Alloway Township School
Home of the Tigers

Amy Morley
Chief School Administrator

Kimberly Fleetwood
Business Administrator

Grade 2 Unit 3 — Dates: 1/16/25 - 3/14/25

Rationale for Unit 3 Expectations

In Grade 2, students are developing how to read and write three-digit numbers, as well as be able to add and subtract three-digit numbers through productive struggle of open-ended word problems and constructivist approaches. Grade level standards are built upon the knowledge of understanding of adding, subtracting, and comparing two-digit numbers. They should understand that digits in a two-digit number represent the number of tens and ones, be able to compose and decompose two digit numbers into tens and ones, be able to compare numbers based on tens and ones, and be able to mentally find 10 more or 10 less than any 2 digit number from previous grades. Grade level whole group instruction should be supported through independent stations, teacher led small groups and refined in small group center work.

Unit 3 Description & Expectations

Days of Instruction: 38 days (Including 1 day for mid year i-ready diagnostic testing)
Unit Completion Date: 3/14
Unit Topics/Themes: The value of a digit in a number depends on its place in the number. Knowing about place value will help students determine the total value of a number and will help them read, write, and compare numbers. Students can use what they know about place value to mentally add 10 or 100 ro numbers or subtract 10 or 100 form numbers. Knowing about place value will help students break apart numbers as a strategy for adding or subtracting.

Topic: Understand Three Digit Numbers (Lesson 12)
Topic: Read and Write Three-Digit Numbers (Lesson 13)
Topic: Compare Three Digit Numbers (Lesson 14)

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Topic: Mental Addition and Subtraction (Lesson 15)

Topic: Add and Subtract Three-Digit Numbers (Lesson 16, 17, & 18)

Topic: Add Several Two-Digit Numbers (Lesson 19)

Topic: Unit Review and Assessment

Topic: Add, Subtract, and Compare Numbers (Math in Action)

Whole Group Instruction	Differentiation: Teacher Table	Differentiation: Independent Practice/Small Group Center
Guidelines		
30-45 minutes of daily instruction using Core Resources	**30-45 minutes of daily differentiation**	
Number Sense Making Routines: (5-10 minutes daily) Number sense is built through experiences. Vary your sense making routines based on the needs of your classroom. They may be a whole group activity, but they also may be done as a small group depending upon the need. Example areas of focus: Verbal Counting, Object Counting, Cardinality,	**Number of groups to meet with each day: two** When planning for differentiation, it is important to	Activities should be aligned to specific skills & standards addressed during whole group instruction and practice of fluency standards.

Subitizing, Spatial Relationships, One/Two More & Less, Benchmark Numbers, Part-Part-Whole, Magnitude, etc. **Core Resource for Whole Group Instruction:** Ready Classroom Math (30-45 minutes daily) Ready Classroom Math design & expectations: ● **Understand Lessons** - Focus on developing conceptual understanding and help students connect new concepts to familiar ones as they learn new skills and strategies. ● **Strategy Lessons** - Focus on helping students persevere in solving problems, discuss solution strategies, and compare multiple representations through the *Try-Discuss-Connect* routine. Strategy Lessons are taught over multiple days (usually 3-5 days) and consist of different sessions. ○ ***Explore Session***(s) follow the *Try-Discuss-Connect Routine* and draw on students' prior knowledge and make connections to new concepts. ○ ***Develop Session***(s) develop strategies and understanding through problem solving and discourse. ○ ***Refine Session***(s) are when students work independently with a partner, while the teacher monitors performance and differentiates instruction. ● **Math in Action Lessons (Grades 2-6)** - Feature open-ended problems with many points of entry and more than one possible solution. In Math in	first think about what each student needs. You may have different focuses for different groups of students. Below are suggestions to consider when planning for small group differentiated instruction. **Gifted Students:** When planning for students who are gifted, consider differentiating the content, process or product. **Tier I Remedial Groups:** When planning for remedial work (additional work on grade level concepts), identify your Essential Understandings, Objectives, Standards, skills being taught, and Learner Outcomes, then, anticipate the most <u>common unique needs and common misconceptions</u>. Doing this will help you to plan effectively, and form groups based on daily exit tickets and	

Action Lessons students apply strategies and build procedural fluency. *Try - Discuss - Connect Routine* is primarily used in Explore and Develop Sessions in Ready Math. Each Step in this routine will have expected Language Routines, Teacher Moves and Conversation Tips. *Language Routines* are predictable, repeatable formats that help students process word problems and communicate their growing understanding. *Teacher Moves* are powerful facilitation techniques to guide conversations in which students talk with each other rather than responding to the teacher. *Conversation Tips* are specific hints that show students what it means to engage in academic discourse. The six tips show students what it means to participate in academic discourse: listening attentively, explaining ideas, justifying, building on the ideas of others, disagreeing respectfully and making connections. ● **Try It** - The teacher displays the *Start* question to draw on prior knowledge to the day's session. The teacher guides students in making sense of the problem, and to slow down to recognize and understand important information in the problem before beginning to solve. Teacher displays the problem and uses: ○ *Language Routines* - Three Reads, Co-Crafted Questions, Notice/Wonder and Say It Another Way ○ *Teacher Moves* - Turn & Talk and Individual Think Time (*Typically 10 seconds to 2 minutes*) Students apply what they have learned while making sense of the	Ready Unit Prerequisite Report. Support students using scaffolding and/or additional practice for grade level concepts and skills. **Tier II or Tier III Remedial Groups**: When planning your grade level instruction for students that are in Tier II or Tier III considerations of each individual students' Math Intervention Plan need to be taken. Interventions and number sense relationships should be leveraged to support students with grade level content (bridging foundational concepts to support students' work at grade level content). Resources should be aligned to core content instructional resources (ie, Tools for Instruction, Fluency Skills & Practice pages, Prerequisite	

problem to represent the situation using a Part-Part-Whole model and begin solving. ● **Discuss It** - Students work in pairs to share their thinking - even incomplete thinking. Students should analyze their representations and strategies while using sentence frames when appropriate. The teacher strategically selects and sequences students' representations and strategies based upon the learning goal of the lesson. While circulating the teacher should use: ○ *Language Routines* - Compare & Contrast and Collect & Display ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs (*Repeat, Reword, Rephrase, Record*) Selected students present and explain their solution methods and listen to critiques of others. The teacher facilitates the discussion and the class looks at highlighted strategies in the *Picture It* and *Model It* sections. ● **Connect It** - The teacher and students connect representations and strategies using a combination of individual work time and partner and whole-class discourse. Carefully selected questions lead students to recognize important mathematical ideas that were initially presented in the **Try It** problem. The teacher should use: ○ *Language Routines* - Collect & Display and Compare & Connect ○ *Teacher Moves* - Turn & Talk, Individual Think Time and Four Rs **Closing: (2-5 minutes daily)** The closure should be directly related to the goal of the lesson. Formal	Lessons, Reteach Activities, Vocabulary pages, etc.), while a direct explicit connection between intervention strategies and grade level content is built.	

closure to lessons may consist of synthesizing information learned during the lesson that relates to the objective. For example, students could share with the class something new that they learned that day (the question should be detailed and related to the goal/objective), complete an exit ticket (related to the goal/objective), reflect on what challenged them (related to the goal/objective), etc.		
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Unit Resources		
● Suggested Pacing Guide ● Ready Unit Flow and Progression Video ● Ready Math Background: Models, Progressions, and Teaching Tips ● Ready Interactive Tutorials ● Ready Unit Self Reflection ● Ready Unit Review ● Ready Discourse Cards/Cube ● Ready Digital Math Tools ● Silent Hand Signals ● Grade 2 Writing in Math Tasks ● Georgia Frameworks (K-5) ● Howard County, MD:	● Scheduling Small Groups and Rotations ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Virtual Manipulatives:	● Scheduling Small Groups and Rotations ● RCM Unit Game ● RCM Literacy Connections Activities ● RCM Discourse Bookmarks ● K-5 Math Teaching Resources (no direct links to free documents!) ● Howard County, MD: ○ Gr 2

○ Gr 2 ● Achieve the Core Coherence Map ● Illustrative Mathematics ● You Cubed ● San Francisco Unified School District (SFUSD) ○ Gr2 ● Three Act Tasks: ○ Ms. Castillo's Math (K-5) ○ Graham Fletcher (K-6) ○ Robert Kaplinsky (K-6) ● Sense Making Routines: ○ Subitizing Slides (Steve Wyborney) ○ Esti-Mysteries (Steve Wyborney) ○ Even More Esti-Mysteries (Steve Wyborney) ○ Estimation Clipboard (Steve Wyborney) ○ Which One Doesn't Belong (Christopher Danielson) ○ Math Visuals (Berkley Everett) ○ Would You Rather...? (John Stevens) ○ Numberless Word Problems (Brian Bushart) ○ Number Talk Images (Tracey Zager & Pierre Tranche) ○ Daily Routines to Jumpstart Math Class (Curriculum Shared Drive)	○ TheMathLearningCenter - ten frames, counters, time, number line, math rack, geoboards ○ SplatSquare-InteractiveHundredsChart ○ Dreambox Teacher Tools	

○ Clothesline Math (Dan Kaufmann) ○ Math Spy (Dan Kaufmann) ○ Same or Different (Brian Bushart) ○ Same But Different (Sue Looney) ○ Splat (Steve Wyborney) ○ Open Middle (Robert Kaplinsky) ● PBS Learning Media - instructional videos, interactive ● Online Manipulatives on Mathigon		
Whole Group Instruction	**Differentiation: Teacher Table**	**Differentiation: Independent Practice/Small Group Center**
Assessments		
● Ready Unit Assessment ● Mid-Unit Assessment ● Ready Lesson Quizzes ● Ready - Math In Action ● CFAs ● Exit Tickets	● Daily log of small group instruction ● Anecdotal Notes ● Grade Level Math Interview ● CFAs ● RCM Fluency Practice Pages ● RCM Prerequisite Lessons ● RCM Tools for Instruction Lessons	Examples of accountability measures: Recording sheets, Fluency Practice Pages, exit tickets, rubrics, reflections, etc.

	● Exit Tickets ● Achieve the Core Coherence Map ● Illustrative Mathematics	
Standards		
2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. 2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or	In addition to Whole Group Standards, you may choose to focus on grade level fluency standards or other priority standards listed below: ** **Unit 3 Center Focuses:** **2.OA.B.2** With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (See standard 1.OA.C.6 for a list of mental strategies.) **2.NBT.A.2** Skip-count by 5s, 10s, and 100s. Skip-count by 2s. **2.NBT.B.5** With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	

subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.) **BENCHMARKED Unit 2*	

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Unit 3 Math Pacing Guide

Topic: Understand Three-Digit Numbers		
Student Learning Standard(s):	**2.NBT.A.1**	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 3 Lesson 12 (1/16 - 1/22)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Identify ones, tens, and hundreds in a three-digit number (s1) - Interpret models to determine the combinations of hundred, tens, and ones in a number (s1, s3) - Write a three-digit number in terms of varied combinations of hundred, tens, and ones (s2)	
Essential Question(s):	How does place value help me understand how numbers work?	

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Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 12**: Understand Three-Digit Numbers - **Lesson:** *Per student:* 10 tens rods, 10 ones units - **Activities:** *Per pair:* base-ten blocks (30 units, 10 tens rods, 10 hundreds flats, index card - **Digital Math Tools:** Base-ten blocks, number line - Grade 2 Writing in Math Tasks, Numbers 2 and 4	-RCM Lesson Quizzes (Lesson 12 & 13 quizzed together)

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
- Anchor Chart Links Read & Write Numbers to 100 Place Value Vocabulary Perry The Robot - Brainpop Jr. Place Value	- iReady Individual Path - iReady Teacher Assigned Lessons - Understand Hundreds, Tens, and Ones - Use Hundreds, Tens, and Ones - Practice: Use Hundreds, Tens, and Ones - Practice: Place Value to Hundreds - RCM Interactive Practice: Understand Three-Digit Numbers - RCM Center Activities - RCM Enrichment Activities	- RCM Prerequisite Lessons - RCM Tools for Instruction - Place Value Bingo - Largest Number -K-5 Math Teaching Resources 2.NBT.1 Race to 100

	Who is Correct? - RCM Learning Games: *Zoom* *Bounce* - Place Value Bingo - Place Value Memory - Toothy Place Value 1-100 Place Value 100 - 1000	

Vocabulary for Students - Unit 3 Digital Word Wall	**Mentor Text List**
Hundreds Place value Digit Ones Skip-count tens	*Earth Day—Hooray!* by Stuart J. Murphy *Numbers Big and Small* by Danielle Hammelef *Olivia's Ocean Adventure: Understand Place Value* by Amelia Day *Place Value* by Danielle Carroll *Place Value* by Newbridge

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Topic: Read and Write Three-Digit Numbers		
Student Learning Standard(s):	**2.NBT.A.3**	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.2 Reason abstractly and quantitatively. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.4 Model with Mathematics. • MP.5 Use appropriate tools strategically. • MP.6 Attend to precision. • MP.7 Look for and make use of structure reasoning • MP.8 Look for and express regularity in repeated	
Days: 4 Lesson 13 (1/23 - 1/28)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Identify the place value of each digit in a three-digit number (s1-s4) - Model three-digit numbers (s1, s2. s3) - Interpret a model and write the number value (s1, s3, s4,)	
Essential Question(s):	How does place value help me understand how numbers work?	

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Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 13**: Read and Write Three-Digit Numbers - **Lesson** *per student:* base-ten blocks *Activity sheet:* hundreds: place-value chart - **Activities:** *per student:* base-ten blocks, *per pair:* base-ten blocks, 2 number cubes *Activity Sheets:* hundred place-value mat, digit cards: 0-9 - **Math Tool Kit:** base-ten blocks, hundred place value charts, 200 charts, open number lines, play money bills - **Digital Math Tools:** base-ten blocks, number line	-RCM Lesson Quizzes (Lesson 12 and 13 quizzed together)

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
- Anchor Chart Links Read & Write Numbers to 100 Place Value Vocabulary Perry The Robot - Number Sense Lessons/Resources - Interactive Tools	- iReady Individual Path - iReady Teacher Assigned Lessons - Understand Hundreds, Tens, and Ones - Use Hundreds, Tens, and Ones - Practice: Use Hundreds, Tens, and Ones - Practice: Place Value to Hundreds - RCM Interactive Practice: Read and Write Three-Digit Numbers - RCM Center Activities	- RCM Prerequisite Lessons - RCM Tools for Instruction - Place Value Bingo -K-5 Math Teaching Resources 2.NBT.3 Roll 3 Digits

	- RCM Enrichment Activities - Two True and One False - Place Value Bingo - CFA - Looking at Numbers every which way	

Vocabulary for Students	Mentor Text List
Expanded form Digit Place value	*Earth Day—Hooray!* by Stuart J. Murphy *Numbers Big and Small* by Danielle Hammelef *Olivia's Ocean Adventure: Understand Place Value* by Amelia Day *Place Value* by Danielle Carroll *Place Value* by Newbridge

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Topic: Compare Three-Digit Numbers		
Student Learning Standard(s):	**2.NBT.A.4**	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 5 Lesson 14 (1/29 - 2/4)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Evaluate models of three-digit numbers to determine whether numbers are greater than, less than, or equal to each other (s1. S2, s3) - Express equalities and inequalities using proper notation (s1, s5) - Solve problems involving inequalities and justify solutions (s2, s4)	
Essential Question(s):	How can I use models and place value to compare numbers?	

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Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 14**: Compare Three-Digit Numbers - Lesson Materials - **Lesson**: *Activity Sheet:* hundreds place-value mat - **Activities:** *Per student:* base-ten blocks, a list of 5-10 cities throughout the United States that are less than 1,000 iles from the town or city in which students live *Activity Sheet*: hundreds place-value chart, hundreds, place-value mat, three-digit number cards, digit cards 0-9 - **Math Toolkit**: base-ten blocks, hundred place-value charts, blank number lines, hundred charts - **Digital Math Tools:** base-ten blocks, number line - Grade 2 Writing in Math Tasks, Numbers 6 and 8	-RCM Lesson Quizzes

Additional Leveled Resources

Activities and Additional Resources for Whole Group	Differentiated Independent Activities/Center Ideas	Teacher Table Differentiated Resources
- Anchor Chart Links Compare 3-Digit Numbers Place Value Comparing Numbers	- iReady Individual Path - iReady Teacher Assigned Lessons - RCM Interactive Practice: NAME - RCM Center Activities - RCM Enrichment Activities	- RCM Prerequisite Lessons - RCM Tools for Instruction - Ordering 3-Digit Numbers - Digit Values -K-5 Math Teaching Resources

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- Number Sense Lessons/Resources - Interactive Tools - Brainpop Jr. Compare Numbers	- Ordering 3-Digit Numbers - RCM Learning Games: *Zoom* *Bounce* - My Number is Greater - Comparing Numbers War - Greater Than and Less Than Game	2.NBT.4 Comparing 3-Digit Numbers 2.NBT.4 Place Value Challenge

Vocabulary for Students	Mentor Text List
Greater than symbol (>) Less than symbol (<) Compare Equal sign (=)	*More or Less* by Stuart J. Murphy *More or Less a Mess* by Sheila Keenan *Monsters Know More Than, Less Than* by Lori Capote

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Topic: Mental Addition and Subtraction		
Student Learning Standard(s):	**2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.7 Look for and make use of structure • MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision. • MP.8 Look for and express regularity in repeated reasoning	
Days: 4 Lesson 15 (2/5 - 2/10)	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Skip-count by hundreds within 1,000 to add and subtract (s3) - Skip-count by fives and tens from two- and three-digit numbers (s1, s2, s4) - Mentally add 10 or 100 to a given number 100-900 (s2, s3, s4, s5) - Mentally subtract 10 or 100 from a given number 100-900 (s2, s3, s4, s5)	
Essential Question(s):	How can I use what I know about place value to add and subtract 10 and 100 easily?	

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Core Resources	
Core Whole Group Resources	**Core Formative Assessment**
Ready Classroom Math Lessons **Lesson 15**: Mental Addition and Subtraction ***(SKIP Session 4)*** - Lesson Materials - **Lesson** none - **Activities** *per students:* base-ten blocks *Activity Sheet:* hundred chart, 200 chart - **Math Toolkit** connecting cubes, hundred charts, open number lines, base-ten blocks, 200 charts, hundred place-value charts, hundred place- value mats, three-digit number cards - **Digital Math Tools** base-ten blocks, number line	-RCM Lesson Quizzes

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
- Anchor Chart Links Mental Math Addition and Subtraction Strategies - Number Sense Lessons/Resources	- iReady Individual Path - iReady Teacher Assigned Lessons Add or Subtract 10 or 100 - RCM Interactive Practice: N/A - RCM Center Activities - RCM Enrichment Activities	- RCM Prerequisite Lessons - RCM Tools for Instruction - Skip counting by 10 - Find the missing Number - CFA

- Interactive Tools	- RCM Learning Games *Prerequisite: Match* *Hungry Fish* - Skip counting by 10 - Find the missing Number - 10 more, 10 less - 10 less and 100 less - Toothy Plus and Minus 1,10,100 Plus and Minus 1 and 100	- 10 more, 10 less - 10 less and 100 less -K-5 Math Teaching Resources 2.NBT.2 Count by 5's 2.NBT.8 Subtract 10 and 100

Vocabulary for Students	**Mentor Text List**
Difference Regroup Skip-count Sum	*Count by Tens* by Jerry Pallotta *Leaping Lizards* by Stuart J. Murphy *100 Ways to Get 100* by Jerry Pallotta *What Comes in 2's, 3's, & 4's?* by Suzanne Aker *Two Ways to Count to Ten* by Ruby Dee

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Topic: Add and Subtract Three-Digit Numbers		
Student Learning Standard(s):	**2.NBT.B.7**	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.)
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 16 Lesson 16 (2/11 - 2/19) Lesson 17 (2/20 - 2/27) Lesson 18 (2/28 - 3/6) **2/27 is counted for iReady Diagnostic 2.*	**Focus**: Major	**Benchmarked Standard:** Y **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: *- Lesson 16*	

	- Break apart three-digit numbers as a place-value strategy for adding - Recognize that in addition, hundreds are added to hundreds, tens are added to tens, and ones are added to ones - Determine when regrouping a hundred or a ten is necessary and carry out the regrouping to find the sum - *Lesson 17* - Determine when regrouping a ten or a hundred is necessary to subtract, and carry out the regrouping to find the difference - Recognize that in subtraction, hundreds are subtracted from hundreds, tens are subtracted from tens, and ones are subtracted from ones - Explore subtraction as a process of taking away or adding up - *Lesson 18* - Fluently break apart three-digit numbers as a strategy for addition and subtraction - Fluently determine when regrouping ones or tens is necessary and carry out the regrouping to find a sum - Fluently determine when decomposing tens or hundreds is necessary and carry out the decomposition to find a difference - Subtract from three-digit numbers with zeros in the ones and/or tens place - Use addition to check the solution to subtraction problem
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?

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Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 16**: Add Three-Digit Numbers - *Lesson Materials* - **Lesson** *per student: base-ten blocks* - **Activities** *per student: base-ten blocks* *Per pair:* 3 number cubes, whiteboard *Activity Sheet:* Three-digit numbers cards **Lesson 17**: Subtract Three-Digit Numbers - *Lesson Materials* - ***Lesson*** *per student*: base-ten blocks - **Activities** *per student:* base-ten blocks *Activity Sheets:* hundreds place-value mat, three-digit number cards - **Math Toolkit** connecting cubes, base-ten blocks, hundred charts, hundred place-value mats, open number lines - **Digital Math Tools** base-ten blocks, number lines **Lesson 18**: Use Addition and Subtraction Strategies with Three-Digit Numbers - *Lesson Materials* - **Lesson** none - **Activities** *per students:* base-ten blocks *Activity Sheets:* hundreds place-value mat, three-digit number cards - **Math Toolkit** base-ten blocks, hundreds place-value mats, numbers charts, open number lines, connecting cubes - **Digital Math Tools** base-ten blocks, number line	-RCM Lesson Quizzes (Quizzed together - 2 sided with 1 side addition and one subtraction so we can have one grade for each operation.)

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Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
- Anchor Chart Links Place Value 3-Digit Addition Place Value 3-Digit Subtraction Add & Subtract Multi Digit Numbers - Number Sense Lessons/Resources - Interactive Tools - Toothy Adding 3, two-digit numbers 2-digit addition with regrouping 2-digit subtraction with regrouping	- iReady Individual Path - iReady Teacher Assigned Lessons - Add Three-Digit and Two-Digit Numbers - Practice: Add Three-Digit and Two-Digit Numbers - Add Three-Digit Numbers - Practice: Add Three-Digit Numbers - Add Within 1,000 on Number Lines - Practice: Add Within 1,000 on Number Lines - Subtract Two-Digit from Three-Digit Numbers - Practice: Subtract 2-Digit from 3-Digit Numbers - Subtract Three-Digit Numbers - Practice: Subtract Three-Digit Numbers - Subtract Within 1,000 on Number Lines - Practice: Subtract Within 1,000 on Number Lines - RCM Interactive Practice: Lesson 16: Add three-digit numbers Lesson 17: Subtract three-digit numbers Lesson 18: Use addition and subtraction strategies - RCM Center Activities - RCM Enrichment Activities - RCM Learning Games	- RCM Prerequisite Lessons - RCM Tools for Instruction - CFA- Addition - CFA - Subtraction - Peyton and Presley discuss Addition - Addition and Subtraction with Regrouping (Valentines Day) -K-5 Math Teaching Resources 2.NBT.5 2-digit Addition Split 2.NBT.7 3-digit Addition split 2.NBT.7 Base Ten Pictures

	- *Prerequisite: Hungry Fish* - *Prerequisite: Match* - CFA- Addition - CFA - Subtraction - Addition and Subtraction with Regrouping (Valentines Day)	

Vocabulary for Students	**Mentor Text List**
Regroup Sum Difference	*The Action of Subtraction* by Brian Cleary *A Fair Bear Share* by Stuart J. Murphy *Hershey's Kisses Addition Book* by Jerry Pallotta *Hershey's Kisses Subtraction Book* by Jerry Pallotta *Mission: Addition* by Loreen Leedy *The M&M's Subtraction Book* by Barbara McGrath *Safari Park* by Stuart J. Murphy *Subtraction Action* by Loreen Leedy *The Subtraction Book* by Jerry Pallotta

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Business Administrator

Topic: Add several Two-Digit Numbers		
Student Learning Standard(s):	**2.NBT.B.6**	Add up to four two-digit numbers using strategies based on place value and properties of operations.
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically. • MP.8 Look for and express regularity in repeated reasoning	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days: 4 3/7 - 3/12	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: Y/N
Critical Knowledge & Skills		
Objective:	**We are learning to**: - Break apart three or more numbers as a place-value strategy for adding (s1, s5) - Develop strategies for adding more than two numbers (s2, s4) - Apply the commutative and associative properties of addition (s3)	
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?	

Core Resources

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Core Whole Group Resources	Core Formative Assessment
Ready Classroom Math Lessons **Lesson 19**: Add several Two-Digit Numbers - *Lesson Materials* - ***Lesson*** *none* - **Activities** *per students:* base-ten blocks *Per pair:* base-ten blocks *Activity Sheet:* hundreds place-value math. Two-digit number cards - **Math Toolkit** base-ten blocks, connecting cubes, number bonds, bar models, open number lines - **Digital Math Tools** base-ten blocks, number line - Numbers 5 and 7a	-RCM Lesson Quizzes

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Unit 3 Digital Anchor Charts - Number Sense Lessons/Resources - Interactive Tools	- iReady Individual Path - iReady Teacher Assigned Lessons Add Several Two-Digit Numbers - RCM Interactive Practice: N/A - RCM Center Activities - RCM Enrichment Activities - RCM Learning Game	- RCM Prerequisite Lessons - RCM Tools for Instruction - Engage NY: Lesson 22 - How many days until summer vacation? - Engage NY: Lesson 31 -K-5 Math Teaching Resources 2.NBT.6 Make 100

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	Prerequisite: Hungry Fish, Match - CFA - Downsizing tomatoes - Let it Fly - Toothy: Adding 3, two-digit numbers	2.NBT.7 Base-Ten Bag Addition 2.NBT.7 Base Ten pictures

Vocabulary for Students	**Mentor Text List**
Ones Tens	*The Action of Subtraction* by Brian Cleary *A Fair Bear Share* by Stuart J. Murphy *Hershey's Kisses Addition Book* by Jerry Pallotta *Hershey's Kisses Subtraction Book* by Jerry Pallotta *Mission: Addition* by Loreen Leedy *The M&M's Subtraction Book* by Barbara McGrath *Safari Park* by Stuart J. Murphy *Subtraction Action* by Loreen Leedy *The Subtraction Book* by Jerry Pallotta

Topic: Unit Review and Unit Assessment	
Days: 2	**Review Date**: 3/13 **Unit Assessment Date**: 3/14

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Scoring Submission in LinkIt:	**Data Review Date**:

**Math In Action Lessons can be completed if time allows within the unit. They may also be used for differentiation for G&T students.*

Topic: Add, Subtract, and Compare Numbers		
Student Learning Standard(s):	**2.NBT.A** **2.NBT.B** **2.OA.A**	Understand place value Use place value understanding and properties of operations to add and subtract Represent and solve problems involving addition and subtraction
Math Practices: (add 7 & 8 as needed)	• MP.1 Make sense of the problem and persevere in solving them. • MP.3 Construct viable arguments and critique the reasoning of others. • MP.5 Use appropriate tools strategically.	• MP.2 Reason abstractly and quantitatively. • MP.4 Model with Mathematics. • MP.6 Attend to precision.
Days:	**Focus**: Major	**Benchmarked Standard:** N **Fluency Standard**: Y
Critical Knowledge & Skills		
Objective:	**We are learning to**: add, subtract, and compare numbers	
Essential Question(s):	How do you make sense of different strategies? How do you determine their strengths and weaknesses?	

Core Resources	
Core Whole Group Resources	**Core Formative Assessment**

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Ready Classroom Math Lessons **PBL: Numbers, Numbers, Everywhere!**	- PBL completion

Additional Leveled Resources		
Activities and Additional Resources for Whole Group	**Differentiated Independent Activities/Center Ideas**	**Teacher Table Differentiated Resources**
-Number Sense Lessons/Resources -Interactive Tools	-iReady Individual Path -iReady Teacher Assigned Lessons -RCM Interactive Practice: NAME -RCM Center Activities -RCM Enrichment Activities	-RCM Prerequisite Lessons -RCM Tools for Instruction

Computer Science (8.1) and Design Thinking (8.2)	
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.NI.4: Explain why access to devices need to be secured. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.	8.2.2.ED.1: Communicate the function of a product or device. 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.EC.1: Identify and compare technology used in different schools,

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs. 8.1.2.AP.4: Break down a task into a sequence of steps 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.	communities, regions, and parts of the world.

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), Life Literacies and Key Skills (9.4)**
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.CI.2: Demonstrate originality and inventiveness in work 9.4.2.CT.2: Identify possible approaches and resources to execute a plan 9.4.2.CT.3: Use a variety of types of thinking to solve problems 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool 9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting digital content of others. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet 9.4.2.DC.4: Compare information that should be kept private to information that might be made Public 9.4.2.DC.5: Explain what a digital footprint is and how it is created. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.
9.4.2.TL.5: Describe the difference between real and virtual experiences.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

Personal Financial Literacy (Standard 9.1)	
Strand A	**Income and Careers**
Strand B	**Money Management**
Strand C	**Credit and Debt Management**
Strand D	**Planning, Saving, and Investing**
Strand E	**Becoming a Critical Consumer**
Strand F	**Civic and Financial Responsibility**
Strand G	**Insuring and Protecting**
Career Awareness, Exploration, and Preparation (Standard 9.2)	
Strand A	**Career Awareness (by end of Grade 4)**
Strand B	**Career Exploration (by end of Grade 8)**
Strand C	Career Preparation (by end of Grade 12)

Cross-Curricular Connections	
Interdisciplinary Connections	**Technology Integration and Literacy**

• Literature connections (math mentor texts identified in "Resources and Activities") • Math journals • Math word wall • Literacy Connections & Activities Ready Classroom Math	Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Modifications and Accommodations

Special Education/504 Plans	At-Risk	Gifted	English Language Learners

**All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.*
 	
Possible Modifications/Accommodations
• Number line on desk
• Extra time on timed calculation assessments
• Use of a calculator or chart of basic facts for computation
• Use of a graphic organizer to plan ways to solve math problems
• Use of concrete materials and objects (manipulatives)
• Opportunities for cooperative partner work
	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.
	
	Refer to the individual student Math Plan for **specific interventions.*
		**Teachers should select the appropriate modifications and/or accommodations for Gifted and Talented according to the following suggestions.*
		
		Differentiating instruction based on:
		• **Content:** *What* is taught or the material used
		• **Process:** *How* it is taught or support given or student grouping or environment
		• **Product:** What students produce
		
		To differentiate **content** consider:
		• Using different resources that have less explicit information (e.g., tiering assignments - consider what would make the content more complex to digest for gifted students)
		  ◦ **For Example**: tiering problem solving scenarios making a gifted learner's scenario more complex
		  ◦ **For Example**: gifted students could work on deriving the procedure for an abstract concept
		• Organizing ideas through graphic organizers
			• Continue practicing vocabulary
			• Demonstrate that vocabulary can have multiple meanings
			• Encourage bilingual supports among students
			• Provide visual cues, graphic representations, gestures, and pictures
			• Rephrase math problems when appropriate
			• Build knowledge from real-world examples
			• Provide manipulatives and symbols
			• Have students estimate each other's heights
			• Have students measure themselves and one another

● Assign fewer problems at one time (e.g., assign only odds or evens) ● Basic computation – use counters ● Differentiated center-based small group instruction ● Fractions – use fraction blocks ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Place value – use place value blocks ● Provide graph paper for arrays ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments		● Using a learning contract (learning contracts are *individualized* and allow students to participate in designing their own learning which is motivating for gifted students) ● Using jigsaws ● Using orbital studies (differ from independent investigations and is meant as an extension of the topics covered in class into specific fields of study e.g., manufacturing) To differentiate the **process** consider: ● How students are grouped ● Tiering materials used (e.g., graphic organizers varying in complexity, types of questions asked - DOK level) ○ **For Example**: *Below-Grade-Level Question*: ●●●●●● **+ ? =** ●●●●●●●●●● *On-Grade-Level Question* (Grade 1): 6 **+ ? =** 10 *Above-Grade-Level Question*: Jon has 6 puppies. He wants to have 10 puppies. How many more puppies does he need to buy? To differentiate the **product** consider: ● Using a choice board (the difficulty of the activity should be noted for each choice and should be at least 3 levels) ● Using a menu of options (each item is assigned a point value and students select the route to take) ● Using open ended tasks (have more than one correct answer and/or more than one way to get to/explain an answer)	● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math ● RCM Unit Connect Language Development to Mathematics

		o **For Example**: (Grade 2) Use the digits 0 to 9, at most one time each, to make a true statement. ⬜⬜ – ⬜⬜ = ⬜⬜ + ⬜⬜ (Open Middle Link) o **For Example:** (Grade 3) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1000 as possible. ⬜⬜⬜ + ⬜⬜⬜ + ⬜⬜⬜ (GeoGebra Link)	
Individualized Learning Opportunities			
Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area. iReady			