

Grade 2 Mathematics – Unit 1: Place Value

Phoenixville Area School District

Stage 1 Desired Results		
<p>PA Core Standards:</p> <p>CC.2.1.2.B.1 Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.</p> <p>CC.2.1.2.B.2 Use place-value concepts to read, write, and skip count to 1000.</p>	<i>Transfer</i>	
<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • <i>Number Sense:</i> Develop a sound foundation to demonstrate the value of numbers by describing their various representations, relationships, and patterns • <i>Fluency:</i> Demonstrate automatic recall of addition, subtraction, multiplication and division facts. • <i>Problem-Solving:</i> Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. • <i>Mathematical Vocabulary:</i> Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale. 		
<i>Meaning</i>		
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are many ways to represent a number. • Mathematicians use place value concepts to represent amounts. • Identifying relationships between numbers helps classify and compare them. • Patterns exhibit relationships that can be extended, described, and generalized. 		<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are different ways to represent a number? • How do I demonstrate the relationship among numbers, quantities, and place value for whole numbers? • How can I use models, words, and expanded forms to order and compare numbers? • What is the pattern here? How do I represent it?

Knowledge and Skills Acquisition	
<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Writing, recognizing, and reading numbers to 1,000 • Standard/Word/Expanded Form • Counting by 1's, 10's, 100's • Comparing using greater than/less than/equal • Number patterns <p>VOCABULARY</p> <ul style="list-style-type: none"> • Expanded form • Standard Form • Word Form • Digit • Greater Than • Less Than 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Reading numbers to 1,000 in written form and in visual form. • Reading and writing numbers up to 1,000 in standard form, word form, and expanded form. • Counting by 1's, 10's, and 100's orally and in writing. • Comparing numbers to 1,000 using the words greater than and less than orally and in writing. • Comparing numbers to 1,000 using the > (greater than) or < (less than) symbol. • Ordering three-digit numbers to 1,000 from greatest to least and least to greatest. • Identifying the greatest and least number from a set of numbers up to 1,000. • Extending a number pattern by 1's, 10's, and 100's orally and in writing.

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
N/A	N/A	<p>PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning making and transfer) through complex performance by...</i></p>	<p>Differentiation Considerations: N/A</p>
A	<p>-Valid conclusions are made based on</p>	<p>OTHER EVIDENCE</p> <ol style="list-style-type: none"> 1. Summative – Numbers to 1,000 2. Place Value Challenge 	

	<p>given/ implied/ found information.</p> <ul style="list-style-type: none">- All representations are clear and labeled accurately.- Uses mathematics vocabulary and notation concisely and correctly.		<p>[Work on this section after completing Stages 1-2 of all units]</p>
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