

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

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

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 algorithm consists of subtracting each place value starting with the 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 <i>pp. 413-418</i> Take Apart Hundreds to Subtract	Make a hundred to subtract a three-digit number.	• base-ten blocks	<i>All of the vocabulary in this chapter are review words.</i>	2.NBT.7 Major Cluster MP 1, 2, 3, 5, 6
Lesson 2 <i>pp. 419-424</i> 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 <i>pp.</i> 425-430 Mentally Subtract 10 or 100	Subtract 10 or 100 mentally.	• base-ten blocks	2.NBT.8
			Major Cluster
			MP 1, 2, 3, 4, 6, 8
Check My Progress Lesson 4 <i>pp.</i> 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 <i>pp.</i> 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 <i>pp.</i> 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 <i>pp.</i> 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 <i>pp.</i> 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 <i>pp.</i> 463-468	Subtract from numbers	• base-ten	2.NBT.7

Subtract Across Zeros

ending in zero.

blocks
• Work Mat 7

2.NBT.9

**Major
Cluster**

**MP
1, 2, 3, 5,
6, 8**

My Review and Reflect

Integration of Career Readiness, Life Literacies and Key Skills

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). Brainstorming can create new, innovative ideas. Individuals should practice safe behaviors when using the Internet.
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.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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 the SmartBoard, Ipad, 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.
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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.2.5	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 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.