

Unit 1: Number Sense

Unit #:	APSDO-00068576	Duration:	24.0 Day(s)	Date(s):	09-06-2017 to 09-06-2017
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Grades:
 2

Subjects:
 Mathematics

Unit Focus

In this unit, students will focus on place value concepts to 1000. Students extend their understanding of the base ten system (place value). This includes ideas of counting in 5s, 10s, and multiples of 100s, 10s, and 1s. Primary instructional materials for this unit include On Core and Everyday Mathematics.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>Mathematics: 2</i></p> <ul style="list-style-type: none"> 100 can be thought of as a bundle of ten tens called a hundred. <i>CCSS.MATH.CONTENT.2.NBT.A.1A</i> Count within 1000; skip-count by 5s, 10s, and 100s. <i>CCSS.MATH.CONTENT.2.NBT.A.2</i> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). <i>CCSS.MATH.CONTENT.2.NBT.A.1B</i> Read and write numbers to 1000 using base-ten numerals, number names, and 	<p>T1 (T10) Describe, classify, and compare objects/numbers and sets of objects/numbers.</p> <p>T2 (T12) Compose and decompose numbers to establish relationships and perform operations.</p> <p>T3 (T50) Based on an understanding of any problem, initiate a plan, execute it and evaluate the reasonableness of the solution.</p> <p>T4 (T53) Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.</p> <p>T5 (T51) Examine alternate methods to accurately and efficiently solve problems.</p> <p>T6 (T52) Use appropriate tools strategically to deepen understanding of mathematical concepts.</p> <p>T7 (T13) Move from one representation to another without changing the quantity.</p>	
	Meaning	
	Understandings	Essential Questions

<p>expanded form. <i>CCSS.MATH.CONTENT.2.NBT.A.3</i></p> <ul style="list-style-type: none"> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. <i>CCSS.MATH.CONTENT.2.NBT.A.4</i> Model with mathematics. <i>CCSS.MATH.MP.4</i> Use appropriate tools strategically. <i>CCSS.MATH.MP.5</i> 	<p>U1 (U101) When objects/numbers are combined, mathematical rules guarantee the resulting quantity.</p> <p>U2 (U102) The value of a number is quantified by the placement of its digits.</p> <p>U3 (U103) The same value can be represented in multiple ways.</p> <p>U4 (U531) Models can distort or reveal patterns; therefore it is essential to recognize the appropriate representation.</p> <p>U5 (U541) The accuracy of a solution depends upon the proper selection and effective use of a mathematical tool.</p>	<p>Q1 (Q100) How do I describe this object/number or set of objects/numbers?</p> <p>Q2 (Q101) How do I classify/compare objects or sets of objects?</p> <p>Q3 (Q103) What is the value of this number/relationship and how can I represent it in different ways?</p> <p>Q4 (Q531) What values, numbers, quantities, and/or symbols can be used to solve a problem?</p> <p>Q5 (Q541) How do I use tools to solve problems?</p>
Acquisition of Knowledge and Skill		
Knowledge	Skills	
	<p>S1</p> <p>Read and write numbers within 0 999 using base ten blocks, numerals, number names, and expanded form</p> <p>S2</p> <p>Count within 1,000 using skip counting strategy 5s, 10s and 100s</p> <p>S3</p> <p>Compare two 3-digit numbers using $<$, $>$, and $=$ symbols</p> <p>S4</p> <p>Understand that three digits of a three-digit number represent amounts of 100s, 10s and 1s</p>	