Unit Topic: Unit 2   Content: Math   Grade: 2   Date: Updated September 2014

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? [Curriculum document](#) [Common Core](#)	Daily Activities	Vocabulary/ Vocab Activity [Activities](#) [Activities II](#)	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 [Engagement Cube](#) [Cube II (examples)](#)	Literacy/ Reading in the Content [Literacy Ideas](#)	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ [Strategies](#) [More Ideas](#)	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ [Ideas](#) [9 Types](#) [Big Explanation Tool](#) [MAP Site](#) [Reading](#) [Differentiation K-5](#)	Technology [50 Ideas](#) Resources- Text, sites,…
	I can count a group of objects up to 20 by 2's.	Doodle Buddy: Students work in pairs to stamp pictures and put into groups of two. Students decide whether the total number is odd or even.	Skip count	Personal Response: Students share their number of stamps and how they determined odd or even.	*Crayon Counting Book* by Pam Munoz Ryan	Smiley Face/Moon Formative Assessment	T- Students stamp pictures and determine whether numbers are odd or even S- Students use manipulatives instead of Doodle Buddy App G- Students explain how grouping by 2 helps determine whether 2 and 3 digit numbers are odd or even.	BrainPop Jr. Making Equal Groups http://www.brainpopjr.com/math/multiplicationanddivision/makingequalgroups/ http://www.youtube.com/watch?v=GTYxfltyPgg&feature=relmfu
	I can tell whether a group of objects is odd or even.	Students play Domino Top-It and determine if sum is odd or even and record. Students play Dice Roll to determine if numbers are odd or even. Write About It: Imagine you lived in a world with only odd numbers. What	Odd, Even	Give One Get One: Students give and get odd numbers and explain their reasoning. Choice: Students choose whether to play Dice Roll or Domino Top It	*Even Steven and Odd Todd* by Kathryn Cristaldi http://www.youtube.com/watch?v=XT9aqgpjdyw	Exit Slip Students are given 5 numbers and determine whether they are odd or even.	T- Students determine whether one and two digit numbers are odd or even. S- Students determine whether one digit numbers are odd or even using manipulatives.	BrainPop Jr. Even and Odd http://www.brainpopjr.com/math/numbersense/evenandodd/

	would it be like?					G- Students determine whether two and three digit numbers are odd or even.	
I can explain why a group of objects is odd or even.	Students use ten frames with various numbers to determine whether odd or even. Students then explain how using the ten frames helped them with their reasoning.	Odd, Even	Human Barometer: Students decide whether a number is odd or even and justify their answer. Personal Response: Formative Asses: students choose their own number and determine odd or even, justifying their answer.	*Ocean Counting Odd Numbers* by Jerry Pallotta (Marilyn Burns books; there are multiple copies in the workroom.) *My Even Day* and *My Odd Day* by Dorris Fischer and Danny Sneed on TumbeBooks. http://www.tumblebooks.com/library/asp/book_details.asp?category=Non-Fiction&subcategory=Math	Exit Slip: Students choose a number and determine if it is odd or even and defend their reasoning.	T- T- Students choose one and two digit numbers are odd or even. S- Students choose one digit numbers are odd or even using manipulatives. G- Students choose two and three digit numbers are odd and even.	You Tube Harry kindergarten Doubles Songs http://www.youtube.com/watch?v=ljPKoNJH1Jg
I can write an equation to show a doubles fact will always	Activity pg 29 in Van De Walle Book pg 57. Patterns on the Hundred Chart.	Equation, doubles, equal	Factstorming p. 14 Thoughtful Ed. Tools book Brainstorm all the	*Double the Ducks* by Stuart Murphy		T- Students write an equation to show a doubles fact equals an even number.	BrainPop Jr. Doubles http://www.brainpopjr.com/

equal an even number.	Write About It: Choose a doubles fact with odd numbers. What is the answer? Is it even or odd? Explain why it is even or odd.		doubles facts they know.	*Two of Everything* by Lily Toy Hong http://www.youtube.com/watch?v=Tfx4MADVnSM		G- Students work with two digit numbers to show that a doubles fact equals an even number. S- Students use manipulatives to show a doubles fact and then translate to an equation.	math/additionandsubtraction/doubles/
I can skip count by 5's, 10's, and 100's up to 1,000.	Students sort numbers into groups in which they skip count by. Students use cards and hundreds charts to sort the numbers they say when they skip count by 2's, 5's, 10's, etc. http://www.teacherspayteachers.com/Product/Skip-Counting-Freebie	Skip Count	Learning with Others: Students work with others to determine which numbers they will use skip counting and discuss. Personal Response: Students give their reasoning on which numbers they will use for specific skip counts and discuss numbers they will use on more than one skip count. (They will say the number 10 when they count by 2's and when they count by 5's, as well as when they count by 10's.) Emotional/Intellectual Safety:	*Each Orange has Eight Slices* by Paul Giganti (Marilyn Burns books, multiple copies in workroom.)	Formative Assessment: Smart Exchange: Students use the interactive Smart Board to show which numbers they will use to skip count by 2's, 5's, 10's, and 100's.	T- Students sort numbers into groups by which they skip count. G- Students work with more complex numbers, such as skip counting by 3's and 4's. S- Students use manipulatives and hundreds charts to help them visualize what it means to skip count and what numbers they will use as they do so.	http://www.youtube.com/watch?v=GTYxfltyPgg Skip Counting Song

				Students feel comfortable sharing their thoughts and answers, students correct each other's misconceptions.				
	I can use a number line to show sums and differences.	Students use the interactive SMART board to show addition and subtraction on a number line. Students create their own equation and demonstrate sums and differences to the class or their small group with the number line.	Sum, Difference	Thoughtful Ed: Human Barometer Statement: It is easier to show sums and differences on a number line than on a hundreds chart.	Math Jounral: After modeling and explicit instruction, Students create a word problem showing addition or subtraction to 20. Students draw the number line to show their word problem.	Formative Assessment: Super Teacher Worksheets Skip Counting (attached)	T- Students demonstrate how to use a number ine to show sums and differences using numbers to 20. G-Students use a number line to show sums and differences with numbers greater than 20. S-Students demonstrate how to use a number line to show sums and differences to 10. Students physically move counters on a number line to demonstrate.	BrainPopJr. http://www.brainpopjr.com/math/additionandsubtraction/basicadding/preview.weml http://www.brainpopjr.com/math/additionandsubtraction/basicsubtraction/preview.weml
	I can solve the unknown in a word problem when the total is given.	Unknown Equation Number sentence	Adding to Taking away In all, total	Real-World problems within 100 Create own word problems for classmates to solve.	Students choose a diagram to use that shows how to solve a word problem with an unknown. -F	T- Students solve for an unknown in a word problem S-Students choose the correct number	Writing a word problem TEAMS video clip Interactive Notebook Lesson	

					sentence to solve the problem G- Students create own word problems and trade to solve		