

Jan. Gr.2 Unit 6: Add three digit numbers

Content Area: **Math**
Course(s):
Time Period: **January**
Length: **2-3 Weeks**
Status: **Obsolete**

Unit Overview

This chapter teaches the addition of three digit numbers.

Enduring Understandings

The addition process involves repeated calculation. The algorithm consists of adding each place value, starting with the ones place, and regrouping when needed.

Essential Questions

What algorithm do you use to add three-digit numbers?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 pp. 351-356 Make a Hundred to Add	Make a hundred to add a three-digit number.	• base-ten blocks • Work Mat 7	<i>All of the vocabulary words in this chapter are review words.</i>	2.NBT.7 Major Cluster MP 1, 2, 3, 5, 6
Lesson 2 pp. 357-362 Add Hundreds	Add numbers in the hundreds.	• base-ten blocks		2.NBT.7 2.NBT.9 Major Cluster MP 1, 2, 4, 5, 8
Lesson 3 pp. 363-368 Mentally Add 10 or 100	Students will add 10 or 100 mentally.			2.NBT.8 Major

			Cluster
			MP 1, 2, 3, 4, 7, 8
Check My Progress			
Lesson 4 <i>pp. 371-376</i>	Regroup ones to add three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
Regroup Ones to Add			Major Cluster
			MP 1, 2, 3, 4, 6, 8
Lesson 5 <i>pp. 377-382</i>	Regroup tens to add three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
Regroup Tens to Add			Major Cluster
			MP 1, 2, 4
Lesson 6 <i>pp. 383-388</i>	Add three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
Add Three-Digit Numbers			Major Cluster
			MP 1, 3, 4, 5, 7, 8
Lesson 7 <i>pp. 389-394</i>	Given a three-digit addition problem written horizontally, rewrite it vertically before adding.		2.NBT.7
Rewrite Three-Digit Addition			Major Cluster
			MP 2, 3, 4, 6
Lesson 8 <i>pp. 395-400</i>	Guess, Check, and Revise strategy to solve problems.		2.NBT.7
Problem Solving Strategy: Guess, Check, and Revise			Major Cluster
			MP 1, 2, 3, 5, 6
My Review and Reflect			

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).
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
	Different types of jobs require different knowledge and skills.
	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.

Technology and Design Integration

Students will interact with SmartBoards, iPads, Chromebooks and the 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.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
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.

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 utilized.

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

Whiteboard

Games

Homework

Summative Assessments

My Math Chapter assessments

Instructional Materials

See materials listed in above lesson plans.

Standards

MA.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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.

