## Unit Curriculum Map

Subject Area: $2^{\text {nd }}$ Grade Mathematics

| Big Idea <br> (Overarching <br> question; This <br> unit...; graphic) <br> Understanding <br> Place Value to <br> support addition <br> and subtraction |
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## Core Concepts <br> (Questions to focus

 assessment/instruction)- Recognizing what types of problems can be solved using addition/subtraction
- Understanding place value in order to add/subtract whole numbers
- Recognize that addition and subtraction are inverse operations
- Understand that the placement of a number impacts its value
- Recognize a group as having an odd or even number of members

| -Recognize that addition and <br> subtraction are inverse operations <br> - Understand that the placement of a <br> number impacts its value <br> Recognize a group as having an odd <br> or even number of members |
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Date: June 2011

## GLCE/CCSS (Denoted)

2.OA.1,2,3
2.NBT. 1, 1a, 1b,
2.NBT. 2, 3, 4
2.NBT. 7, 9, 10

Mathematical Practices:
1, 2, 4

| Pacing | Enduring Understandings <br> "I Can Statements" <br> (Unit Abstract/Standards) | Learning Activities Using Best Practice Strategies <br> (These would be the activities you choose to use from your text, internet, supplemental resources) | Resources <br> (Textbook, Technology, Materials, etc.) | Assessment Formative/Summative |
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| 3 weeks (Quarter 1) <br> 2 weeks (Quarter 3) | - I can skip count by $2,3,4$, 5, 10, 100 <br> - I can create a group with even and odd members <br> - I can compare numbers accurately using <, >, = <br> - I know my addition facts through 20 <br> - I can use addition facts to solve problems <br> - I can verify sums <br> - I can demonstrate the commutative property for addition <br> - I know my subtraction facts through 20 <br> - I can use subtraction facts to solve problems <br> - I can verify differences <br> - I understand that addition and subtraction are inverse operations <br> - I can count to 1000 by 1 , | http://illuminations.nctm.org/ActivityD etail.aspx?ID=218 <br> "Grouping and Grazing" This activity helps children learn grouping, tally marks, and place value. As they master counting, they can move on to adding and subtracting two-digit numbers. <br> http://www.ictgames.com/sharknumb ers.html "Shark Pool" Students need to understand what each digit in a two-digit number represents. They identify the number represented by the cuisennaire rods. | Base 10 blocks Ten-frames Number Lines Number Grids Hundreds Chart Fact Triangles | Formative Assessments: <br> Whole class discussion <br> Worksheet for day 2 <br> Student log for facts to 20 <br> Technology assessment http://www.playkidsgames.com/games/math fact/mathFact.htm <br> Summative Assessments: http://www.playkidsgames.com/ga mes/mathfact/mathFact.htm |


|  | 5, 10, 100 <br> - I can read numbers up to 1000 <br> - I can write numbers in expanded form to 1000 <br> - I can subtract within 1000 using concrete models <br> - I can add to 1000 by composing 10 's and 100's <br> - I can subtract within 1000 by decomposing 100 's and 10's <br> - I understand place value to 1000 |  |  |  |
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