

Grade 2 Mathematics – Unit 3: Multiplication

Phoenixville Area School District

Stage 1 Desired Results			
<p>PA Core Standards: CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication.</p>	<div style="text-align: center; background-color: #cccccc; padding: 2px;">Transfer</div> <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. 		
	<div style="text-align: center; background-color: #cccccc; padding: 2px;">Meaning</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Depending on the situation, problems may be solved using a variety of tools and strategies. • Mathematical ideas must be communicated clearly in written, visual, or oral form. • Operations and numerical properties increase computational fluency. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What information and strategies do I use to solve this problem? What is the right tool (operation/ strategy/ technology) for the job? • How are the basic operations related to one another? How do numerical properties assist in computation? • What are the strengths and weaknesses of the tools at hand, and might there be better ones for the task? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Depending on the situation, problems may be solved using a variety of tools and strategies. • Mathematical ideas must be communicated clearly in written, visual, or oral form. • Operations and numerical properties increase computational fluency. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What information and strategies do I use to solve this problem? What is the right tool (operation/ strategy/ technology) for the job? • How are the basic operations related to one another? How do numerical properties assist in computation? • What are the strengths and weaknesses of the tools at hand, and might there be better ones for the task?
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Knowledge and Skills Acquisition			
		KNOWLEDGE <i>Students will know...</i> <ul style="list-style-type: none"> Using equal groups and repeated addition to multiply Multiplication real-world problems Skip-counting to multiply VOCABULARY <ul style="list-style-type: none"> Equal Groups Times Multiply Repeated Addition 	SKILLS <i>Students will be skilled at...</i> <ul style="list-style-type: none"> Using repeated addition ($2 + 2 + 2 = 6$) to multiply 2 one-digit numbers ($3 \times 2 = 6$). Solving real-world problems involving multiplication and division of 2 one-digit numbers ($4 \times 3 = 12$, $12 \div 6 = 2$). Skip count by 2's, 3's, 4's, 5's, and 10's orally in order to solve multiplication problems.
Stage 2 – Evidence			
Code A/M/T	Evaluative Criteria	Assessment Evidence	
N/A	N/A	PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning making and transfer) through complex performance by...</i>	Differentiation Considerations: N/A
A	Valid conclusions are made based on given/ implied/ found information. Chooses effective strategy/strategies for solving the problem. All necessary work is shown with no missing information/skipped steps. Predictions/ solutions are reasonable based upon the context of the problem situation.	OTHER EVIDENCE Chapter 3 Multiplication summative Chapter 3 Multiplication pre-test	Differentiation Considerations: [Work on this section after completing Stages 1-2 of all units]