

Jay Curriculum: Unit Cover Page

Unit title: Addition and Subtraction 3

Grade Level: 2

Content Area(s): Math

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:

I 1
H 1, 2
G 2

Unit: Addition and Subtraction 3

Brief Summary of Unit/Topic

Summary:

In this unit, concepts of fact families, missing addends, and application of rules to number sets are developed.

Stage #1: Identify Desired Results

Essential Question/s:

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

- Relationship between addition and subtraction
- Fact families
- Missing addend
- Addition strategies

Students will know:

Vocabulary: fact family, sum, difference, missing addend

Fact families to 18

Relationship between addition/subtraction

Students will be able to:

- Complete fact families w/sums through 18
- Use addition facts to check subtraction facts
- Solve add/sub problems by drawing pictures
- Use various strategies to add 3 numbers (sums – 18)
- Apply add/sub rule to group of numbers
- Solve multiple step problems involved addition and subtraction

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> .)
Create a chart differentiating addition and subtraction vocabulary and symbols	I2, H2			
Use fact families to find missing addend. Complete fact families w/sums to 18	G2			
Solve addition/sub. problems by drawing	H1			
QUIZZES, TESTS, PROMPTS:				
(S.F.A.W.) Ch. 4 Quiz Section A	I2, H2			
(S.F.A.W.) Ch. 4 Assessment Test	G2			
OTHER:				
Teacher observation and dialogue	H1			
STUDENT SELF ASSESSMENT:				
Problem of the Day				
Daily Math Journal w/vocabulary list				

*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):

- Student created stories written and modeled (w/manipulatives)
- Use snap cubes to create fact families
 - Record
- Create individual “flash card” sets for adds/subtracts
- Play “Fun with Facts” (practice game) SFAW p.12
- Activity Bank: “Domino Race”; “Fact Finding”; “Draw a Family” – SFAW 124
- Workmat 1: modeling check subtraction w/addition
- Problem solve by drawing simple pictures
- Act out missing addend situations
- Practice “Bag of Tricks” (missing addend)
- Play “What’s My Rule?” p.134A using graphic aids p.139
- Reading: Sequencing math story problems.

REFERENCES: