

Jay Curriculum: Unit Cover Page

Unit title: Addition and Subtraction 1

Grade Level: 2

Content Area(s): Math Patterns & Concepts

Date Created:

Designed By: Grade 2 Team

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

B 2-3
A 4

Unit: Addition and Subtraction 1

Brief Summary of Unit/Topic

Summary:

In this unit addition and subtraction concepts and strategies are developed. Students will be introduced to specific strategies of counting on and turnaround facts as ways to join groups; counting back, separation of groups, comparison of groups and operations, relating to subtraction.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Addition and subtraction strategies

Comparison of groups

Choosing appropriate operations for problem solving

Students will know:

Vocabulary: sum, counting on, turnaround facts, difference, counting back

Addition Strategies

Subtraction Strategies

Students will be able to:

Join groups, separate groups

Complete number sentences (addition, subtraction)

Count on

Count back

Use turnaround facts

Compare and contrast

Choose appropriate operations to solve problems

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Explore meaning of addition by joining group, complete addition number sentences; use turnaround facts to find sums through 12	B2			
Use counters to model math stories and write number sentences, use number line for addition and subtraction	B3			
Problem of the Day	A4			
QUIZZES, TESTS, PROMPTS:				
Practice sheet 2-4 (Turnaround Facts) S.F.A.W.	B2			
Chap. 2 Quiz, Section A, B	B2, B3, A4			
OTHER:				
Teacher observation – student accurately counts back and counts on, and uses number line to find sums and differences				
STUDENT SELF ASSESSMENT:				
Records of Problem of the Day kept in individual math journals				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Explore the meaning of addition by joining groups of counters (colored disks, cubes, etc.)
2. Join groups and complete number sentences using counters and snap cubes.
3. Find sums through 12 by counting on 1, 2, or 3; or by adding 0 – Hopping on a number bar created w/masking tape on floor.
4. Use dramatic play to show turnaround facts
 - a. Model turnaround facts with Snap Cubes, counters on Workmat 1.
5. Identify addition facts for sums 5-9.
 - a. Language development – read Seven Blind Mice by Ed Young
 - b. Model using Snap Cubes
6. Solve problems by writing a number sentence
 - a. Tell and act out number stories
 - b. Game “Shake it Up” to reinforce joining groups
7. Separate groups and complete subtraction number sentences. Teach and sing “Ten in the Bed”, dramatic play showing separation of groups, game clap and subtract w/Snap Cubes (Math Their Way).
8. Find differences from 12 by counting back 1, 2; or by subtracting zero.
 - a. Literature “The Right Number of Elephants” by Jeff Sheppard
 - b. Class count back
 - c. Count back hop (number bar)
9. Explore subtraction by comparing two groups using counters and snap cubes. Vocabulary – How many more.
10. Use subtraction to solve problems which compare two groups – snap cubes, pennies (Penny Problem, p. 61)
 - a. Finding “how many more”
11. Solve related addition problems using fact families
 - a. Draw pictures (snapshots, magazine cutouts)
12. Solve problems by determining whether to add or subtract.
 - a. Writing accurate/appropriate number sentences
 - b. Model stories using Snap Cubes, dramatic play

REFERENCES: