Jay Curriculum: Unit Cover Page

Unit title: Two Digit Subtraction **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
- [X] 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	1, 3, 4
B	1, 2, 3
G	1, 2
H	2
J	2

Unit: Two Digit Subtraction

Brief Summary of Unit/Topic

Summary:
Students will develop number sense concepts in preparation for two digit subtraction including subtracting multiples of 10 and estimating difference.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)
Subtraction of multiples of 10
Estimation of two digit differences
Subtraction of two digit differences
Regrouping

Students will know:
Vocabulary: estimate, difference, regroup, strategy
Regrouping concepts
Computation method
Relationship between addition/subtraction

Students will be able to:
Estimate to nearest 10
Determine when regrouping is necessary
Solve problems by choosing computation method
Subtract multiples of 10 from a two digit number
Subtract one digit from two digit
Regroup to subtract
Use addition to check 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 scoring guide.	*Performance Indicators* for this task.* Example: **ELA: C- 1,2,3** **Science: B- 3,5,7** **SS His: H- 2**	Modalities **K**=Kinesthetic **O**=oral **V**=visual **W**=written	Are examples available to students? **Y, N, or N/A**	Component of Local Assessment System? **Y or N** **(See aligned scoring guide.)**
Subtract multiples of 10 from 2 digit #	A1, A3, G1			
Estimate differences by finding nearest 10	B1			
Explore regrouping when subtracting	B1			
Determine when reg. necessary, subtract 1-digit from 2 digit	A4, B2			
Use addition to check subtraction	B2, B3			
(Rdg) main idea/detail	G2, H2			
Find unnecessary info	J2			
QUIZZES, TESTS, PROMPTS:				
Chapter 9 Test (text)				
Chapter 9 Assessment Form A				
Performance Assessment Form D				
OTHER:				
Teacher obs. Of tens/ones manipulatives (10's mat)				
Rubric assessment				
Teacher/student interview				
STUDENT SELF ASSESSMENT:				
Daily entries in math journal				
Self correction/check				

*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):

- Group snap cubes into tens
- Count back by 10's using hundred chart
- Write simple word problem's
- Estimate differences by finding nearest 10
    - Determine reasonableness of estimates
- Write subtraction stores that involve regrouping
- Explore regrouping by using Tens/Ones mat, snap cubes/rods
- Brainstorm (make chart/poster) where numbers greater than 10 are seen/heard
- Create and solve word problems involving sub. (illustrate, write number sentence)
- Game "What's the Difference" p. 325 SFAW
- Discuss real world situations where sub. is necessary
- Game "Subtraction Story" – Activity Bank SFAW 326A
- Solving multiple step word problems
- Extension activity – "Words for Subtraction" p. 334 A SFAW
- Lucky Zero (record regrouping) w/two digit sub, p.335 SFAW
- Use addition to check differences
    - Beanbag toss 338 A
- Find main ideas, details – leading into problem

REFERENCES: