

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

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

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 <i>pp.</i> 351-356 Make a Hundred to Add | Make a hundred to add a three-digit number. | <ul style="list-style-type: none">base-ten blocksWork 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 <i>pp.</i> 357-362 Add Hundreds | Add numbers in the hundreds. | <ul style="list-style-type: none">base-ten blocks | | 2.NBT.7 2.NBT.9 Major Cluster MP 1, 2, 4, 5, 8 |
| Lesson 3 <i>pp.</i> 363-368 Mentally Add 10 or 100 | Students will add 10 or 100 mentally. | | | 2.NBT.8 |

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| | | | Major Cluster |
| | | | MP 1, 2, 3, 4, 7, 8 |
| Check My Progress | | | |
| Lesson 4 <i>pp.</i> 371-376 | Regroup ones to add three-digit numbers. | <ul style="list-style-type: none"> • 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.</i> 377-382 | Regroup tens to add three-digit numbers. | <ul style="list-style-type: none"> • 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.</i> 383-388 | Add three-digit numbers. | <ul style="list-style-type: none"> • 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.</i> 389-394 | 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.</i> 395-400 | 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 | | | |

Integration of Career Readiness, Life Literacies and Key Skills

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| TECH.9.4.2.DC.4 | Compare information that should be kept private to information that might be made public. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| 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.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.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). |
| WRK.9.2.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. Brainstorming can create new, innovative ideas. |
| TECH.9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Different types of jobs require different knowledge and skills. |

Technology and Design Integration

Students will interact with SmartBoards, iPads, Chromebooks and the document camera.

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| 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. |
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Interdisciplinary Connections

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| 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.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

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

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|--------------|--|
| 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.