GRADE 2– Unit 3 - Numbers Within 1,000 (Place Value, Addition, and Subtraction)

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In unit 3, students will learn to: • Build three-digit numbers in different ways. • Read and write three-digit numbers. • Compare three-digit numbers. • Add 10 or 100 to a number. • Add three-digit numbers. • Subtract three-digit numbers.

- Use different strategies to add and subtract three-digit numbers.
- Add more than 2 two-digit numbers.

Standards Covered in Current Unit/Module	
Related Standards and Learning Goals	
2.NBT.A	Understand place value
2.NBT.B	Use place value understanding and properties of operations to add and subtract

Learning Targets	Essential Questions
• I can add or subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction. • I can add up to four two-digit numbers using strategies based on place value and properties of operations. • I can break apart three-digit numbers as a place-value strategy for adding. • I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons. • I can count within 1,000; skip count by 5s, 10s, and 100s. • I can determine when regrouping a hundred or a ten is necessary and carry out the regrouping to find the sum. • I can determine when regrouping a ten or a hundred is necessary to subtract, and carry out the regrouping to find the difference. • I can explore subtraction as a process of taking away or adding up.	• What strategies can I use to help me add and subtract 3-digit numbers? • How can I use what I know about relationships between addition and subtraction to help me solve problems? • How can I build three-digit numbers in different ways? • How can I compare three-digit numbers?

• I can identify ones,tens, and hundreds in a three-digit number. • I can mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. • I can read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. • I can recognize that in addition, hundreds are added to hundreds, tens are added to tens, and ones are added to ones. • I can recognize that in subtraction, hundreds are subtracted from hundreds, tens are subtracted from tens, and ones are subtracted from ones. • I can record partial sums as a step toward finding the sum of two numbers. • I can tell how many hundreds, tens and ones are in a given number. • I can tell how many tens are in varied hundreds (100, 200, ect.) • I can understand that 100 can be thought of as a bundle of ten tens –called a "hundred." • I can use models to determine combinations of hundreds, tens, and ones in a number • I can write a three-digit number in varied combinations of hundreds, tens and ones. • I can write two numbers in a place-value chart to find their sum. • I can write two numbers in expanded notation to find their sum.	

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**

6 Days	2.NBT.A ~ Understand place value	**Obj. We are learning to**: I can understand that 100 can be thought of as a bundle of ten tens –called a "hundred." I can identify ones,tens, and hundreds in a three-digit number. I can use models to determine combinations of hundreds, tens, and ones in a number. I can write a three-digit number in varied combinations of hundreds, tens and ones. I can tell how many hundreds, tens and ones are in a given number. I can tell how many tens are in varied hundreds (100, 200, ect.) **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 12 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
6 Days	2.NBT.A ~ Understand place value	**Obj. We are learning to**: I can read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. **Suggested Formative Assessment(s)**:	● Texts ○ Ready Math - Lesson 13 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks

		• My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
6 Days	2.NBT.A ~ Understand place value	**Obj. We are learning to**: I can compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, <, and = symbols to record the results of comparisons. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 14 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
6 Days	2.NBT.A ~ Understand place value	**Obj. We are learning to**: I can count within 1,000; skip count by 5s, 10s, and 100s. I can mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment	● Texts ○ Ready Math - Lesson 15 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards

		• Unit Assessment	○ Base-10 blocks
6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	**Obj. We are learning to**: I can break apart three-digit numbers as a place-value strategy for adding. I can recognize that in addition, hundreds are added to hundreds, tens are added to tens, and ones are added to ones. I can determine when regrouping a hundred or a ten is necessary and carry out the regrouping to find the sum. I can write two numbers in a place-value chart to find their sum. I can write two numbers in expanded notation to find their sum. I can record partial sums as a step toward finding the sum of two numbers. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 16 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks

6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	**Obj. We are learning to**: I can determine when regrouping a ten or a hundred is necessary to subtract, and carry out the regrouping to find the difference. I can recognize that in subtraction, hundreds are subtracted from hundreds, tens are subtracted from tens, and ones are subtracted from ones. I can explore subtraction as a process of taking away or adding up. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 17 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks
6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	**Obj. We are learning to**: I can add or subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 18 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks

6 Days	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	**Obj. We are learning to**: I can add up to four two-digit numbers using strategies based on place value and properties of operations. **Suggested Formative Assessment(s)**: • My Learning Path weekly progress • Lesson Quizzes • Mid-Unit Assessment • Unit Assessment	● Texts ○ Ready Math - Lesson 19 ● Materials ○ I-Ready Math Program ○ Additional Math Journal ○ Student Judy Clocks ○ Telling Time Math Games ○ Digital Clock Template ○ Non-standard units of measurement ○ Data Math Games ○ Geoboards ○ Base-10 blocks

Technology Integration	21st Century Skills
www.brainden.com Math playground www.adaptedmind.com Brain Den www.youtube.com Fun brain www.mathgametime.com Reflex Math www.reflexmath.com • 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). . • . 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. .	• CRP1. Act as a responsible and contributing citizen and employee. • CRP2. Apply appropriate academic and technical skills. • CRP4. Communicate clearly and effectively and with reason. • CRP6. Demonstrate creativity and innovation. • CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. • CRP10. Plan education and career paths aligned to personal goals. • CRP11. Use technology to enhance productivity. WRK.9.1.2.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). TECH.9.4.2.TL.3 Enter information into a spreadsheet and sort the information. TECH.9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. TECH.9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). TECH.9.4.2.IML.4 Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements