Unit 10 Reveal Grade 2

Content Area: **Math**
Course(s): **Math**
Time Period: **May**
Length: **3 weeks**
Status: **Published**

Unit Overview

UNIT 10 PLANNER

Strategies to Subtract 3-Digit Numbers

PACING: 15 days

LESSON		MATH OBJECTIVE	LANGUAGE OBJECTIVE	SOCIAL AND EMOTIONAL LEARNING OBJECTIVE	LESSON	KEY VOCABULARY
Unit Opener IGNITE! Greatest and Least Differences Students apply their understanding of subtraction and place value to tackle subtraction challenges.						
						Math Terms
10-1	Use Mental Math to Subtract 10 or 100	Students mentally subtract 10 or 100 from a 3-digit number.	Students talk about mentally subtracting 10 or 100 from a 3-digit number using *stay the same* and *change*.	Students employ techniques that can be used to help maintain focus and manage reactions to potentially frustrating situations.	10-1	hundreds tens
10-2	Represent Subtraction with 3-Digit Numbers	Students represent and solve 3-digit subtraction equations that require no regrouping.	Students explain how to represent and solve 3-digit subtraction equations using *similar* and *different*.	Students use prior knowledge and new understanding of mathematical concepts to complete a task.	10-2	place value
10-3	Decompose One 3-Digit Number to Count Back	Students decompose one number by place value to count back to subtract 3-digit numbers.	Students discuss decomposing by place value to count back to subtract 3-digit numbers using *other ways*, *helpful*, and *efficient*.	Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.	10-3	decompose
10-4	Count On to Subtract 3-Digit Numbers	Students count on to subtract 3-digit numbers.	Students explain how to count on to subtract 3-digit numbers using *can* and *can't*.	Students exchange ideas for mathematical problem-solving with a peer.	10-4	related facts
10-5	Regroup Tens	Students represent and solve 3-digit subtraction equations that require regrouping a ten.	Students talk about representing and solving 3-digit subtraction equations.	Students set learning goals and initiate work on tasks to accomplish their goals.	10-5	regroup
10-6	Regroup Tens and Hundreds	Students represent and solve 3-digit subtraction equations that require regrouping a ten and a hundred.	Students discuss representing and solving 3-digit subtraction equations that require regrouping a ten and a hundred using the verb *change*.	Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.	10-6	regroup
10-7	Adjust Numbers to Subtract 3-Digit Numbers	Students adjust numbers to subtract 3-digit numbers.	Students explain how to adjust numbers to subtract 3-digit numbers using the verb *adjust*.	Students reflect on and describe the logic and reasoning used to make a mathematical decision.	10-7	adjust friendly numbers
10-8	Explain Subtraction Strategies	Students explain the strategies they use to subtract 3-digit numbers.	Students talk about the strategies they use to subtract 3-digit numbers with *use*, *best*, and *useful*.	Students collaborate with peers to complete a mathematical task and offer constructive feedback.	10-8	adjust decompose
10-9	Solve Problems Involving Addition and Subtraction	Students solve one-step or two-step addition or subtraction word problems.	Students discuss solving one-step or two-step addition or subtraction word problems using the verb *help*.	Students identify and discuss the emotions experienced during math learning.	10-9	adjust decompose
Math Probe Addition and Subtraction Problems Students solve a problem using a strategy of their choice.						
Unit Review **Fluency Practice**						
Unit Assessment **Performance Task**						

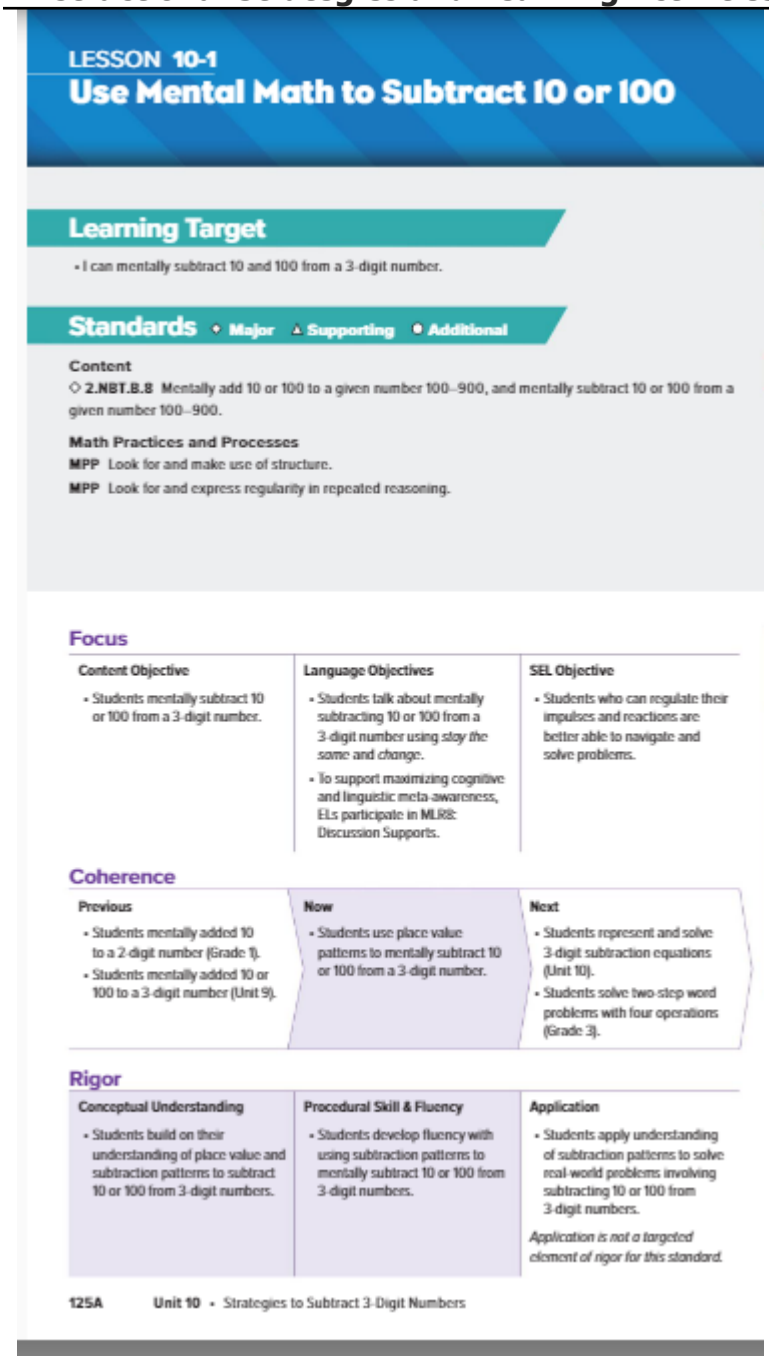
Enduring Understandings

See Above

Essential Questions

What strategies can I use to subtract 3-digit numbers?

Instructional Strategies and Learning Activities



LESSON 10-1

Use Mental Math to Subtract 10 or 100

Learning Target

- I can mentally subtract 10 and 100 from a 3-digit number.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Look for and make use of structure.

MPP Look for and express regularity in repeated reasoning.

Focus

Content Objective	Language Objectives	SEL Objective
• Students mentally subtract 10 or 100 from a 3-digit number.	• Students talk about mentally subtracting 10 or 100 from a 3-digit number using *stay the same* and *change*. • To support maximizing cognitive and linguistic meta-awareness, ELs participate in MLR8: Discussion Supports.	• Students who can regulate their impulses and reactions are better able to navigate and solve problems.

Coherence

Previous	Now	Next
• Students mentally added 10 to a 2-digit number (Grade 1). • Students mentally added 10 or 100 to a 3-digit number (Unit 9).	• Students use place value patterns to mentally subtract 10 or 100 from a 3-digit number.	• Students represent and solve 3-digit subtraction equations (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value and subtraction patterns to subtract 10 or 100 from 3-digit numbers.	• Students develop fluency with using subtraction patterns to mentally subtract 10 or 100 from 3-digit numbers.	• Students apply understanding of subtraction patterns to solve real-world problems involving subtracting 10 or 100 from 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-2

Represent Subtraction with 3-Digit Numbers

Learning Target

- I can subtract 3-digit numbers without regrouping.

Standards ◆ Major ▲ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Model with mathematics.

MPP Look for and make use of structure.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve 3-digit subtraction equations that require no regrouping.	• Students explain how to represent and solve 3-digit subtraction equations using *similar* and *different*. • To support optimizing output, ELs participate in MLR1: Stronger and Clearer Each Time.	• Students use prior knowledge and new understanding of mathematical concepts to complete a task, building stronger self-efficacy.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students used mental math to subtract 10 or 100 from a 3-digit number (Unit 10).	• Students apply understanding of place value to subtract 3-digit numbers without regrouping.	• Students decompose and adjust numbers to subtract 3-digit numbers (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value and subtraction by solving 3-digit subtraction equations using place-value representations.	• Students develop fluency with subtracting 3-digit numbers using place-value representations. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students write and solve subtraction equations to solve real-world problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-3

Decompose One 3-Digit Number to Count B

Learning Target

- I can decompose one 3-digit number to count back.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Use appropriate tools strategically.

Focus

Content Objective	Language Objectives	SEL Objective
• Students decompose one number by place value to count back to subtract 3-digit numbers.	• Students discuss decomposing by place value to count back to subtract 3-digit numbers using *other ways*, *helpful*, and *efficient*. • To support optimizing output, ELs participate in MLR7: Compare and Connect.	• Students collaborate with peers and contribute to group effort to achieve a collective mathematical goal.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students subtracted 3-digit numbers without regrouping (Unit 10).	• Students decompose one number by place value to subtract 3-digit numbers.	• Students count on to subtract 3-digit numbers (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of subtraction strategies by decomposing a 3-digit number and counting back to subtract efficiently.	• Students develop fluency with 3-digit subtraction by decomposing one number and counting back to find the difference.	• Students apply understanding of decomposing as a subtraction strategy to solve real-world problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-4

Count On to Subtract 3-Digit Numbers

Learning Target

- I can count on to subtract 3-digit numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

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 count on to subtract 3-digit numbers.	• Students explain how to count on to subtract 3-digit numbers using *can* and *can't*. • To support cultivating conversation, ELs participate in MLR3: Critique, Correct, and Clarify.	• Students exchange ideas for mathematical problem-solving with a peer, listening attentively and providing thoughtful and constructive feedback.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students decomposed one number to count back to subtract 3-digit numbers (Unit 10).	• Students count on to solve 3-digit subtraction equations.	• Students regroup tens to subtract 3-digit numbers (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value and properties of operations to subtract 3-digit numbers.	• Students build proficiency with counting on using a number line to subtract 3-digit numbers.	• Students apply their understanding of counting on as a strategy to solve real-world problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-5

Regroup Tens

Learning Target

- I can regroup tens to subtract 3-digit numbers.

Standards ◇ Major △ Supporting ○ Additional

Content

◇ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve 3-digit subtraction equations that require regrouping a ten.	• Students talk about representing and solving 3-digit subtraction equations that require regrouping a ten using *not enough* and *represent*. • To support maximizing linguistic and cognitive meta-awareness, ELs participate in MLR5: Co-Craft Questions and Problems.	• Students set learning goals and initiate work on tasks to accomplish their goals.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students represented and solved 2-digit subtraction equations that required regrouping (Unit 6).	• Students apply their understanding of place value to subtract 3-digit numbers by regrouping tens.	• Students represent and solve 3-digit subtraction equations that require regrouping a ten and a hundred (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value to subtract 3-digit numbers by regrouping tens.	• Students develop proficiency representing and solving subtraction problems with 3-digit numbers that involve regrouping tens.	• Students apply understanding of regrouping tens to solve real-world subtraction problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-6

Regroup Tens and Hundreds

Learning Target

- I can regroup tens and hundreds to subtract 3-digit numbers.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Construct viable arguments and critique the reasoning of others.

MPP Model with mathematics.

Focus

Content Objective	Language Objectives	SEL Objective
• Students represent and solve 3-digit subtraction equations that require regrouping a ten and a hundred.	• Students discuss representing and solving 3-digit subtraction equations that require regrouping a ten and a hundred using the verb *change*. • To support optimizing output, ELs participate in MLR1: Stronger and Clearer Each Time.	• Students identify a problem, use creativity to execute problem-solving steps, and identify multiple solutions.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students represented and solved 3-digit subtraction equations that required regrouping a ten (Unit 10).	• Students represent and solve 3-digit subtraction problems that require regrouping a ten and a hundred.	• Students adjust numbers to subtract 3-digit numbers (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value to subtract 3-digit numbers by regrouping a ten and a hundred.	• Students develop proficiency representing and solving subtraction problems with 3-digit numbers that involve regrouping a ten and a hundred.	• Students apply understanding of regrouping a ten and a hundred to solve real-world subtraction problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*

LESSON 10-7

Adjust Numbers to Subtract 3-Digit Numbers

Learning Target

- I can adjust 3-digit numbers to make them friendlier to subtract.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Attend to precision.

Focus

Content Objective	Language Objectives	SEL Objective
• Students adjust numbers to subtract 3-digit numbers.	• Students explain how to adjust numbers to subtract 3-digit numbers using the verb *adjust*. • To support sense-making, ELs participate in MLR2: Collect and Display.	• Students reflect on and describe the logic and reasoning used to make a mathematical decision or conclusion.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students represented and solved 3-digit subtraction equations that require regrouping a ten and a hundred (Unit 10).	• Students adjust numbers to create friendly numbers for subtraction of 3-digit numbers.	• Students explain the strategies they use to subtract 3-digit numbers (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students build on their understanding of place value and properties of operations to subtract 3-digit numbers.	• Students build proficiency with the subtraction strategy of adjusting numbers to make them friendly.	• Students apply understanding of subtraction to solve problems with real-world contexts. *Application is not a targeted element of rigor for this standard.*

LESSON 10-8

Explain Subtraction Strategies

Learning Target

- I can explain subtraction strategies to subtract 3-digit numbers.

Standards ◆ Major △ Supporting ○ Additional

Content

◇ **2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

Math Practices and Processes

MPP Reason abstractly and quantitatively.

MPP Construct viable arguments and critique the reasoning of others.

Focus

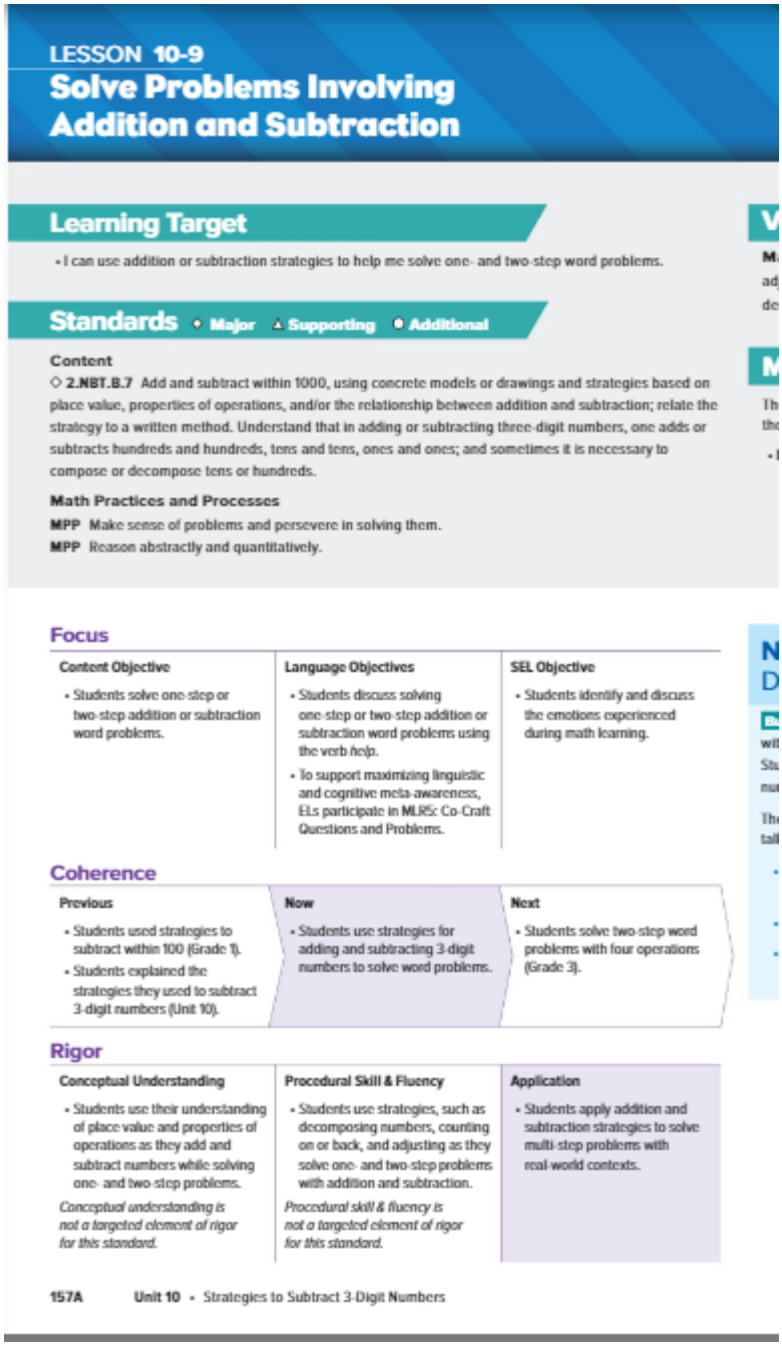
Content Objective	Language Objectives	SEL Objective
• Students explain the strategies they use to subtract 3-digit numbers.	• Students talk about the strategies they use to subtract 3-digit numbers with *use*, *best*, and *useful*. • To support optimizing output, students participate in MLR4: Info Gap.	• Students collaborate with peers to complete a mathematical task and offer constructive feedback to the mathematical ideas posed by others.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students adjusted numbers to subtract 3-digit numbers (Unit 10).	• Students use three different strategies for subtracting 3-digit numbers and decide which method is most effective.	• Students solve one-step addition and subtraction word problems (Unit 10). • Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students express understanding of different strategies for subtracting 3-digit numbers and why they are efficient.	• Students build on their procedural skill and fluency with subtraction strategies by using the most efficient strategy to solve an equation.	• Students apply understanding of subtraction strategies to solve real-world problems involving 3-digit numbers. *Application is not a targeted element of rigor for this standard.*



LESSON 10-9

Solve Problems Involving Addition and Subtraction

Learning Target

- I can use addition or subtraction strategies to help me solve one- and two-step word problems.

Standards ◆ Major ▲ Supporting ● Additional

Content

◇ **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.

Math Practices and Processes

MPP Make sense of problems and persevere in solving them.

MPP Reason abstractly and quantitatively.

Focus

Content Objective	Language Objectives	SEL Objective
• Students solve one-step or two-step addition or subtraction word problems.	• Students discuss solving one-step or two-step addition or subtraction word problems using the verb *help*. • To support maximizing linguistic and cognitive meta-awareness, ELs participate in MLR5: Co-Craft Questions and Problems.	• Students identify and discuss the emotions experienced during math learning.

Coherence

Previous	Now	Next
• Students used strategies to subtract within 100 (Grade 1). • Students explained the strategies they used to subtract 3-digit numbers (Unit 10).	• Students use strategies for adding and subtracting 3-digit numbers to solve word problems.	• Students solve two-step word problems with four operations (Grade 3).

Rigor

Conceptual Understanding	Procedural Skill & Fluency	Application
• Students use their understanding of place value and properties of operations as they add and subtract numbers while solving one- and two-step problems. *Conceptual understanding is not a targeted element of rigor for this standard.*	• Students use strategies, such as decomposing numbers, counting on or back, and adjusting as they solve one- and two-step problems with addition and subtraction. *Procedural skill & fluency is not a targeted element of rigor for this standard.*	• Students apply addition and subtraction strategies to solve multi-step problems with real-world contexts.

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.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.
MATH.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.
MATH.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.