Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, October 31, 2012, 4:01PM

Standard/Module: Proficiency with Base Ten System 2.NBT.3 (Week 8, 7 Weeks)

Stage 1: Desired Results

Standards Focus

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

Gr. 2 Proficiency Map

Standards

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

2.NBT Understand place value.

- 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Enduring Understandings

1. Numbers have value and position based on 10.
2. Number progress in an order that presents a pattern based on 10.
3. Numbers have names that can be written.
4. Numbers can be written in standard form and expanded form.

Essential Questions

1. How ways can a number be written?
2. What is the value of (a specific digit) in a given number? *5 in the number 359*
3. Given a model, name "how many" in 2 other ways. (using numbers, using written number words)

Critical Content

Numbers 0-1000 in base 10

1. Base ten number system
2. Numbers 0-1000
3. Number names for numbers 0-1000: oral and written form
4. Writing numbers in expanded form

Skills

1. Students will recognize numerals 0- 1000.
2. Students will read numerals to 1000.
3. Students will read written numeral names of numbers 0-1000
4. Students will write numerals 0-1000.
5. Students will write numeral names 0-1000.
6. Students will write numerals to 1000 in expanded form.

Vocabulary

Tier two:

Tier three: expanded form

numeral

numeral name

	value

Stage 2: Assessment Evidence

Assessments

Read and Write Place Value
Formative: Performance: Skill Demonstration

Students will read and write place value shown in a variety of formats, including on a place value chart, using pictures of or actual base-ten blocks, place value discs, and in written numerals. Students should also demonstrate the expanded form of any number given.

Stage 3: Learning Plan

Learning Activities	Resources
Practice building numbers with a variety of tools and read/write those numbers. Tools may include base ten blocks, place value discs (from Common Core Inc. math modules), and/or place value charts. Students can also "build" these numbers to conceptualize the relative sizes (145 stars versus 845 stars). Each student can make a picture of 100, then students can combine into groups to join their pictures to represent larger numbers.	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

Incorporate a variety of tools for students to choose from. Offer as many visual and hands-on models as possible to help students conceptualize large numbers.

<< Previous Year

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