the Area of Shapes Using Pattern Blocks

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?)*	**Other Evidence:** *(quizzes, tasks, academic prompts, homework, observations)*
Worksheet 100B: (utilizing "Act it Out" & "Use Logical Reasoning") • The children in Mrs. Klassen's class are making greeting cards with moveable eyes. The children will use 2 moveable eyes for each card. Show how many moveable eyes Tyrise will need to make 6 greeting cards.	Fact Assessment 18-1 & 18-2 • Subtracting 6 & 5 • Subtracting 0-6 Written Assessment 18 • SWA story (-10); writes number sentence; solves • Draws pictographs with scale of 2 • Uses comparison symbols <,>, = • Draws, counts money (dimes, nickels, pennies); writes amount two ways • Draws picture for number; writes number in expanded form • Adds two and three two-digit numbers Fact Assessment 19-1 & 19-2 • Subtracting 7 & 6 • Subtracting 0-7 Written Assessment 19 • SSM story with regrouping (money); writes as money; writes number sentences; solves • Logic problem • Shows time to five minutes • Writes a fraction to show part of a set • Reads, draws pictograph with scale of 2 • Subtracts two digit numbers with and without regrouping Oral Assessment 10 • Modeling and describing addition with regrouping

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 91 through 100-2
• Calendar
• Attendance graph
• Temperature
• Counting
• Problem of the day
• Clock
• Pattern
• Number of the day
• Money
• Fact family
• Secret Number
New Concepts 91 through 100-2
• 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 16 (for use after Lesson 95)
- Using Comparison Symbols to Compare Numbers
- Identifying a Number Writing in Expanded Form
- Using Logical Reasoning to Solve a Problem

Test-Taking Strategies Practice 17 (for use after Lesson 100)
- Writing a Three-Digit Number from Words
- Identifying the Length of an Object
- Identifying a Number Written in Expanded Form

Journal Writing
- Pretend you are going shopping. Make up a some, some went away story about how much money you had and how much money you spent. (After lesson 91)
- Choose a coin. Write 3 clues to help us guess your coin. (After lesson 93)
- Explain how to round numbers to the nearest 10 to a first grader (After lesson 94).
- What would you use to fill the estimation jar? Explain why you chose this object. (After lesson 95-2)
- If you could collect 100 things, describe what you could collect and why you chose these things. (After lesson 95-2).

Literature Connections
- *A Quarter from the Toothfairy,* Caren Holtzman
- *A Remainder of One,* Elinor J. Pinczes

*Math Center Activities 78-87
*Differentiated Instruction Activities 91 through 100-2

*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 91 through 100-2**	**Wrap Ups**
	Math Folders	**Teacher Fact Cards**
	Lesson Worksheets 91 through 100-2	**Student Fact Cards**
	Guided/Written Practice 91 through 100-2	**Cereal or Macaroni**
	Journal	**Dollar bill**
	Written Assessment 18 & 19	**Quarters**
	Fact Assessment 18 & 19	**Number Cards**
	Oral Assessment 10 Recording Form	**Estimation Collections**
	Math Palettes	**Pennies**
	Math Center Activities	**Price Tags**
	Extend and Challenge Guide	**Rulers**
	Differentiated Instruction Guide	**Pattern Blocks**