Unit 2: Place Value

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is for students to be able to both understand and use place value. Students will also learn how to read, write, and show numbers to 1,000.

ESSENTIAL QUESTIONS

Module 4- Understand Place Value

- How can we use groups of 10 to make 1 hundred?

- How can we use groups of ten to help us read and write numbers to 100?

- How can we use place value to describe the values of digits in numbers to 1000?

Module 5- Read, Write, and Show Numbers to 1,000

- How can we read, write, and show numbers to 1,000 in different forms?

- How can we show equivalent representation of 3-digit numbers using place value concepts?

Module 6- Use Place Value

- How can we skip count by 1s, 5s, 10s, and 100s to extend counting patterns in numbers to 1,000?

- How can we use symbols and math terms to compare numbers to 1,000?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grade 2 - Mathematics (2020)

2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

2.OA.B.2

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

2.OA.C.3

Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.C.4

Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

2.NBT.A

Understand place value.

2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

2.NBT.A.1.a

100 can be thought of as a bundle of ten tens — called a “hundred.”

2.NBT.A.1.b

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).

2.NBT.A.2

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

2.NBT.A.3

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

2.NBT.B

Use place value understanding and properties of operations to add and subtract.

2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.8

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

MA.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
MA.2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal

	addends.
MA.2.NBT.A	Understand place value.
MA.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
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.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.NBT.B	Use place value understanding and properties of operations to add and subtract.
MA.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

PRE-ASSESSMENTS

Module 4- Understand Place Value, Are you ready?, pg. 90

Module 5- Read, Write, and Show Numbers to 1000, Are you ready?, pg. 114

Module 6- Use place value, Are you ready?, pg. 138

INSTRUCTIONAL PLAN

Module 4: Understand Place Value

LESSON 4.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	4.1- We are learning to understand that each group of 10 tens is equivalent to 1 hundred.
Student Learning Strategies	Students will: - use objects and drawings to represent groups of 10 to make 1 hundred.
Success Criteria	I can group tens as hundreds and write a number as tens and hundreds.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 91-92 • Check for understanding, pg. 93 • On your own, pg.94
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 91B and Spark your learning pg. 91D **Mini Lesson:** Build Your Understanding, pgs. 91-92 **Guided Practice**: Check Understanding, pg. 93 **Independent Practice:** On Your Own & Exit Ticket pg.94 **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 91c • On Track • Almost There • Ready for More **Math Center Option-** Page 91c • On Track- More practice for 4.1/Interactive Glossary/Standards Practice: Understand that 100 can be thought of as a bundle of ten tens/Standard Practice: Understand that some numbers refer to a certain number of hundreds. • Almost there-Reteach 4.1/Poggles MX: Addition

	and Subtraction, Level 7 • Ready for more- Challenge 4.1 **Differentiation Options-** • Reteach & Challenge pg. 93

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MATH.2.NBT.A.1.b	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).

LESSON 4.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	4.2- We are learning to write three-digit numbers tha are represented by groups of tens.
Student Learning Strategies	Students will: - use objects and drawings to represent groups of 1(and write the three-digit number. - use objects to represent hundreds, tens, and ones.
Success Criteria	I can write a three-digit number in different ways.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 95-96 • Check for understanding, pg. 97 • On your own, pg.98
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 95B and Spark your learning pg. 95D **Mini Lesson:** Build Your Understanding, pgs. 95-96 **Guided Practice**: Check Understanding, pg. 97 **Independent Practice:** On Your Own & Exit Ticket , pg. 98 **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 95c • On Track • Almost There

	• Ready for More **Math Center Option-** Page 95c • On Track- More practice for 4.2/Poggles MX: Addition and Subtraction, Level 22/Game: Fish fo Digits • Almost there-Reteach 4.2 • Ready for more- Challenge 4.2 **Differentiation Options-** • Reteach & Challenge pg. 97

MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”

LESSON 4.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	4.3- We are learning to use concrete and visual models to represent three-digit numbers.
Student Learning Strategies	Students will: - use objects and drawings to represent groups of 1(and write the three-digit number. - use objects to represent hundreds, tens, and ones.
Success Criteria	I can use drawings and concrete models to show three-digit numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 99-100 • Check for understanding, pg. 101 • On your own, pg. 102
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 99B and Spark your learning pg. 99D **Mini Lesson:** Build Your Understanding, pgs. 99-100 **Guided Practice**: Check Understanding, pg. 101 **Independent Practice:** On Your Own & Exit Ticket pg. 102 **Resources:** Into Math Teacher Edition Module 4

Suggested Modifications	**Small Group Options-** Page 99c • On Track • Almost There • Ready for More **Math Center Option-** Page 99c • On Track- More practice for 4.3/My Learning Summary/Poggles MX: Addition and Subtaction, level 50/Reader: The Number Machine • Almost there-Reteach 4.3 • Ready for more- Challenge 4.3 **Differentiation Options-** • Reteach & Challenge pg. 101

MATH.2.NBT.A.1.a 100 can be thought of as a bundle of ten tens — called a “hundred.”

LESSON 4.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	4.4- We are learning to apply place value concepts to write three-digit numbers that are represented by concrete models.
Student Learning Strategies	Students will: - use base-ten blocks to read and write numbers to 1000.
Success Criteria	I can write the three-digit number that is shown by a concrete model.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 103-104 • Check for understanding, pg. 105 • On your own, pg. 106
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 103B and Spark your learning pg. 103D **Mini Lesson:** Build Your Understanding, pgs. 103-104 **Guided Practice**: Check Understanding, pg. 105 **Independent Practice:** On Your Own & Exit Ticket , pg. 106

	Resources: Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 103c • On Track • Almost There • Ready for More **Math Center Option-** Page 103c • On Track- More practice for 4.4/Reader: The Number Machine • Almost there-Reteach 4.4 • Ready for more- Challenge 4.4/Poggle MX: Addition and Subtraction, Level 51 **Differentiation Options-** • Reteach & Challenge pg. 105

MA.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
MATH.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens — called a "hundred."
MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

LESSON 4.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	4.5- We are learning to use place value to describe the values of digits in numbers to 1,000.
Student Learning Strategies	Students will: - use objects and drawings in groups of 10 to represent three-digit numbers. - use objects to represent hundreds, tens, and ones.
Success Criteria	I can describe the values of digits in numbers to 1,000.
Formative Assessment (drives instructional decisions)	• Turn and Talk questions, pgs. 107-108 • Check for understanding, pg. 109

	• On your own, pg. 110
Activities and Resources	**Warm Up**: Activate Prior Knowledge pg. 107B and Spark your learning pg. 107D **Mini Lesson:** Build Your Understanding, pgs. 107-108 **Guided Practice**: Check Understanding, pg. 109 **Independent Practice:** On Your Own & Exit Ticket pg. 110 **Resources:** Into Math Teacher Edition Module 4
Suggested Modifications	**Small Group Options-** Page 107c • On Track • Almost There • Ready for More **Math Center Option-** Page 107c • On Track- More practice for 4.5/My learning Summary/Poggles MX: Addition and Subtraction, Level 51/Game: Fish for Digits! • Almost there-Reteach 4.4 • Ready for more- Challenge 4.5 **Differentiation Options-** • Reteach & Challenge pg. 109

MA.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
MA.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

MODULE 5

Module 5: Read, Write, and Show Numbers to 1,000

LESSON 5.1

Module 5: Read, Write, and Show Numbers to 1,000

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 5.1 We are learning to write three-digit numbers in expanded form.
Student Learning Strategies	Students will read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
Success Criteria	I can describe a three-digit number as hundreds, tens, and ones.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 116-117 - Check for understanding p. 117 - On your own p. 118
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 115b & Spark Your Learning, pg. 115d **Mini Lesson:** Build Your Understanding, pgs. 116-117 **Guided Practice**: Check Understanding, pg. 117 **Independent Practice:** On Your Own, page 118 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	Plan for differentiated instruction-Pg. 115c **Small Group Options-** On Track: - pg. 115c activity Almost There: -pg. 115c activity Ready for more: -pg. 115c activity **Math Center Option-** On Track: - More practice/ homework 5.1 - Interactive glossary (hundreds, tens, ones) - Poggles MX: Addition and Subtraction Level 51 - Reader: *The Number Machine* Almost There: -Reteach 5.1 - Interactive reteach 5.1

	Ready for More: - Challenge 5.1 - Interactive Challenge 5.1

MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

LESSON 5.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.2 We are learning to read and write three-digit numbers using number names.
Student Learning Strategies	Students will name numbers to 1,000 using base-ten numerals.
Success Criteria	I can write the number name for a three-digit number.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 120-121 - Check for understanding p. 121 - On your own p. 122
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 119b & Spark Your Learning, pg. 115d **Mini Lesson:** Build Your Understanding, pgs. 120-121 **Guided Practice**: Check Understanding, pg. 121 **Independent Practice:** On Your Own, page 122 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	Plan for differentiated instruction-Pg. 119c **Small Group Options-** On Track: - pg. 119c activity Almost There: -pg. 119c activity Ready for more: -pg. 119c activity

	Math Center Option- On Track: - More practice/ homework 5.2 Almost There: -Reteach 5.2 - Interactive reteach 5.2 Ready for More: - Challenge 5.2 - Interactive Challenge 5.2

MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

LESSON 5.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.3 We are learning to write three-digit numbers as hundreds, tens, and ones in expanded form and in standard form.
Student Learning Strategies	Students will read and write numbers using: - base-ten numerals - number names - expanded form
Success Criteria	I can write a three-digit number from a number name in different ways
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 124-125 - Check for understanding p. 125 - On your own p. 126
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 123b & Spark Your Learning, pg. 123d **Mini Lesson:** Build Your Understanding, pgs. 124-125 **Guided Practice**: Check Understanding, pg. 125 **Independent Practice:** On Your Own, page 126 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 5

Suggested Modifications	Plan for differentiated instruction-Pg. 123c **Small Group Options-** On Track: - pg. 123c activity Almost There: -pg. 123c activity Ready for more: -pg. 123c activity **Math Center Option-** On Track: - More practice/ homework 5.3 - My Learning Summary Almost There: -Reteach 5.3 - Interactive reteach 5.3 Ready for More: - Challenge 5.3 - Interactive Challenge 5.3

MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

LESSON 5.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.4 We are learning to apply place-value concepts to find equivalent representations of three-digit numbers.
Student Learning Strategies	Students will read and write numbers using base-ter materials.
Success Criteria	I can show the value of a three-digit number in different ways.
Formative Assessment (drives instructional decisions)	- Turn and talk pg. 128 - Check for understanding p. 129 - On your own p. 130
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 127b &

	Spark Your Learning, pg. 127d **Mini Lesson:** Build Your Understanding, pgs. 128-129 **Guided Practice**: Check Understanding, pg. 129 **Independent Practice:** On Your Own, page 130 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	Plan for differentiated instruction-Pg. 127c **Small Group Options-** On Track: - pg. 127c activity Almost There: -pg. 127c activity Ready for more: -pg. 127c activity **Math Center Option-** On Track: - More practice/ homework 5.4 - Fluency Builder: Subtraction Almost There: -Reteach 5.4 - Interactive reteach 5.4 Ready for More: - Challenge 5.4 - Interactive Challenge 5.4

MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

LESSON 5.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	5.5 We are learning to apply place value concepts to show and write a three-digit number in different ways.
Student Learning Strategies	Students will read and write numbers using: - base-ten numerals

	- number names - expanded form
Success Criteria	I can find a three-digit number and draw or write it in different ways.
Formative Assessment (drives instructional decisions)	- Turn and talk pg. 132 - Check for understanding p. 132 - On your own p. 133
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 131b & Spark Your Learning, pg. 131d **Mini Lesson:** Step It Out, pgs. 131-132 **Guided Practice**: Check Understanding, pg. 132 **Independent Practice:** On Your Own, page 133 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 5
Suggested Modifications	Plan for differentiated instruction-Pg. 131c **Small Group Options-** On Track: - pg. 131c activity Almost There: -pg. 131c activity Ready for more: -pg. 131c activity **Math Center Option-** On Track: - Additional practice 5.5 - More practice/ homework 5.5 - My Learning Summary - Game: Fish for Digits - Standards Practice: Read and Write Numbers to 1,000 Almost There: -Reteach 5.5 - Interactive reteach 5.5 Ready for More: - Challenge 5.5 - Interactive Challenge 5.5

MA.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MODULE 6

Module 6: Use Place Value

LESSON 6.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.1 We are learning to extend counting sequences within 1,000 counting by 1s, 5s, 10s, and 100s.
Student Learning Strategies	Students will count within 1,000; skip count by 5s, 10s, and 100s.
Success Criteria	I can count within 1,000 by 1s, 5s, 10s, and 100s.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 140-141 - Check for understanding p. 141 - On your own p. 142
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 139b & Spark Your Learning, pg. 139d **Mini Lesson:** Build Understanding p. 140, Step It Out, pg. 141 **Guided Practice**: Check Understanding, pg. 141 **Independent Practice:** On Your Own, page 142 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	Plan for differentiated instruction-Pg. 139c **Small Group Options-** On Track: - pg. 139c activity Almost There: -pg. 139c activity Ready for more: -pg. 139c activity

	Math Center Option- On Track: - More practice/ homework 6.1 - Interactive glossary (pattern) - Poggles MX: Addition and Subtraction Level 52 - Standards Practice: Count within 1,000; skip count by 5s, 10s, and 100s. Almost There: -Reteach 6.1 - Interactive reteach 6.1 Ready for More: - Challenge 6.1 - Interactive Challenge 6.1

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

LESSON 6.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.2 We are learning to identify 10 more, 10 less, 100 more, or 100 less than a given number.
Student Learning Strategies	Students will use mental math to add or subtract 10 or 100 to a given number within 900.
Success Criteria	I can add and subtract 10 or 100 from a three-digit number.
Formative Assessment (drives instructional decisions)	- Turn and talk pg. 144 - Check for understanding p. 145 - On your own p. 146
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 143b & Spark Your Learning, pg. 143d **Mini Lesson:** Build Understanding p. 144, Step It Out, pg. 145 **Guided Practice**: Check Understanding, pg. 145 **Independent Practice:** On Your Own, page 146 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 6

Suggested Modifications	Plan for differentiated instruction-Pg. 143c **Small Group Options-** On Track: - pg. 143c activity Almost There: -pg. 143c activity Ready for more: -pg. 143c activity **Math Center Option-** On Track: - More practice/ homework 6.2 - Poggles MX: Addition and Subtraction Level 53 Count by 10s with 3-digits Almost There: -Reteach 6.2 - Interactive reteach 6.2 Ready for More: - Challenge 6.2 - Interactive Challenge 6.2

MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

LESSON 6.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.3 We are learning to extend number patterns by counting by tens or hundreds.
Student Learning Strategies	Students will: - use mental math to add or subtract 10 or 100 to a given number within 900 - count by fives, tens, and hundreds within 1,000
Success Criteria	I can complete a pattern that counts by tens or hundreds.
Formative Assessment (drives instructional decisions)	- Turn and talk pg. 148 - Check for understanding p. 149 - On your own p. 150

Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 147b & Spark Your Learning, pg. 147d **Mini Lesson:** Build Understanding p. 148, Step It Out, pg. 149 **Guided Practice**: Check Understanding, pg. 149 **Independent Practice:** On Your Own, page 150 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	Plan for differentiated instruction-Pg. 147c **Small Group Options-** On Track: - pg. 147c activity Almost There: -pg. 147c activity Ready for more: -pg. 147c activity **Math Center Option-** On Track: - More practice/ homework 6.3 - Fluency Builder: Subtraction Level 2 - My Learning Summary - Standards Practice: Mentally Add or Subtract 10 or 100 to/from a Number Almost There: -Reteach 6.3 - Interactive reteach 6.3 Ready for More: - Challenge 6.3 - Interactive Challenge 6.3

MA.2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

LESSON 6.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.4 We are learning to solve problems involving number comparisons by using concrete and visual models.

Student Learning Strategies	We are learning to solve problems involving number comparisons by using concrete and visual models.
Success Criteria	I can use concrete and visual models to compare two 3-digit numbers.
Formative Assessment (drives instructional decisions)	- Turn and talk pg. 152 - Check for understanding p. 153 - On your own p. 154
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 151b & Spark Your Learning, pg. 151d **Mini Lesson:** Build Understanding p. 152, Step It Out, pg. 153 **Guided Practice**: Check Understanding, pg. 153 **Independent Practice:** On Your Own, page 154 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	Plan for differentiated instruction-Pg. 151c **Small Group Options-** On Track: - pg. 151c activity Almost There: -pg. 151c activity Ready for more: -pg. 151c activity **Math Center Option-** On Track: - More practice/ homework 6.4 - Poggles MX: Addition and Subtraction Level 52 Almost There: -Reteach 6.4 - Interactive reteach 6.4 - RTI Tier 2 Skill 15: Compare 2-Digit Numbers Using Symbols Ready for More: - Challenge 6.4

	- Interactive Challenge 6.4

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.

LESSON 6.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	6.5 We are learning to compare 3-digit numbers using > =, and < symbols.
Student Learning Strategies	Students will use place value to compare 3-digit numbers.
Success Criteria	I can compare two 3-digit numbers using >, <, and = symbols.
Formative Assessment (drives instructional decisions)	- Turn and talk pgs. 156-157 - Check for understanding p. 157 - On your own p. 158
Activities and Resources	**Warm Up**: Activate Prior Knowledge, pg. 155b & Spark Your Learning, pg. 155d **Mini Lesson:** Build Understanding p. 156, Step It Out, pg. 157 **Guided Practice**: Check Understanding, pg. 157 **Independent Practice:** On Your Own, page 158 & Exit Ticket Online **Resources:** Into Math Teacher Edition Module 6
Suggested Modifications	Plan for differentiated instruction-Pg. 155c **Small Group Options-** On Track: - pg. 155c activity Almost There: -pg. 155c activity Ready for more: -pg. 155c activity **Math Center Option-** On Track:

	- More practice/ homework 6.5 - Interactive Glossary: = is equal to, < is lesson than > is greater than. - Standards Practice: Compare Two 3-Digit Numbers. Almost There: -Reteach 6.5 - Interactive reteach 6.5 Ready for More: - Challenge 6.5 - Interactive Challenge 6.5

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.

REFLECTIONS

BENCHMARK ASSESSMENTS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.