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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.92.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?
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| 6.3 | **2.MD.5****2.MD.10** | * What other types of data could you show in a bar graph?
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| 6.4 | **2.OA.1**2.NBT.6 | * How can you make sure you understand a problem before solving it?
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| 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?
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| 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?
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| 6.7 | **2.OA.4**2.OA.2**2.MD.5** | * When might you use equal groups in your life?
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| 6.8 | **2.OA.4** | * When would you use a calculator to solve problems about equal groups? When wouldn’t you?
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| 6.9 | **2.OA.4** | * How could it be helpful to show problems in different ways?
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| 6.10 |  | * Is it the same thing to check whether your answer makes sense and is correct?
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| Assessment: Unit 6 Progress Check |