

MP1b-Work With Equal Groups

Content Area: **Mathematics**
Course(s): **Math 2**
Time Period: **Marking Period 1**
Length: **MP1 Topic 2 2-1 to 2-5**
Status: **Published**

Essential Questions

- How can you show even and odd numbers?
- How do arrays relate to repeated addition?

Big Ideas

- **Even Numbers:** Students will develop their understanding of even numbers as numbers that can be shown as two equal parts.
- **Odd Numbers:** Students will develop the understanding that odd numbers are numbers that cannot be shown as two equal parts.
- **Arrays:** Students will use repeated addition and write equations to find the total number of objects in an array.
- **Solve Problems Involving Equal Groups:** Students will represent equal groups using drawings, arrays, bar diagrams, expressions, and equations to help them solve both real-world and mathematical problems.

Technology Integration

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.4: Break down a task into a sequence of steps.

Activity:

Students will be taught how to navigate ClassLink to get to the SplashLearn, Prodigy, Math IXL application. Classlink will be interactively modeled, and students will watch a demonstration on the SmartTV to see how to navigate the ClassLink portal.

Enduring Understandings

Operations and Algebraic Thinking

2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

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

2.OA.C.4 (M) Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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.

Mathematical Practices Focus

4. Model with mathematics.