

	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhlenberg.kyschools.us/?q=node/61">www.muhlenberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment <b>F –Formative</b> <b>S-Summative</b> <a href="http://www.act.org/standard/guides/explore/Strategies">www.act.org/standard/guides/explore/Strategies</a> <a href="#">More Ideas</a>	Differentiation T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a> <a href="#">MAP Site</a> <a href="#">Reading Differentiation K-5</a>	Technology <a href="#">50 Ideas</a>  Resources- Text, sites,...
1	<b>*I can tell the value of each digit in a 3- digit number.</b> - How does a digit's position affect its value?  2.NBT.1- Understands that three digits of a three digit number represents hundreds, tens, and ones.	Digit Hundreds place Tens place Ones place Value  Vocabulary Notebook	Think- Pair- Share -Clear Modeled Expectations -Learning With Others -Choice -Knowledge Rating Scale	Journal Entry: In the number 249, which digit has the greatest value? Tell how you know. (attached)	F- Foldable S- Unit 3 Common Assessment (pre-assessment given before unit instruction)  Formative Assessment- Review, formative assessment before test pg. 96 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf</a>	T- 3 digit foldable S- 3 digit foldable with assistance G- 4+ digit foldable  Formative Assessment: 2.NBT.1 (attached)	Discovery Education Video: Math Monsters- Place Value
2	<b>*I know that a bundle of 10 tens equals 100.</b> -How does a digit's position affect its value?  2.NBT.1 a A hundred can be thought of as a bundle of ten tens.	Place value Base ten  Vocabulary Notebook	Etch- A- Sketch -Learning With Others -Emotional/ Intellectual Safety -Clear Modeled Expectations	Journal Entry: Explain how you can identify a bundle of ten	F- Discussion through daily calendar S- Unit 3 Common Assessment  Formative Assessment- Review, formative assessment before test pg. 96 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS</a>	Various examples of bundles of ten	BrainPop Jr Video: Place Value

					<a href="#">Math 2 Unit1FrameworkSE.pdf</a>		
3	<p>*I can read numbers to 1,000 using base ten numerals, number words, and expanded form. -How does a digit's position affect its value?</p> <p>2.NBT.3 Read and write numbers to 1,000 using number names, base ten, and expanded form.</p>	<p>Number words Expanded Form Standard Form</p> <p>Flip Book</p>	<p>Graffiti -Personal Choice -Learning With Others -Novelty/ Variety</p>	<p>Math Message Response</p> <p>Journal Entry: Write a 3-digit number. Share your number with a friend. Compare the value of the digits in the tens place. Whose is greater? Explain.</p>	<p>F- Foldable S- Unit 3 Common Assessment</p> <p>-Fist to Five for self assessment</p> <p>Formative Assessment- Review, formative assessment before test pg. 96 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf</a></p>	Math Whizz	Math Whizz Teacher Resource: "Understand Place Value #3)
4	<p>*I can write numbers to 1,000 using base ten numerals, number words, and expanded form.</p> <p>2.NBT.3 Read and write numbers to 1,000 using number names, base ten, and expanded form.</p>	<p>Base ten numerals Number words Expanded Form</p> <p>Flip Book</p>	<p>Give One, Get One -Learning With Others - Authenticity -Choice</p> <p>Expanded Form Cups</p>	<p>Journal Entry: Write a 3-digit number. Circle the digit in the hundreds place. What is this number worth? How do you know?</p>	<p>F- Journal Entry S- Unit 3 Common Assessment</p> <p>Exit Slip- Students choose a 3-digit number and show it in word form, standard form, base ten, and expanded form.</p> <p>Formative Assessment- Review, formative assessment before test pg. 96 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS</a></p>	T- 3 digit S- 3 digit with assistance G- 4+ digit	PowerPoint

					<a href="#">Math 2 Unit1FrameworkSE.pdf</a>		
5	<p><b>*I can show a 3- digit number with hundreds, tens, and ones (using base ten blocks).</b></p> <p>2.NBT.1- Understands that three digits of a three digit number represents hundreds, tens, and ones.</p>	<p>Hundreds Tens Ones Base ten blocks</p> <p>Flip Book</p>	<p>Math Notes Organizer: Create a diagram -Authenticity -Choice -Emotional/ Intellectual Safety -Novelty and Variety (Place Value Pictures) -Personal Response (choose own pictures to create) -Working with others (students work together to create pictures and calculate values) Place Value Pictures pg. 50-55 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf</a></p>	Math Message Response	<p>F- Observation using base ten blocks S- Unit 3 Common Assessment</p> <p>Formative Assessment- Review, formative assessment before test pg. 96 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf</a></p>	S- assistance T & G- Independent	National Library of Virtual Manipulatives
6	<p><b>I can compare two 3-digit numbers using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</b> -How does a digit's position affect its value?</p> <p>2.NBT.4 Compare two and three digit numbers based on meanings of hundreds, tens, and ones using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>.</p>	<p>Compare Greater than Less than Equal to</p> <p>Greater than/less than card with one <math>&gt;</math> symbol, where students flip</p>	<p>-Choice -Novelty &amp; Variety (High Roller, students play game) -Personal Response (High Roller, students choose their own order of numbers) -Working with Others (High Roller, students work with partner to create and guess the highest number</p>	Journal Entry: Given 3 digits, create the biggest and smallest number possible.	<p>F-Journal Entry S- Unit 3 Common Assessment Formative Assessment: Students are given 3 cards and create the smallest number possible and the largest number possible. Pg. 93 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS</a></p>	Math Whizz	Math Whizz Teacher Resource: "Understand Place Value #4)

			possible.)  High Roller- pg. 83-86 <a href="https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf">https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_Math_2_Unit1FrameworkSE.pdf</a>		<a href="#">Math_2_Unit1FrameworkSE.pdf</a>		
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