Dec. Gr 2 Unit 5: Place value to 1000

Content Area: **Math**
Course(s):
Time Period: **December**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will become aware of all the tools available to them that they can use to learn about working with place value up to 1000.

Enduring Understandings

Tools such as pencil and paper, place value charts, hundred charts and base ten blocks help to understand the value of 1000.

Essential Questions

How do you reperesent 1000 in different ways in order to understand what 1000 is?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 295-300* **Hundreds**	Relate hundreds, tens and ones.	• ten-frames • thin-line markers • crayons or colored pencils	**hundreds**	2.NBT.1 2.NBT.1a 2.NBT.1b **Major Cluster** **MP 1, 2, 3, 5, 6, 8**
Lesson 2 *pp. 301-306* **Hundreds, Tens, and Ones**	Read, write, and model numbers to 999.	• base-ten blocks • Work Mat 7		2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.3 **Major Cluster**

				MP **2, 3, 4, 6, 8**
Lesson 3 *pp. 307-312* **Place Value to 1,000**	Identify and use words, models, and expanded form to represent numbers to 999.	• number cube • Work Mat 7 • base-ten blocks	**place value** **digit** **expanded form**	2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.3 **Major Cluster**
				MP **2, 3, 4, 6, 8**
Check My Progress				
Lesson 4 *pp. 315-320* **Problem-Solving Strategy: Use Logical Reasoning**	Use logical reasoning to solve problems.			2.NBT.1 2.NBT.1a 2.NBT.1b 2.NBT.3 **Major Cluster**
				MP **1, 2, 3, 4, 5**
Lesson 5 *pp. 321-326* **Read and Write Numbers to 1,000**	Read and write numbers to 1,000.	• base-ten blocks • crayons or colored pencils	**thousand**	2.NBT.3 **Major Cluster**
				MP **2, 3, 4, 5, 6, 7, 8**
Lesson 6 *pp. 327-332* **Count by 5s, 10s, and 100s**	Find counting patterns.	• crayons or colored pencils		2.NBT.2 2.NBT.8 **Major Cluster**
				MP **2, 3, 5, 6, 7, 8**
Lesson 7 *pp. 333-338* **Compare Numbers to 1,000**	Compare three-digit numbers using <, >, and =.	• number cards (1 to 10) • blank index cards • base-ten blocks	**compare** **greater than** **less than** **equal to**	2.NBT.4 **Major Cluster**
				MP **1, 2, 4, 5, 6, 8**

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Brainstorming can create new, innovative ideas.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Different types of jobs require different knowledge and skills.

Technology and Design Integration

Students will interact with the SmartBoard, Ipads, chromebooks and document camera.

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

Interdisciplinary Connections

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Benchmark Assessments

AIMSweb

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

whiteboard

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed in above plans.

Standards

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.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.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.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).