Unit 5 Reveal Grade 2

Content Area: **Math**
Course(s): **Language Arts, Art**
Time Period: **January**
Length: **4 weeks**
Status: **Published**

Unit Overview

UNIT 5 PLANNER

Strategies to Fluently Add within 100

PACING: 16 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener	Corner Sums in Squares	Explore addition patterns on a number chart to promote thinking about ways to add 2-digit numbers.				
5-1	Strategies to Add Fluently within 20	Students add fluently within 20.	Students discuss how to add fluently within 20 while answering *Wh-* questions.	Students engage in active listening and work collaboratively with a partner to complete mathematical tasks.	5-1	Math Terms addend count on
5-2	More Strategies to Add Fluently within 20	Students add fluently within 20.	Students discuss what they understand about doubles and near doubles facts using the verb *notice*.	Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.	5-2	doubles near doubles
5-3	Represent Addition with 2-Digit Numbers	Students represent addition of 2-digit numbers to find the sum.	Students explain how to add 2-digit numbers to find the sum of an equation while answering *Wh-* and Yes/No questions and using the term *regroup*.	Students recognize and work to understand the emotions of others and practice empathetic responses.	5-3	regroup
5-4	Use Properties to Add	Students understand that addends added in any order have the same sum.	Students explain why addends can be added in any order using the term *the same*.	Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.	5-4	addend
5-5	Decompose Two Addends to Add	Students decompose two addends to add.	Students explain how to decompose two addends using *can, could,* and *would*.	Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.	5-5	decompose friendly numbers partial sums place value
5-6	Use a Number Line to Add	Students use a number line to add.	Students explain how to use a number line to add while answering *Wh-* questions and using modals such as *should* and *would*.	Students develop and execute a plan, including selecting tools for mathematical problem solving.	5-6	number line
5-7	Decompose One Addend to Add	Students decompose one addend to add.	Students explain different ways to decompose one addend to add, using the term *another way*.	Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy.	5-7	decompose number line
5-8	Adjust Addends to Add	Students adjust addends to add.	Students explain how to adjust addends to add within 100 while answering *Wh-* questions.	Students discuss the value of hearing different viewpoints and approaches to problem solving.	5-8	adjust friendly numbers
Math Probe	**Addition Strategies**	Determine whether a given strategy is a correct approach to add two 2-digit numbers.				
5-9	Add More Than Two Numbers	Students add up to four 2-digit numbers.	Students explain how to add up to four 2-digit addends while answering *Wh-* questions and using the term *first* when applicable.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	5-9	adjust decompose
5-10	Solve One- and Two-Step Problems Using Addition	Students solve one- and two-step addition word problems.	Students discuss solving one- and two-step addition word problems while answering *Wh-* and Yes/No questions.	Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.	5-10	adjust decompose
Unit Review						
Fluency Practice						
Unit Assessment						
Performance Task						

Enduring Understandings

See Above

Essential Questions

See Above

Instructional Strategies and Learning Activities

LESSON 5-1

Strategies to Add Fluently within 20

Learning Targets

- I can add fluently within 20 by counting on.
- I can add fluently within 20 by making a 10.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students add fluently within 20.	• Students discuss how to add fluently within 20 while answering *Wh-* questions. • Support sense-making and optimizing outputs by participating in MLR8: Discussion Supports.	• Students engage in active listening and work collaboratively with a partner to complete mathematical tasks.

Coherence

Previous	Now	Next
• Students fluently added and subtracted within 20 using mental strategies (Grade 1).	• Students add fluently within 20 by counting on. • Students add fluently within 20 by making a 10.	• Students fluently add within 20 by using doubles to find the sum of near doubles facts (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of the mental strategies counting on and making a 10 to add within 20.	• Students develop proficiency with the mental strategies counting on and making a 10 to add within 20.	• Students apply the mental strategies counting on and making a 10 to solve real-world problems involving addition within 20. *Application is not a targeted element of rigor for this standard.*

LESSON 5-2

More Strategies to Add Fluently within 20

Learning Targets

- I can add fluently within 20.
- I can use doubles and near doubles to help me add within 20.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students add fluently within 20.	• Students discuss what they understand about doubles and near doubles facts using the verb *notice*. • Support optimizing outputs by participating in MLR1: Stronger and Clearer Each Time.	• Students demonstrate self-awareness of personal strengths and areas of challenge in mathematics.

Coherence

Previous	Now	Next
• Students fluently added and subtracted within 20 using mental strategies (Grade 1). • Students fluently added within 20 by counting on and making a 10 (Unit 5).	• Students fluently add within 20 using doubles and near doubles.	• Students fluently add within 100 using place value (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of using doubles facts to find the sum of near doubles facts within 20.	• Students develop proficiency with the mental strategy of using doubles facts to find the sum of near doubles facts within 20.	• Students apply the mental strategy of using doubles facts to find the sum of near doubles facts to solve real-word problems involving addition within 20. *Application is not a targeted element of rigor for this standard.*

LESSON 5-3

Represent Addition with 2-Digit Numbers

Learning Targets

- I can use base-ten blocks to help me add 2-digit numbers.
- I can explain how to use base-ten blocks to add 2-digit numbers.

Standards ◇ Major ▲ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Model with mathematics.

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent addition of 2-digit numbers to find the sum.	• Students explain how to add 2-digit numbers to find the sum of an equation while answering *Wh-* and Yes/No questions and using the term *regroup*. • Support maximizing linguistic and cognitive meta-awareness and optimize outputs by participating in MLR3: Critique, Correct, and Clarify.	• Students recognize and work to understand the emotions of others and practice empathetic responses.

Coherence

Previous	Now	Next
• Students fluently added within 20 using mental strategies (Grade 1). • Students counted on and made a 10 to add within 20 (Unit 5).	• Students use base-ten block to add 2-digit numbers.	• Students decompose two addends to add (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand the relationship between place value and adding 2-digit numbers.	• Students represent and solve addition problems with 2-digit numbers using tools such as base-ten blocks.	• Students solve real-world problems by adding 2-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 5-4

Use Properties to Add

Learning Targets

- I can add addends in any order to find the sum.
- I can explain that addends added in any order have the same sum.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students understand that addends added in any order have the same sum.	• Students explain why addends can be added in any order using the term *the same*. • Support optimizing outputs, by participating in MLR1: Stronger and Clearer Each Time.	• Students practice strategies for persisting at a mathematical task, such as setting a small goal or setting timers for remaining focused.

Coherence

Previous	Now	Next
• Students added within 100: 2-digit to a 1-digit (Grade 1). • Students used base-ten blocks to help them add 2-digit numbers (Unit 5).	• Students add addends in any order to find the sum.	• Students use a number line to add two addends (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build their understanding of how to reverse the order of addends to add numbers in any order.	• Students build proficiency using the Commutative Property which states the addends can be added in any order.	• Students apply their understanding of the properties of addition to add in real-world contexts. *Application is not a targeted element of rigor for this standard.*

LESSON 5-5

Decompose Two Addends to Add

Learning Targets

- I can decompose two addends to help me add.
- I can explain how to decompose both addends to add two 2-digit numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students decompose two addends to add.	• Students explain how to decompose two addends using *can*, *could*, and *would*. • Support sense-making and optimizing outputs by participating in MLR2: Compare and Connect.	• Students demonstrate thoughtful reflection through identifying the causes of challenges and successes while completing a mathematical task.

Coherence

Previous	Now	Next
• Students fluently added within 20 using mental strategies (Grade 1). • Students used doubles facts to help them add (Unit 5).	• Students decompose addends by place value to find partial sums to help them add 2-digit numbers.	• Students decompose one addend to add (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand the concept of decomposing addends and why it works when adding 2-digit numbers.	• Students add 2-digit numbers by decomposing both addends and adding them using partial sums.	• Students use the strategy of decomposing both addends to solve real-world problems. *Application is not a targeted element of rigor for this standard.*

LESSON 5-6

Use a Number Line to Add

Learning Targets

- I can use a number line to help me add.
- I can explain how to use a number line to add.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **2.MD.B.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, . . ., and represent whole-number sums and differences within 100 on a number line diagram.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Model with mathematics.

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students use a number line to add.	• Students explain how to use a number line to add while answering *Wh-* questions and using modals such as *should* and *would*. • Support cultivating conversations by participating in MLR3: Critique, Correct, and Clarify.	• Students develop and execute a plan, including selecting tools for mathematical problem solving.

Coherence

Previous	Now	Next
• Students added within 20 using mental strategies (Grade 1). • Students used the count on strategy to add (Unit 5).	• Students use a number line to help them add.	• Students solve one- and two-step problems using addition (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand the concept of using a number line to add.	• Students add two 2-digit numbers using a number line.	• Students apply their understanding of using a number line to add in real-world contexts. *Application is not a targeted element of rigor for this standard.*

LESSON 5-7

Decompose One Addend to Add

Learning Targets

- I can decompose one addend to help me add.
- I can explain how to decompose one addend to add.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Attend to precision.

MPP Make sense of problems and persevere in solving them.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students decompose one addend to add.	• Students explain different ways to decompose one addend to add, using the term *another way*. • Support sense-making and optimizing outputs by participating in MLR7: Compare and Connect.	• Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy.

Coherence

Previous	Now	Next
• Students added within 100: 2-digit to a multiple of ten (Grade 1). • Students decomposed addends by place value to find partial sums to help them add 2-digit numbers (Unit 5).	• Students decompose one addend to add.	• Students adjust addends to add (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students understand the strategy of decomposing one addend and why it works when adding 2-digit numbers.	• Students add 2-digit numbers by decomposing one addend and counting on to find the sum.	• Students show why the strategy of decomposing one addend to add 2-digit numbers can help solve real world problems. *Application is not a targeted element of rigor for this standard.*

Adjust Addends to Add

Learning Targets

- I can adjust addends to make them friendlier to add.
- I can explain how to adjust addends to add within 100.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students adjust addends to add.	• Students explain how to adjust addends to add within 100 while answering *Wh-* questions. • Support optimizing outputs by participating in MLR1: Stronger and Clearer Each Time.	• Students discuss the value of hearing different viewpoints and approaches to problem solving.

Coherence

Previous	Now	Next
• Students mentally added 10 to a 2-digit number without counting (Grade 1). • Students decomposed two addends to add (Unit 5).	• Students add fluently within 100 by adjusting addends to make friendly numbers.	• Students add more than two numbers by decomposing and adjusting (Unit 5). • Students solve two-step word problems with 4 operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of adjusting addends as a strategy to add within 100.	• Students develop proficiency with adjusting addends as a strategy to add within 100.	• Students apply the strategy of adjusting addends to solve real-world problems involving 2-digit addition. *Application is not a targeted element of rigor for this standard.*

LESSON 5-9

Add More Than Two Numbers

Learning Targets

- I can decompose or adjust addends to add more than two 2-digit numbers.
- I can explain how to decompose and adjust addends to add more than two 2-digit numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **2.NBT.B.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Look for and make use of structure.

Focus

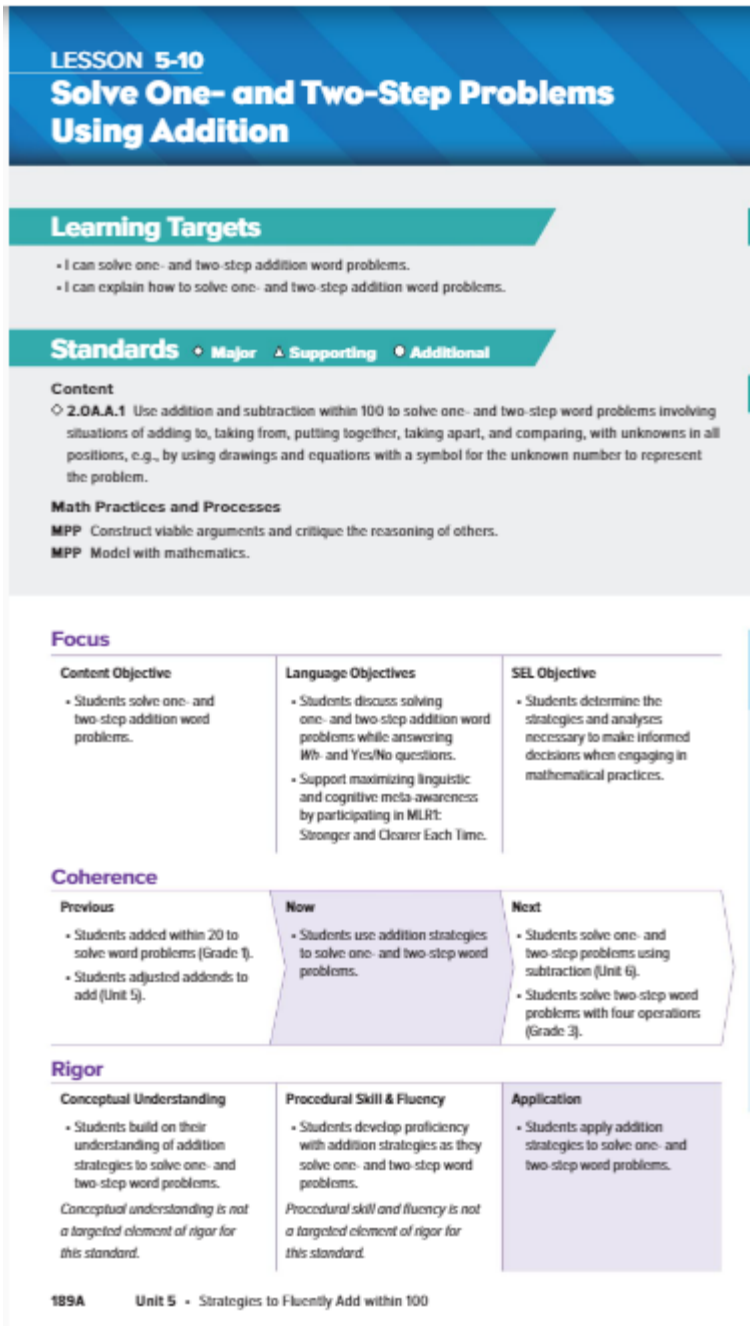
Content Objective	Language Objectives	SEL Objective
• Students add up to four 2-digit numbers.	• Students explain how to add up to four 2-digit addends while answering *Wh-* questions and using the term *first* when applicable. • Support maximizing linguistic and cognitive meta-awareness and cultivating conversations by participating in MLR8: Discussion Supports	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students added 2-digit and 1-digit numbers within 100 (Grade 1). • Students decomposed two addends to add (Unit 5).	• Students adjust addends to add more than two 2-digit numbers. • Students decompose addends to find the sum of more than two 2-digit numbers.	• Students solve one- and two-step problems using addition (Unit 5). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of the addition strategies decomposing and adjusting to add up to four 2-digit numbers.	• Students decompose and adjust addends to add up to four 2-digit numbers.	• Students apply addition strategies to solve problems with up to four 2-digit addends. *Application is not a targeted element of rigor for this standard.*



LESSON 5-10

Solve One- and Two-Step Problems Using Addition

Learning Targets

- I can solve one- and two-step addition word problems.
- I can explain how to solve one- and two-step addition word problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Model with mathematics.

Focus

Content Objective

- Students solve one- and two-step addition word problems.

Language Objectives

- Students discuss solving one- and two-step addition word problems while answering *Wh-* and Yes/No questions.
- Support maximizing linguistic and cognitive meta-awareness by participating in MLR1: Stronger and Clearer Each Time.

SEL Objective

- Students determine the strategies and analyses necessary to make informed decisions when engaging in mathematical practices.

Coherence

Previous

- Students added within 20 to solve word problems (Grade 1).
- Students adjusted addends to add (Unit 5).

Now

- Students use addition strategies to solve one- and two-step word problems.

Next

- Students solve one- and two-step problems using subtraction (Unit 6).
- Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding

- Students build on their understanding of addition strategies to solve one- and two-step word problems.

Conceptual understanding is not a targeted element of rigor for this standard.

Procedural Skill & Fluency

- Students develop proficiency with addition strategies as they solve one- and two-step word problems.

Procedural skill and fluency is not a targeted element of rigor for this standard.

Application

- Students apply addition strategies to solve one- and two-step word problems.

Integration of Career Readiness, Life Literacies and Key Skills

PFL.9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
PFL.9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
PFL.9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
PFL.9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.
PFL.9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

PFL.9.1.2.PB.1	Determine various ways to save and places in the local community that help people save and accumulate money over time.
PFL.9.1.2.PB.2	Explain why an individual would choose to save money.
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.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Technology and Design Integration

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.AP.5	Describe a program's sequence of events, goals, and expected outcomes.
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.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.
CS.K-2.8.1.2.DA.4	Make predictions based on data using charts or graphs.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.

Interdisciplinary Connections

LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
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.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

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Modifications and Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Reveal Unit assessments

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation

Checklists

Questioning and Discussion

Quizzes

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

End of Unit assessments

Instructional Materials

See above

Standards

MATH.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.
MATH.2.OA.B.2	With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MATH.2.NBT.B.5	With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MATH.2.M.B.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.