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| 2nd Trimester | Grade: 2 | Unit Number: 4 |
| Unit Overview: Addition and Subtraction In Unit 4, addition and subtraction number stories are used as a vehicle for developing mental arithmetic skills.  The unit ends with work on pencil-and-paper strategies. Unit 4 has three main areas of focus:* To solve number stories
* To read and show temperatures
* To develop different strategies for adding 2- and 3-digit numbers
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| Essential Question: How do you apply addition and subtraction strategies within a real world context? |
| Academic Vocabulary: place value, commutative property, associative property, identity property, compose, decompose, dollars, cents, quarters, dimes, nickels, pennies |
| Lesson | Standard | Guiding Questions | Additional Resources  | Differentiation | Students Learning Goals |
| 4.1 | **2.OA.1** |

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| What other symbols do you use in math? |

 |  |  | 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)
* Describe a hundred as a bundle of ten tens. (2.NBT.1)
* Explain that the digits of a three-digit number represent amounts of hundreds, tens, and ones. (2.NBT.1)
* Recognize a number in the hundreds. (2.NBT.1)
* Quickly add and subtract within 100 using place value, properties of operations, and the relationship between addition and subtraction. (2.NBT.5)
* Add up to four two-digit numbers by using strategies based on place value and properties of operations. (2.NBT.6)
* Add or subtract within 1,000. (2.NBT.7)
* Demonstrate that when adding or subtracting three-digit numbers one ads or subtracts hundreds and hundreds, tens and tens, ones and ones. (2.NBT.7)
* Use concrete models or drawing and strategies based on place value, properties of operations and the relationships between addition and subtraction to add and subtract three-digit numbers. (2.NBT.7)
* Explain the strategy I used in a written method. (2.NBT.7)
* Explain addition and subtraction using place value. (2.NBT.9)
* Explain addition and subtraction using the properties of operations. (2.NBT.9)
* Select an appropriate tool and measure the length of an object using that tool. (2.MD.1)
* Identify and give the value of dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
* Use dollar and cents symbols appropriately. (2.MD.8)
* Solve a word problem with dollar bills, quarters, dimes, nickels, and pennies. (2.MD.8)
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| 4.2 | **2.OA.1, 2.NBT.5,**2.MD.6**, 2.MD.8** | What could you do if you get different answers? |  |  |
| 4.3 | 2.OA.2, 2.MD.8,2.G.1 | When might you use a thermometer? |  |  |
| 4.4 | **2.OA.1, 2.MD.6** | Why might someone want to know the temperature at which water freezes in F or C? |  |  |
| 4.5 | 2.OA.2, 2.NBT.2,2.MD.8 | What is the difference between an estimate and an exact answer?How can you get better at estimating costs? |  |  |
| 4.6 | **2.OA.1, 2.NBT.5,****2.NBT.6,** 2.NBT.9**,****2.MD.6, 2.MD.8** | Could some strategies for solving problems be better than others? How? |  |  |
| 4.7 | 2.OA.2**, 2.MD.1,**2.MD.2, 2.G.2 | What could help you decide which tool to use to solve a problem? |  |  |
| 4.8 | **2.NBT.5, 2.NBT.6,****2.NBT.7,** 2.NBT.8**,****2.NBT.9** | How can smaller numbers help you work with larger numbers? |  |  |
| 4.9 | **2.NBT.1, 2.NBT.1a,****2.NBT.5, 2.NBT.6,****2.NBT.7**, 2.NBT.9 | Would you recommend the partial-sums algorithm to a friend? Why or why not? |  |  |
| AssessmentsUnit 4 Progress Check |