Unit 5: Bonus Unit - Step up to Second Grade

Content Area: **Mathematics**
Course(s): **Mathematics**
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this bonus unit, students will get an introduction to topics that will be explored more extensively in second grade.

Standards

MA.2.NBT.A.1a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MA.2.NBT.A.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).
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.NBT.A.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.
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MA.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.

Essential Questions

- How does our place value number system aid us when naming, skip counting, adding and subtracting numbers?
- How do you rename ones to make ten?
- What steps help you to add or subtract within 1000?
- How can you use a model to show regrouping in addition and subtraction?
- What strategies can be used to solve problems?

Application of Knowledge and Skills...

Students will know that...

- Many hundreds make a thousand

Students will be able to...

- Compare three-digit numbers
- Estimate and measure the length of object in inches, feet, and yards
- Measure objects to the nearest centimeter
- Measure the lengths of objects to the nearest inch
- Read and write three-digit numbers in different ways
- Use paper and pencil to add 2 two-digit numbers
- Use paper and pencil to subtract 2 two-digit numbers
- Use place-value models to show a number as hundreds, tens, and ones

Assessments

- Placement Test: used to test prior knowledge
- Task Cards: used as a reinforcement of a topic
- Topic Math Projects
- Topic Quick Checks: can be given after each section in the topic to check for understanding
- Topic Tests: given after each topic

Activities

Problem of the Day: sets the stage for what students will be learning that day

Math Stations: reinforces topics taught each day

Station activities- Each section has center activities to reinforce skill (leveled)

- Clip and Cover- Students answer questions and try to cover four spaces in a row on a gameboard to win.
- Display the Digits- Students answer the problem and display the tile that represents the answer.
- Quick Questions- Toss number cubes and answer questions.
- Team Work- Students in turn explain the steps in a multi-step process.
- Think Together- Students choose and discuss answers to problems.
- Tic Tac Toe- Students use algebra to compute solutions to problems.
- Toss and Talk- Students toss number cubes and explain how to solve resulting problems

Interactive Learning: Problem-Based Interactive learning activities at the beginning of each topic such as using tools, structure,reasoning, generalizing, assessing reasonableness and modeling

Topic Opener Projects: sets the stage for what students will be learning in the unit

Interactive Math Stories: gives the students an initial look into the new unit

Practice Work: leveled worksheets/activities

Ticket to Leave: way to assess at the end of a lesson

Activities to Differentiate Instruction

General strategies for modification of this curriculum for students with special needs, ELL, and gifted learners:

- **General strategies:**
  - preferential seating
  - manipulatives
  - modified workbook pages
  - practice or enrich homework pages
- **Center activities** - There are leveled center activities for each section. There is a separate activity for "Intervention", and then "On-Level" and "Advanced" are in spiral book.
- **Leveled practice pages** - There are three leveled (Reteaching, Practice, and Enrichment) sheets that can be used for practice or homework.
- **Math Concept Readers:** These readers allow the student to read the story at different levels- above level, on level, and below level. (also available on line with audio) Complete the Think and Respond and Write Math questions at the conclusion of each book.
- **Assessment**- Using Quick Check Review can determine differentiated instruction levels using sample answers and using the rubric at the Close/ Assess and Differentiate section in the teacher edition.

Integrated/Cross-Disciplinary Instruction

Language Arts and Reading: listening to trade books and reading leveled math concept readers; students can discuss the questions at the back of each book and answer the questions together

Resources

Manipulatives: two-part pattern cards, counters, color tiles, connecting cubes, two-color counters, number cards 0 - 11, part-part-whole mat, blank mini ten frames, building blocks, number cube, double ten-frame mat, number cards 12 - 20, number tiles 0 - 9

Investigations: Number Games and Story Problems

Envision Math Grade 1 Teacher's Guide and Student book

Envision Math Practice Workbook (practice work and spiral review)

Envision Math Teacher's Resource Book: masters for enrichment, problem-solving, reteach activities; problem of the day

Envision On-line: student text; teacher's guide; enrichment, reteach, problem-solving and practice worksheets; on-line intervention and enrichment; Math Practice Animations, Visual Learning Animations, Topic Opener Videos, Animated Interactive Math Stories (www.pearsonrealize.com)

Envision Leveled Math Concept Readers

Master Enrichment pages

Master Reteaching pages

Master Practice pages

On-line Resources available at www.pearsonrealize.com

- Teacher Edition (TE) Textbook
- Student Edition (SE) Textbook
- Tests on line
- Concepts videos
- Math Tools

Math songs

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

	with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.