

Math Grade 2 unit 5
Canterbury Public Schools

Subject	Math
Grade Level	2
Unit Title	Numbers to 1,000
Unit Goals	<p>Students extent place value understanding to three-digit numbers Read, write, and represent three-digit numbers using base-10 numerals and expanded form Use place value understanding to compose and decompose three-digit numbers. Section B Compare and order three-digit numbers using place value understanding and the relative position of numbers on a number line. Represent whole numbers up to 1,000 as lengths from 0 on a number line</p>
Pacing (# of weeks)	1 week
Standards	2.MD.B.6, 2.NBT.A, 2. NBT.A.1, 2.NBT.1a, 2. NBT .A.1b, 2. NBT. A.2, 2. NBT .B.5, 2.OA.B.2
Content/Conceptual Knowledge (know)	Extend their knowledge of the units in the base-ten system to include hundreds A hundred is a unit made up of 10s, and three digit numbers are formed using hundreds, tens and ones.
Skills (be able to do)	<p>Work with a variety of representations:base-ten blocks, base -ten diagrams or drawings, number lines, expressions, and equations. Compose larger units from smaller units and represent the value using the fewest number of each unit. Connect the number of units to three-digit numerals Use number line diagrams to deepen their understanding of numbers to 1,000. Begin to skip count Locate a number on the number line using place value Compare number values by using a number line</p>
Essential Questions	What does it take to make 1000?
Enduring Understandings	A hundred is a unit made up of 10s, and three digit numbers are formed using hundreds, tens and ones.
Vocabulary	Tens, ones, digit, hundred, thousand(useful, essential, important) multiples,
Common Learning Experiences	Classroom practice using base- 10 manipulatives, creating numbers using base-10 manipulatives

Assessments	End of unit assessments
Student Resources	(place value mats, base-10 blocks
Strategies	Hands -on manipulatives , experimentation