

2nd Grade Math Curriculum Bundle # 3

Title		Suggested Dates
Addition and Subtraction Problem Solving and Place Value to 999		October 5 -October 23 (14 days) ** AMI BOY Window 10/1-10/15

Big Idea/Enduring Understanding	Guiding Questions
<p>Number concepts help make sense of the world around us</p> <p>The position of the digits in a number shows their value</p>	<p>How do you know when to add or subtract in a given situation?</p> <p>What strategy will you use to solve your problem?</p> <p>What information is important to solve your problem?</p> <p>How can you identify how many hundreds, tens, and ones are in a given number?</p> <p>How does the place of a number affect its value?</p> <p>How could you prove that one number is larger or smaller than another?</p> <p>How can you show the location of a number on a number line?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>2.5 The student uses patterns in numbers and operations.</p> <p>2.5C Use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, $17 - 9 = 8$.</p> <p><i>Note: The concept of even and odd is taught is 1st grade.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • develop strategies for addition and subtraction involving even and odd combinations such as even plus an even always equals an even sum • create and extend patterns and describe the rule in words • use algebraic thinking to determine an unknown number when the unknown is not the solution ($12 - ? = 3$ or? $- 9 = 3$). 	<p>Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.</p> <p><u>Stickers, Number Strings, and Story Problems</u> Unit 3</p> <p>Investigation 2 Sessions 1-7, pages 72-118</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> What Information is Needed? #228</p> <p><u>Region IV Prep</u> Addition/Subtraction Lesson Pages 26-36</p>

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<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p><i>Note: Ongoing through 2nd grade.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Use problems where students apply the addition/subtraction strategies taught in Bundles 1 and 2. 		
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12C Select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p><i>Note: Ongoing through 2nd grade.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Drawing a picture, using manipulatives, using addition/subtraction strategies taught in Bundles 1 and 2. 		
<p>2.12 The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>2.12D Use tools such as real objects, manipulatives, and technology to solve problems.</p> <p><i>Note: Ongoing through 2nd grade.</i></p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Make sure students have manipulatives available while solving problems. 		
<p>2.1 The student understands how place value is used to represent whole numbers.</p> <p>2.1A Use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • construct and create concepts of number sense by using multiple representations of whole numbers up to 999 such as using base-10 blocks, ten frames, interlocking cubes and straw bundles • create a model that is more or less than a given number (ex: 50) • differentiate between odd and even numbers using concrete models such as using base-10 blocks, interlocking cubes, and charts/grids 		<p><u>Whole Group Lessons</u></p> <p><u>Envision</u> Topic 11 Lessons 1 – 3, 5-6</p> <p><u>Envision</u> Topic 12</p> <p><u>Envision</u> Topic 16 Lessons 2– 4</p>

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<p>2.1 The student understands how place value is used to represent whole numbers.</p> <p>2.1B Use place value to read, write, and describe the value of whole numbers to 999.</p> <p>Note: "Write" refers to the use of numerals. Words are introduced in third grade.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • represent place value concepts using whole numbers with numerals, expanded notation and concrete objects • be able to read or listen to a number and then write it numerically • be able to say numbers correctly (ex: saying three hundred nineteen (correct) rather than three hundred and nineteen (incorrect)) 		<p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Concentrate on the Numbers # 3 Model the Display # 4 Throw in the Cards # 5 Match Makers # 7 Name My Model # 8 I Have a Number, Who Has My Models? # 9 Guess My Number # 10</p> <p><u>Kamico</u> Make S'more Matches Pages 13-56</p>
<p>2.1 The student understands how place value is used to represent whole numbers.</p> <p>2.1C Use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • determine place value through visual clues and creation of concrete representation (ex: pictures, numbers, 100's charts, number lines, base-10 blocks/charts) 		
<p>2.8 The student recognizes that a line can be used to represent a set of numbers and its properties.</p> <p>2.8A Use whole numbers to locate and name points on a number line.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use a number line to compare numbers up to 999. • Use patterns to determine missing numbers (before, after, or between) in a given set of numbers or in partial number lines 		
<p>2.5 The student uses patterns in numbers and operations.</p> <p>2.5B Use patterns in place value to compare and order whole numbers through 999.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Use concrete models, numerals and words to represent place value through 999 • Use patterns to determine missing numbers (before, after, or between) in a given set of numbers or in partial number lines 		
<p>2.13 The student communicates about Grade 2 mathematics using informal language.</p> <p>2.13B Relate informal language to mathematical language and symbols.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. • Using <, =, > symbols 		