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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 | | | | | | |
| 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** | |  | | --- | | 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) |
| 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? |  | |  |
| Assessments  Unit 4 Progress Check | | | | | | | |