

Jay Curriculum: Unit Cover Page

Unit title: Place Value and Patterns 100-1000

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:

A 3
B 1
H 2
K 1

Unit: Place Value and Patterns

Brief Summary of Unit/Topic

Summary:

Students develop understanding of numbers to 100 including place value, quantity, ordering, comparing and patterns.

Stage #1: Identify Desired Results

Essential Question/s:

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

- Place value concepts – numbers to 100
- Estimation of quantities
- Skip counting patterns
- Identification and comparison of number to 1000
- Place value through 1000

Students will know:

Place value concepts for numbers from 1-1000
Number words hundreds, thousand
Order of numbers 100-1000
Estimation to nearest 10

Students will be able to:

- Estimate quantities
- Record ones, tens, hundreds
- Read/write numbers → 100
- Solve problems w/data from graph
- Use problem solving guide
- Compare 3 digit numbers using symbols ($><=>$)

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 aligned scoring guide .)
Estimate quantities and check estimates by counting tens and ones: "Lots of Dots" using grouping to count (Teaching Tool Master 18: Dot paper S.F.A.W.)	H2			
Use Egyptian symbols to show 10's, 1's	A3			
Identify/write hundreds; compare hundreds, write 3 digit numbers in standard form; identify #'s before, after, between				
QUIZZES, TESTS, PROMPTS:				
Reteach Master 5-1				
Problem Solving Master 5-2				
Assessment Quiz ch. 5 sec. A & B				
Chapter Tests p. 190, 392				
Chap. 10 quiz section A-B				
OTHER:				
Math Magazine – student dialogues (text pgs 193-196; 395-398)				
Teacher observation				
STUDENT SELF ASSESSMENT:				
Math Journal				
Problem of the Day				
Self Check				
Student Corrections				

*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):

- Estimate quantities – check estimates by counting tens/ones
- Read and write words for #'s through 99
- Identify groups of 10 that = 100
- Solve problems by using pictographs
- Identify numbers that are before, after, between
- Compare using greater than less than
- Identify even and odd numbers
- Identify and compare hundreds
- Write 3 digit numbers in standard form
- Compare 3 digit numbers using $><=$
- Order #'s through 1000

REFERENCES:

Arts=VPA