



Teacher: 2nd Grade

Date: September 16-27, 2019

Subject: Math

Topic: Place Value Within 1,000 (Go Math Chapter 2)

Standard(s)

Unit Anchor Standards:

- 2.NBT.1b Numbers 100-900 refer to one-nine hundreds (0 tens, 0 ones)
- 2.NBT.1a Understand that the three digits of a three-digit number Represent amounts of hundreds, tens, and ones
- 2.NBT.3 Read/write numbers to 1000 using base ten numerals, Number names, and expanded form
- 2.NBT.8 Mentally add ten or one hundred to a given number 100-900, and mentally subtract ten or one hundred from a Given number 100-900
- 2.NBT.4 Compare two three digit numbers based on meanings of The hundreds, tens, and ones digits, using $>$, $<$, or $=$ symbols to Record the results of comparisons

Ongoing Standards:

- 2.OA.3 Determine whether a group of objects has an even or odd number of members
- 2.NBT.2 Skip count within 1000; skip count by 5s, 10s, and 100s
- 2.OA.3 Fluently add or subtract within 20 using mental strategies . by the end of second grade, know from memory all sums of two one-digit numbers
- 2.NBT.A.1.a/b Identify 10 ones as equivalent to 100
Apply place value concepts to solve problems
- 2.NBT.A.1 Use place value to identify the values of digits

Learning Target(s)
(based on the language of the standard)

- I can show different ways to read and write numbers to 1,000.
- I can mentally add and subtract 10 to and from a number.
- I can mentally add and subtract 100 to and from a number.
- I can skip count within 1000 by 5s, 10s, 100s.
- I can use the symbols $>$, $<$, and $=$ to compare two three digit numbers.



Procedures	<ul style="list-style-type: none">• Prior knowledge: Math Facts Place Value • Activities /Centers (WEEK ONE) <p>Monday: Fast Facts Go Math Lesson #2.7 Different Forms of a Number Interactive Students Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p> <p>Tuesday: Fast Facts Administer Mid-Chapter Checkpoint for a Daily Grade Go Math Lesson #2.8 Different Ways to Show a Number Interactive Students Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p> <p>Wednesday: Fast Facts Go Math Lesson #2.9 Count on and count back by 10 and 100 Interactive Students Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p> <p>Thursday: Fast Facts Go Math Lesson #2.9 Count on and count back by 10 and 100, continued Interactive Students Edition: Think Central Personal Math Trainer/Workbook Pages Math on the Spot Video: Think Central</p>

**Friday:**

Go Math Review

Administer Quick Check for Chapter 2

Fast Facts Assessment

- **Closure** : Skill Review and Quick Check, Mid Chapter Checkpoint
Fast Fact Assessment

- **Activities /Centers (WEEK TWO)**

Monday:

Fast Facts

Go Math Lesson #2.10

Number Patterns

Interactive Students Edition: Think Central

Personal Math Trainer/Workbook Pages

Math on the Spot Video: Think Central

Tuesday:

Fast Facts

Go Math Lesson #2.11

Problem Solving: Compare Numbers

Interactive Student Edition: Think Central

Personal Math Trainer/Workbook Pages

Math on the Spot Video: Think Central

Wednesday:

Fast Facts

Go Math Lesson #2.12

Compare Numbers

Interactive Student Edition: Think Central

Personal Math Trainer/Workbook Pages

Math on the Spot Video: Think Central

Thursday:

Fast Facts

Go Math Lesson Review

Chapter 2 Study Guide: Complete and Review



	<p>Friday: Chapter 2 Test Fast Fact Assessment</p> <ul style="list-style-type: none">• Closure : Chapter 2 Test and Fact Assessment
Homework	Go Math Worksheets Fast Facts Math Study Guide for Chapter Test (WEEK 2)
Examples of Assessment Items Related to the Standards	<p>Cody is thinking of the number 467. Write Cody's number in words. _____</p> <p>Show Cody's number in two other ways.</p> <p>Is the comparison true? Write yes or no $408 < 129$ _____</p> <p>Zeke has 256 marbles. Aubrey has 100 fewer marbles, and Xavier has 10 more marbles. Write the number of marbles each child has.</p> <p>_____ _____ _____</p> <p>Zeke Aubrey Xavier</p> <p>What number comes next in the counting pattern? 122, 222, 322, 422, _____</p>