Unit 3 (IReady) Numbers Within 1,000 (Place Value, Addition, and Subtraction)

Content Area: **Mathematics**
Course(s): **Mathematics 2**
Time Period: **January**
Length: **45 Instructional Days**
Status: **Published**

Unit 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.

Priority Standards

2.NBT.A	Understand place value
2.NBT.B	Use place value understanding and properties of operations to add and subtract

Learning Targets

- 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.
- 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.

Essential Questions

- How can I build three-digit numbers in different ways?
- How can I compare three-digit numbers?
- How can I use what I know about relationships between addition and subtraction to help me solve problems?
- What strategies can I use to help me add and subtract 3-digit numbers?

Materials and Resources

- Additional Math Journal
- Base-10 blocks
- Data Math Games
- Digital Clock Template
- Geoboards
- Non-standard units of measurement
- Ready Math Program
- Student Judy Clocks
- Telling Time Math Games

Unit Assessments (Required)

- Lesson Quizzes
- Mid-Unit Assessment
- My Learning Path weekly progress
- Unit Assessment

Learning Plan (Skills and Activities)

IReady Unit 3 Numbers Within 1,000

(Place Value, Addition, and Subtraction)

Time Frame	Lesson	Standard(s)	Target
			Target:
			I can understand that 100 can be thought of as a bundle of ten tens – called a "hundred."
		Standard:	I can identify ones,tens, and hundreds in a three-digit number.
IReady Unit 3	Lesson 12 (6 Days)	2.NBT.A ~ Understand place value	I can use models to determine combinations of hundreds, tens, and ones in a number.
(About 41 Days)	Understand Three-Digit Numbers		
			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.)
	Lesson 13 (6 Days)	Standard:	Target:

Read and Write Three-Digit Numbers	2.NBT.A ~ Understand place value	I can read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
Lesson 14 (6 Days) Compare Three-Digit Numbers	Standard: 2.NBT.A ~ Understand place value	Target: 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.
Lesson 15 (6 Days) Mental Addition and Subtraction	Standard: 2.NBT.A ~ Understand place value	Target: 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.
Lesson 16 (6 Days) Add Three-Digit Numbers	Standard: 2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	Target: 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.
		Target:
		I can determine when regrouping a ten or a hundred is necessary to subtract, and carry out the regrouping to find the difference.
Lesson 17 (6 Days)	Standard:	
Subtract Three-Digit Numbers	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	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.
		Target:
Lesson 18 (6 Days)	Standard:	
Use Addition and Subtraction Strategies with Three-Digit Numbers	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	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.
Lesson 19 (6 Days)	Standard:	Target:
Add Several Two-Digit Numbers	2.NBT.B ~ Use place value understanding and properties of operations to add and subtract	I can add up to four two-digit numbers using strategies based on place value and properties of operations.

Interdisciplinary Connections

Connections to Reading: Apply comprehension startegies to solve word problems. Incorporate literature relating to the math skill in lesson, such as, books on time.

Connections to Writing: Students write descriptions of composite shapes they have made.

Connections to Science: Incoporate time in experiments/investigations.

Strategies for Multilingual Learners

- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Process New Content
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Contact
- Previewing New Content
- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

21st Century Skills or Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- 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.

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
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).
9.4.2.TL.3	Enter information into a spreadsheet and sort the information.

Strategies for Students in Need of Intervention

- Provide a list of keywords in word problems. For example: "In all, altogether means addition"
- Small Group Instruction based on strategy
- Small group instruction for Fact Fluency
- Small group instruction for word problems
- Extended pacing of lessons
- Hands on manipulatives
- Provide grid paper
- Reduce the amount of problems
- Small Group Instruction to extend concept for Enrichment
- Use of a number line
- Use of approaching level materials/assignments
- Use of hundreds chart
- Use of visual aids for vocabulary building

Strategies for Enrichment

- Small Group Instruction to extend concept for Enrichment

Technology Integration

Website Name	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.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).