Unit 1b-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.

CSDT 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) 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.

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. Students may make sense of the ideas that plants need water and light to grow and that climate change affects the health of plants, animals, and people. In this unit, there would be an opportunity to measure variables and use the date to add and subtract within 100.

Mathematical Practices Focus

4. Model with mathematics.