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| 1st Trimester | Grade: 2 | | | | Unit Number: 2 | | |
| Unit Overview: Unit 2: Addition and Subtraction Facts        Much of the material in this unit serves to remind children of content covered in *First Grade*.  Routines are reviewed and extended.  Frequent experiences with these routines should enable children to demonstrate automatically with all addition facts through 10 + 10 and fluency with the related subtraction facts by the end of second grade.  Subtraction is linked to addition to help children develop facility with subtraction facts.    Unit 2 has three main areas of focus:   * To make up, represent, and solve addition and subtraction number stories * To review and apply alternative strategies for addition and subtraction * To practice addition and subtraction facts for sums and differences up to and including 10 | | | | | | |
| Essential Question: How do you apply addition and subtraction strategies within a real world context? | | | | | | |
| Academic Vocabulary: odd, even, commutative property, associative property, identity property, length, unit, number line diagram, sums, differences | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Students Learning Goals |
| 2.1 | **2.OA.1,** 2.NBT.8**,**  **2.MD.6** | Where else can you find pattern in mathematics? |  | |  | I can…   * Solve addition and subtraction word problems within 100 that have unknown numbers. (2.OA.1) * Solve addition and subtraction word problems that require more than one step or computation. (2.OA.1) * Recall from memory all sums of two 1-digit numbers (2.OA.2) * Use a variety of strategies to quickly add or subtract numbers within 20. (2.OA.2) * 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 it is even or odd, the sum is an even number. (2.OA.3) * Count within 1,000. (2.NBT.2) * Skip count to 1,000 by 5’s, 10’s, and 100’s. (2.NBT.2) * Explain why addition and subtraction strategies work when using place value and the properties of operations (commutative, associative, identify) (2.NBT.9) * Solve addition and subtraction word problems involving lengths of the same units. (2.MD.6) * Represent the problem using drawings and equations with a symbol for the unknown number. (2.MD.6) |
| 2.2 | 2.OA.1**, 2.OA.2,**  **2.NBT.9** | How can these and other shortcuts help you in mathematics? |  | |  |
| 2.3 | **2.OA.2, 2.OA.3,**  **2.NBT.9** | Why is it important to know how to find patterns in mathematics? |  | |  |
| 2.4 | **2.OA.2,** 2.OA.3, 2.MD.6 | What other shortcuts in mathematics do you know? |  | |  |
| 2.5 | **2.OA.2, 2.OA.3,**  **2.NBT.9** | How can these and other shortcuts help you in mathematics? |  | |  |
| 2.6 | 2.OA.1**, 2.OA.2,**  **2.NBT.9, 2.MD.6** | How does using dominoes and other mathematical models help you in mathematics? |  | |  |
| 2.7 | **2.OA.2,** 2.NBT.9 | In math, why is it important to explain what you did and why it works? |  | |  |
| 2.8 | 2.OA.2**, 2.OA.3** | Why is it important to make a plan before attempting to solve a problem? |  | |  |
| 2.9 |  | When might it be helpful to solve your problem in more than one way? Explain your thinking. |  | |  |
| 2.10 | **2.NBT.2,** 2.MD.6 | Why are patterns important in mathematics? |  | |  |
| 2.11 | 2.OA.1, 2.OA.2, 2.NBT.2, 2.NBT.8 | How are rules used in mathematics? |  | |  |
| 2.12 | 2.OA.2, 2.NBT.2,  2.NBT.8, 2.NBT.9 **2.MD.6** | Why is it important to be accurate when you calculate? |  | |  |
| 2.13 | **2.OA.2, 2.NBT.9** | How can these and other shortcuts help you in mathematics? |  | |  |
| Assessments  Unit 2 Progress Check | | | | | | | |