# Unit Map 2012-2013

***Monroe #2 - Orleans BOCES (Regional Collaboration)***

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

Monday, October 15, 2012, 2:10PM

**Standard/Module: Proficiency with Measurement 2.MD.6** (Week 3, 34 Weeks)

## Stage 1: Desired Results

### Standards Focus

- Major (70%) Connects to 2.MD.1,2,4, 5, & 9

### Standards

**NYS: CCLS:Mathematics, NYS: 2nd Grade , Measurement & Data**

2.MD Relate addition and subtraction to length.

- 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

| Enduring Understandings | Essential Questions |
|---|---|
| This standard calls for students to create number lines using numbers within 100 to solve addition and subtraction problems. Students should create the number line with evenly spaced points corresponding to the numbers.<br><br>Students represent their thinking when adding and subtracting within 100 by using a<br><br>number line. An interactive whiteboard or document camera can be used to help students demonstrate their thinking | How can I use a number line to represent sums and differences?<br><br>Why do the points on the number line have to be equally spaced? |

### Critical Content

Points on a number line diagram must be equally spaced.

Sums and differences can be calculated on a number line diagram by determining the number of equally spaced "hops" are made between numbers.

| Skills | Vocabulary |
|---|---|
| I can create a number line with equally spaced points.<br><br>I can find sums and differences on a number line diagram. | Tier 2: represent, lengths, corresponding, differences<br><br>Tier 3: whole numbers, number line diagram, equally spaced points, numbers, sums |

## Stage 2: Assessment Evidence

**Assessments**

**Add and Subtract on the Number Line**
**Formative: Test: Written**

Students solve addition and subtraction equations by showing the process on a number line and write the answers. Students can also write the equation when given a graphic of a problem performed on a number line diagram.

## Stage 3: Learning Plan

| Learning Activities | Resources |
| --- | --- |
| Use number line diagrams to work on calculating sums and differences. | www.illuminations.nctm.org<br><br>www.illustrativemathematics.org |

**Differentiation Opportunities**

Use dry erase markers on high-gloss plastic page protectors and insert a number line into the page protector. Students may have an easier time with this tool.

Try using "open number lines" where students have to put in their own points on the line instead of it being pre-determined.

<< Previous Year

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