Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 2* / Grade 2 (Math Regional Curriculum)

Monday, October 15, 2012, 2:24PM

Standard/Module: Proficiency with Base Ten System 2.NBT.1 (Week 8, 7 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connected with 2.OA.1, 2.NBT, 1,3,4,9

Gr. 2 Proficiency Map

Standards

NYS: CCLS:Mathematics, NYS: 2nd Grade , Number & Operations in Base Ten
2.NBT Understand place value.

- 1. 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:
- 1a. 100 can be thought of as a bundle of ten tens — called a "hundred."
- 1b. 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).

Enduring Understandings

1. Our number system is based on ten.

   a. 10 ones =1 ten called "one ten"

   b. 10 tens = 100 called "one hundred"

2. The value of a digit in a number is determined by its position in a number.

   eg. 257: 2=200, 5=50, 7=7

3. 0 can be a place holder eg. 706 equals 7 hundreds, 0 tens, and 6 ones.

4. Three-digit numbers can be modeled with base ten manipulatives.

Essential Questions

1. How do we write numbers larger than 99?
2. What are the values of each digit in a three-digit number?
3. How is the value of a digit decided when reading a two or three digit number?

Critical Content

1. Base ten system to hundred
    a. ones
    b. 10 ones = 1 ten
    c. 10 tens= 1 hundred

2. Compose and decompose 100 in a variety of ways; hundreds into tens, tens into ones.

3. Apply the ability to skip count by 10's and 100's

Skills	**Vocabulary**
1. Students will use models to demonstrate understanding of the three place values ones, tens, and hundreds. 2. Students will identify the value of a digit based on its position in a number. 3. Students will read the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 as hundreds and as 10 tens, 20 tens, 30 tens, 40 tens, 50 tens, 60 tens, 70 tens, 80 tens, 90 tens. 4. Students will demonstrate the ability to count by 10's and 100's	Tier two: bundle Tier three: whole number Digit Place value ones, tens, hundreds

Stage 2: Assessment Evidence

Assessments

Understanding Place Value
Formative: Test: Written

(From 2nd Grade Math Module on engageny.org)

Make true equations. Write one number in every space. Draw a picture if it helps.

1) 1 hundred + 4 tens = _____

2) 4 tens + 1 hundred = _____

3) 14 tens =

10 tens + _____ tens

= _____ hundred +

4 tens

= _____

4) 7 ones + 5 hundreds = _____

5) 8 hundreds = _____

6) 106 =

1 hundred + _____tens + _____ones

7) 106 = _____tens + _____ones

8) 106 = _____ones

9) 90 + 300 + 4 = _____

Are these comparisons true or false?

10) 2 hundreds + 3 ones > 5 tens + 9 ones _____

11) 9 tens + 2 hundreds + 4 ones < 924 _____

12) 456 < 5 hundreds _____

Stage 3: Learning Plan

Learning Activities	Resources
Structure learning activities similar to the assessment above. Student should also have activities that incorporate manipulatives, and real-world application of place value.	www.illustrativemathematics.org www.k-5mathteachingresources.com www.livebinders.com/play/play/52180.com

Differentiation Opportunities

Allow student access to base-ten blocks, place value discs or other manipulatives that help. Eventually,

wean students off the manipulatives. Interactive Whiteboard activities may also help students to build or break apart bundles.

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