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| 1st Trimester | Grade: 2 | | | Unit Number: 1 | | |
| Unit Overview: Numbers and Routines    The organization of Everyday Mathematics is based on the observation that children learn best when they build on prior knowledge.  Unit 1 contains a number of review activities for mathematics that students have encountered in first grade.  These will provide a snapshot of their mathematics background and capabilities as we begin a new school year.  In addition, Unit 1 also establishes routines meant to be used all year to promote an active and cooperative learning environment.    Unit 1 has five main areas of focus   * To review number patterns, number sequences, number grids, and number lines * To review months, weeks, and days, and telling time * To practice addition facts * To give equivalent names for numbers * To compare numbers using the symbols <, >, and = | | | | | |
| Essential Question: Where do you see and use numbers/number patterns in your everyday life? | | | | | |
| Academic Vocabulary: odd, even, place value, expanded form, greater than, less than, equal to, length, unit, number line diagram, sums, differences, analog clock, digital clock, a.m./p.m. | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | Differentiation | Students Learning Goals |
| 1.1 | **2.NBT.1a, 2.NBT.2, 2.NBT.3, 2.MD.6** | What are some tools that have marking similar to number lines? |  |  | I can…   * Determine if a group of objects is even or odd by pairing objects or counting by 2’s. (2.OA.3) * Write equations to show that when a number is added to itself, whether even or odd, the sum is an even number. (2.OA.3) * Describe a hundred as a bundle of ten tens. (2.NBT.1) * Explain that the digits of a 3-digit number represent amounts of hundreds, tens, and ones. (2.NBT.1) * Recognize a number in the hundreds. (2.NBT.1) * Count within 1,000 (2.NBT.2) * Skip count to 1,000 by 5’s, 10’s and 100’s. (2.NBT.2) * Read and write numbers up to 1,000 using a number (635), a number name (six hundred thirty five), or in expanded form (600+30+5). (2.NBT.3) * Compare two 3-digit numbers based on the digits in the hundreds, tens, and ones place. (2.NBT.4) * Use the symbols <, >, = to describe the comparison of two 3-digit numbers. (2.NBT.4) * Mentally add 10 and/or 100 to a given number from 100 to 900. (2.NBT.8) * Mentally subtract 10 and/or 100 to a given number from 100 to 900. (2.NBT.8) * Create a number line with equally spaced whole numbers intervals. (2.MD.6) * Use a number line to find sums and differences within 100. (2.MD.6) * Tell and write time from analog and digital clocks to the nearest five minutes using the terms a.m. and p.m. (2.MD.7) * Understand the use of special terms such as half past, quarter after/past, quarter to, minutes to, and minutes after/past. (2.MD.7) |
| 1.2 | **2.NBT.2,** 2.NBT.3 | Why is it important to be able to explain what numbers and symbols mean? |  |  |
| 1.3 | **2.NBT.2, 2.MD.7** | Why is it important to use mathematical tools correctly? |  |  |
| 1.4 | **2.OA.2** | Where can you find patterns in mathematics? |  |  |
| 1.5 | **2.NBT.1, 2.NBT.2, 2.MD.8** | When is the relationship between ones, tens, and hundreds important in mathematics? |  |  |
| 1.6 | 2.OA.2, 2.MD.8 | Why is it important to count, add, and subtract correctly? |  |  |
| 1.7 | **2.NBT.2, 2.NBT.3** | Why is it important to make sense of other’s mathematical thinking? |  |  |
| 1.8 | 2.OA.2; **2.NBT.2, 2.NBT.8**, 2.MD.6 | Where can you find patterns in mathematics? |  |  |
| 1.9 | 2.NBT.1, **2.NBT.2,** 2.MD.8 | When might it be helpful to solve a problem in more than one way? Explain your thinking. |  |  |
| 1.10 | **2.OA.3**, 2.NBT.1, **2.NBT.2** | Why is it important to explain your strategies and be able to say why they work? |  |  |
| 1.11 | 2.OA.2, **2.NBT.4** | Why is it important to be able to explain what numbers and symbols mean? |  |  |
| 1.12 | 2.OA.3, **2.NBT.1a,** 2.NBT.2, **2.NBT.3** | Why is it important to use a thermometer or any other tool correctly? |  |  |
| Assessments  Domain 5 Pre Test  Unit 1 Progress Check | | | | | | |