Oct. Gr 2 Unit 3: Add two-digit Numbers

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

Unit Overview

In this unit, students learn strategies to add two digit numbers.

Enduring Understandings

Taking apart two digit numbers and regrouping are strategies to add two digit numbers.

Making a model is an important math strategy.

Essential Questions

How do you add two digit numbers?

How does the strategy "Make a model" help us?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
				2.OA.1
Lesson 1 *pp. 165–170* **Take Apart Tens to Add**	Take apart an addend to make a ten to add.	• base-ten blocks • craft sticks • Work Mat 6		**Major Cluster** **MP** **1, 2, 3, 4, 6, 8** 2.OA.12.NBT.5 2.NBT.9
Lesson 2 *pp. 171–176* **Regroup Ones as Tens**	Use models to regroup ones as tens to add.	• base-ten blocks	**regroup**	**Major Cluster** **MP** **1, 2, 3, 4, 6, 7, 8** 2.OA.1 2.NBT.5 2.NBT.9
Lesson 3 *pp. 177–182* **Add to a Two-Digit Number**	Add one-digit numbers and two-digit numbers.	• base-ten blocks		

Check My Progress			**Major Cluster** **MP** **1, 2, 3, 4, 5, 6, 8** 2.OA.12.NBT.5 2.NBT.9
Lesson 4 *pp. 185–190* **Add Two-Digit Numbers**	Add two-digit numbers.	• base-ten blocks • Work Mat 6	**Major Cluster** **MP** **1, 3, 4, 5, 6** 2.OA.12.NBT.5
Lesson 5 *pp. 191–196* **Rewrite Two-Digit Addition**	Rewrite horizontal addition problems vertically to add.	• notecards • Work Mat 6	**Major Cluster** **MP** **1, 2, 3, 4, 5, 6, 8** 2.NBT.6 2.NBT.9
Lesson 6 *pp. 197–202* **Add Three and Four Two-Digit Numbers**	Add three and four two-digit numbers.	• base-ten blocks • number cubes • connecting cubes	**Major Cluster** **MP** **2, 3, 4, 6, 7** 2.OA.1
Lesson 7 *pp. 203–208* **Problem-Solving Strategy: Make a Model My Review and Reflect**	Make a model to solve problems.	• white board	**Major Cluster** **MP** **1, 2, 3, 5, 6, 7**

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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).
	Different types of jobs require different knowledge and skills.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Brainstorming can create new, innovative ideas.

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.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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.

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

AIMSWebs

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

Games

Whiteboard

Homework

Summative Assessments

My Math Chapter Assessments

Instructional Materials

See materials listed in above lesson plans.

Standards

MA.K-12.1	Make sense of problems and persevere in solving them.
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.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
MA.K-12.8	Look for and express regularity in repeated reasoning.
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.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.