



BSD Lesson Plans

2018-19

School: Mamie Martin

Teacher: 2nd Grade

Date: March 4-8

Subject: Math

3rd Nine Week Review/ Nine Weeks Test

Standard(s)

2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2.NBT.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.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbol. If you have 2 dimes and 3 pennies, how many cents do you have?

2.MD.8b Fluently use a calendar to answer simple real word problems such as "How many weeks are in a year? James gets a \$5.00 allowance every 2 month. How much money will he have at the end of a year?"

2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2 Measure the length of an object twice, using length units of different lengths, for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

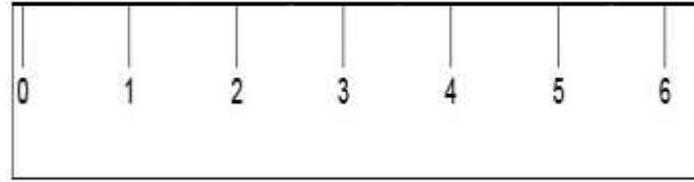
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

| | |
|---|---|
| | <p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1 2--, And represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-units.</p> |
| <p>Learning Target(s) (based on the language of the standard)</p> | <p>I can add two-digit numbers. I can subtract two-digit numbers. I can fluently use strategies to solve addition word problems within 100. I can fluently use strategies to solve subtraction word problems within 100. I can use strategies to solve addition word problems within 1000. I can use strategies to solve subtraction word problems within 1000. I can explain what addition and subtraction strategy I used to work my problem using what I know about place value. I can tell time to the nearest five minutes. I can use a.m. and p.m. in the right way. I can count money to help me solve word problems. I can use a calendar to solve real world problems. I can use different tools to measure objects. I can use two different units to measure the same object and then tell how the measurements compare. I can estimate the lengths of objects using inches, feet, centimeters and meters. I can tell the difference in the lengths of two different objects. I can compare the lengths of two objects. I can use addition and subtraction to solve measurement problems. I can make and use a number line. I can make a table to organize information about measurement.</p> |
| | <ul style="list-style-type: none"> • Prior knowledge Math Facts /Math Vocabulary • Activities/Centers Center 1 Math Facts Center 2 Measurement Center 3 Addition/Subtraction Worksheet Center 4 Place Value Center 5 Moby Max |

| | |
|-------------------|--|
| <p>Procedures</p> | <p><u>Monday:</u> Math Facts</p> <ul style="list-style-type: none"> • <i>Review for Nine Weeks Test</i> • <i>Study Guide</i> <p><u>Tuesday:</u> Math Facts</p> <ul style="list-style-type: none"> • <i>Nine Weeks Test</i> <p><u>Wednesday:</u> Math Facts Go Math Lesson #8.2 Make and Use a Ruler Interactive Student Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p> <p><u>Thursday:</u> Math Facts Go Math Lesson #8.2 Part 2 Make and Use a Ruler Interactive Student Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p> <p><u>Friday:</u> Go Math Lesson#8.3 Estimate Lengths in Inches Interactive Student Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central * Fact Test</p> <ul style="list-style-type: none"> • Closure : Nine Weeks Test Fact Tests |
| <p>Homework</p> | <p>Practice / Homework Worksheets Study Guide Math Facts</p> |

Example of an
Assessment
Item Related to the
Standard

The length of the pencil is shown in inches.



Which is true if you measured the pencil in centimeters?

- a. The pencil would be 4 centimeters long.
- b. The pencil would be less than 4 centimeters long.
- c. The pencil would be more than 4 centimeters long.