Jan. Gr.2 Unit 7: Subtracting three digit numbers

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

Unit Overview

This chapter concentrates on the Number and Operations in Base Ten domain.

Enduring Understandings

The subtraction process involves repeated calculation. Students can use the same algorithm repeatedly with any addition problem they encounter. The algoritim consists of subtracting each place value starting witt he ones place and regrouping when needed.

Essential Questions

What algorithm do we use when subtracting three digit numbers?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 413-418* **Take Apart Hundreds to Subtract**	Make a hundred to subtract a three-digit number.	• base-ten blocks	*All of the vocabulary in this chapter are review words.*	2.NBT.7 **Major Cluster** **MP 1, 2, 3, 5, 6**
Lesson 2 *pp. 419-424* **Subtract Hundreds**	Subtract numbers in the hundreds.	• spinner		2.NBT.7 2.NTB.9 **Major Cluster** **MP 2, 3, 4, 5, 6, 7, 8**
Lesson 3 *pp. 425-430* **Mentally Subtract 10**	Subtract 10 or 100 mentally.	• base-ten blocks		2.NBT.8

or 100

Lesson	Objective	Materials	Standards
			Major Cluster
			MP 1, 2, 3, 4, 6, 8
Check My Progress			
Lesson 4 *pp. 433-438* **Regroup Tens**	Regroup tens to subtract three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
			Major Cluster
			MP 1, 2, 3, 4, 5, 6, 8
Lesson 5 *pp. 439-444* **Regroup Hundreds**	Regroup hundreds to subtract three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
			Major Cluster
			MP 2, 3, 4, 5, 6, 8
Lesson 6 *pp. 445-450* **Subtract Three-Digit Numbers**	Subtract three-digit numbers.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
			Major Cluster
			MP 2, 3, 4, 5, 6, 7, 8
Lesson 7 *pp. 451-456* **Rewrite Three-Digit Subtraction**	Rewrite horizontal three-digit subtraction as vertical three-digit subtraction.	• base-ten blocks	2.NBT.7
			Major Cluster
			MP 1, 3, 4, 5, 6
Lesson 8 *pp. 457-462* **Problem-Solving Strategy: Write a Number Sentence**	Write a number sentence to solve problems.		2.NBT.7
			Major Cluster
			MP 1, 2, 3, 5, 6
Lesson 9 *pp. 463-468* **Subtract Across Zeros**	Subtract from numbers ending in zero.	• base-ten blocks • Work Mat 7	2.NBT.7 2.NBT.9
			Major

My Review and Reflect

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).
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.
	Individuals should practice safe behaviors when using the Internet.

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.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 followed.

Benchmark Assessments

AIMSweb

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

white board

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.