Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Monday, October 15, 2012, 3:03PM

Standard/Module: Proficiency with Base Ten System 2.NBT.4 (Week 8, 7 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects with 2.NBT.1,3,9

Gr. 2 Proficiency Map

Standards

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

- 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Enduring Understandings

1. A number's value is dependent on the number of digits.
2. A number's value is dependent on the value of the digits.
3. Numbers can be compared based on their value.

Essential Questions

1. How do we decide which number is greater or less than another number?
2. When are numbers equal?
3. What happens to the value of a three-digit number when you switch one digit to another place value?

Critical Content

1. Number value is based on place value
   a. One digit numbers
   b. Two digit numbers
   c. Three digit numbers
2. Symbols >, =, <.
   a. Names: greater than, equal to, less than
   b. Meaning of each symbol

Skills

1. Compare two three-digit numbers using >, =,

Vocabulary

<. 2. Compare two three-digit numbers orally using terms less than, greater than, equal to. a. Comparing the hundreds place b. Comparing the tens place c. Comparing the ones place	Tier two: numbers Tier three: place value, digits Ones, tens, hundreds greater than, less than equal to

Stage 2: Assessment Evidence

Assessments

Comparing numbers
Formative: Test: Written

Students are given two numbers to compare and they are asked to show which one is larger and justify their answers using pictures and/or written sentences.

Stage 3: Learning Plan

Learning Activities	Resources
Have students build the two numbers they are comparing using tools (blocks, strips, discs, etc.)	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

Ask students to represent the numbers using money and ask which one they would rather have.

<< Previous Year

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