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| 2nd Trimester | Grade: 2 | | | | Unit Number: 6 | | |
| Unit Overview: Whole-Number Operations and Number Stories    In the context of number stories, children will review earlier work with addition and subtraction and begin formal work with multiplication and division.  Unit 6 has three main areas of focus:  • To introduce and practice array models  • To review strategies for solving addition and subtraction problems  • To develop procedures for multiplication and division problems | | | | | | |
| Essential Question: How can you use the concepts of multiplication and division in your everyday life? | | | | | | |
| Academic Vocabulary: rectangular array, addends, place value, commutative property, associative property, identity property, compose, decompose | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Student Learning Goals |
| 6.1 | **2.NBT.5**  **2.NBT.6**  **2.NBT.7**  2.NBT.9  2.MD.6 | * Why is it important to understand what numbers mean in math problems? |  | |  | I can…   * Solve addition and subtraction word problems within 100 that have unknown numbers. * Solve addition and subtraction word problems that require more than one step or computation.   2.OA.1   * Find the total number of objects in a rectangular array with up to 5 rows and 5 columns. * Write an addition equation to express the total as a sum of equal addends.   2.OA.4   * Quickly add and subtract within 100 using place value, properties of operations, and the relationships between addition and subtraction.   2.NBT.6   * Add up to four two-digit numbers by using strategies beased on place value and properties of operations (e.g., decomposing numbers, rearranging the order of numbers, making tens or multiples of tens).   2.NBT.6   * Add or subtract within 1,000 * Demonstrate that when adding or subtracting three-digit numbers one adds or subtracts hundreds and hundreds, tens and tens, ones and ones. * Use concrete models or drawing and strategies based on place value, properties of operations, and the relationship between addition and subtraction to add and subtract three-digit numbers. * Explain the strategy I used in a written method.   2.NBT.7   * Explain why addition and subtraction strategies work when using place value and the properties of operations (commutative, associative, identity).   2.NBT.9   * Solve addition and subtraction word problems involving lengths of the same units. * Represent the problem using drawing and equations with a symbol for the unknown number.   2.MD.5   * Identify and give the value of dollar bills, quarters, dimes, nickels, and pennies. * Use $ (dollar) and (cents) symbol appropriately. * Solve a word problem with dollar bills, quarters, dimes, nickels, and pennies   2.MD.8   * Draw a picture or bar graph to represent data with up to four categories. * Compare data on a bar graph. * Use data from a picture or bar graph to solve addition and subtraction problems.   2.MD.10 |
| 6.2 | **2.OA.1**  2.NBT.6  **2.MD.5** | * Why do problem solvers check whether their answers make sense? |  | |  |
| 6.3 | **2.MD.5**  **2.MD.10** | * What other types of data could you show in a bar graph? |  | |  |
| 6.4 | **2.OA.1**  2.NBT.6 | * How can you make sure you understand a problem before solving it? |  | |  |
| 6.5 | 2.NBT.2  **2.NBT.5**  **2.NBT.5**  **2.NBT.7**  **2.NBT.9**  **2.MD.6** | * What are other ways to represent numbers? |  | |  |
| 6.6 | **2.OA.4**  **2.MD.8**  2.MD.10 | * What is an array? * How could it help you have a plan before starting to solve a problem? |  | |  |
| 6.7 | **2.OA.4**  2.OA.2  **2.MD.5** | * When might you use equal groups in your life? |  | |  |
| 6.8 | **2.OA.4** | * When would you use a calculator to solve problems about equal groups? When wouldn’t you? |  | |  |
| 6.9 | **2.OA.4** | * How could it be helpful to show problems in different ways? |  | |  |
| 6.10 |  | * Is it the same thing to check whether your answer makes sense and is correct? |  | |  |
| Assessment: Unit 6 Progress Check | | | | | | | |