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 Operations 2.NBT.2 (Week 8, 7 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects to 2.NBT.6-9; 2.OA.1-4

Gr. 2 Proficiency Map

Standards

NYS: CCLS:Mathematics, NYS: 2nd Grade , Number & Operations in Base Ten

2.NBT Understand place value.

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

Enduring Understandings	Essential Questions
1. Number lines can help with skip-counting. 2. Counting and place value patterns can be seen on hundreds charts. 3. Counting to a designated number, such as 1000, can be accomplished by skip-counting. 4. Skip-counting is a faster way of counting/moving on a number line or number chart. 5. Count on" from any number and say the next few numbers that come afterwards. 6. Understand that counting by 2s, 5s and 10s is counting groups of items by that amount.	1. What patterns can we see on a hundreds/thousands chart or on a number line when counting by 10's, by 100's? 2. If we count by 5s to 100 and then count by 10s to 100, which will take longer? 3. How is counting by 5 related to counting by 10?

Critical Content

1. Skip count within 100 using a hundred chart
2. Skip count within 1000 using a thousand chart
3. Understand and recognize number patterns while skip-coun

   a. on a hundred chart

   b. on a number line

4. Skip-counting is repeated addition: using 2's, 5's, 10's

5. Skip count starting from various numbers (count by 10's starting at 34)

Skills	Vocabulary
1. Students will count to 1000, by ones on a chart or number line and by rote. 2. Students will skip count by 2's within 1000 on a chart or number line and by rote. 3. Students will skip count by 5's within 1000 on a chart or number line and by rote. 4. Students will skip count by 10's within 1000 on a number line and by rote. 5. Students will start skip-counting from various numbers within 1000 on a number line and by rote.	Tier two: number line hundred chart Tier three: skip count repeated addition thousand chart

Stage 2: Assessment Evidence

Assessments

Counting Different Ways
Formative: Oral: Presentation

What are the next 3 numbers you would say after 498?

499, 500, 501.

When you count back from 201, what are the first 3 numbers that you say?

200, 199, 198.

If you start counting "5, 10, 15 . . " what are the next three numbers you would say?

If you start counting, "10, 20, 30 . . ." what are the next three numbers you would say?

If you start counting "100, 200, 300 . . ." what are the next three numbers you would say?

Stage 3: Learning Plan

Learning Activities	Resources

What are the next 3 numbers after 498? *499, 500, 501*. When you count back from 201, what are the first 3 numbers that you say? *200, 199, 198*. This standard also introduces skip counting by 5s and 100s. Students are introduced to skip counting by 10s in First Grade. Students should explore the patterns of numbers when they skip count. When students skip count by 5s, the ones digit alternates between 5 and 0. When students skip count by 100s, the hundreds digit is the only digit that changes, and it increases by one number.	Math and Movement by Suzy Koonz www.illustrativemathematics.org www.livebinders.com www.illuminations.nctm.org

Differentiation Opportunities

Students need many opportunities counting, up to 1000, from different starting points. They should also have many experiences skip counting by 5s, 10s, and 100s to develop the concept of place value.

The use of the 100s chart may be helpful for students to identify the counting patterns.

The use of money (nickels, dimes, dollars) or base ten blocks may be helpful visual cues.

The use of an interactive whiteboard may also be used to develop counting skills.

The ultimate goal for second graders is to be able to count in multiple ways with no visual support.

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