

Essential Standard Unit Plan

<p>Essential Standard: 2.NBT.A Understand place value.</p> <ul style="list-style-type: none"> ● 2.NBT.A.1: Understand that the three digits of a three-digit number represent groups of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones and also equals 70 tens and 6 ones). Understand the following as special cases: <ul style="list-style-type: none"> ○ a. 100 can be thought of as a group of ten tens—called a “hundred.” ○ b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). ● 2.NBT.A.2: Count within 1000; skip count by 5's, 10's and 100's. ● 2.NBT.A.3: Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form. ● 2.NBT.A.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Performance Skill <input type="checkbox"/> Product
<p>End-of-unit assessment: Ten items; Students will show the value of numbers concretely (base ten blocks), pictorially (drawings), and abstractly (written and expanded form). Students will compare and contrast numbers and skip count using 5s, 10s, and 100s.</p>	<p>When taught: August 15-October 7, 2022</p> <p>Instructional days needed: 40-50 days</p>

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
<ul style="list-style-type: none"> ● Number sense <ul style="list-style-type: none"> ○ Number identification ○ 1:1 correspondence ○ Knowing numbers come in sequential order ○ Cardinality (last number counted is number of objects) ○ Magnitude (knowing a higher number reflects a larger quantity) ● Numbers up to 1000 	<ul style="list-style-type: none"> ● Determine the place of a digit within a number. ● Determine the value of a digit. ● Use place value to represent a digit(s) with base ten blocks and a drawing. ● Comparing the digits within a number to determine if it is greater than, less than, or equal to the digits within another number. 	<ul style="list-style-type: none"> ● Skip count by 5's, 10's and 100's ● Write numbers up to 1000 using base-ten numerals, number names, and expanded form. 	

<ul style="list-style-type: none"> Count forward and backwards Understand the meaning of the comparison symbols (>, =, and <) 			
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Student-friendly learning targets:

- *I can identify the ones, tens, and hundreds place value.
- *I can determine the value of a specific digit in the ones, tens or hundreds place.
- *I can use place value to represent a number with base ten blocks, drawings, and numbers.
- *I can use place value to represent a number in expanded form and word form.
- *I can compare 3-digit numbers showing greater than, less than, and equal to.
- *I can skip count using 5s, 10s, and 100s.

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Timeline
Pre Unit Assessment (Ten items; Students will show the value of numbers concretely (base ten blocks), pictorially (drawings), and abstractly (written and expanded form). Students will compare and contrast numbers and skip count using 5s, 10s, and 100s.) and begin instruction on the essential standard.	Assessment will provide teachers with an understanding of student knowledge of the standard prior to instruction.	Students will complete the pre unit assessment and create a goal for themselves based on their current level of knowledge.	Day 1
Teacher observation of students correctly identifying the ones, tens, and hundreds place on a place value mat.	Students will have a foundational understanding of place value.	Students will physically demonstrate where the location of each place value is on the mat using a manipulative.	Day 1 - 2
Teacher observation of students correctly identifying the value of a digit in the ones, tens, and hundreds place within a number.	Students accurately identify the value of a digit within a number.	Students verbally state the value of a digit within a number.	Day 3 - 10 (frequency based on student need)

Students complete an exit ticket representing a given number (student choice in how number is shown - CPA).	Students accurately represent a number using base ten blocks, drawings, or numbers.	Students will complete their exit ticket and share with a partner their thinking. Exit tickets are turned in to the teacher.	Day 11 - 21 (frequency of exit ticket based on student need)
Students complete a 2 question quiz (two numbers given, each represented in expanded and written form).	Students accurately represent numbers in expanded and written form.	Students will independently complete the quiz.	Day 22 - 31 (frequency of exit ticket based on student need)
Mid Unit Assessment - 8 questions and continue instruction on the essential standard	Assessment will provide teachers with an understanding of student knowledge of the standard up to this point.	Students will complete the mid unit assessment and revisit their goal for themselves based on their level of knowledge.	Day 31
Students create a 3 question quiz for a partner. Must contain at least one greater than, less than, and equal to question.	Students demonstrate knowledge of comparing the digits within a number to determine if it is greater than, less than, or equal to the digits within another number.	Students create the quiz, take a peer-created quiz, then grade their peer's quiz and provide feedback.	Day 32 - 45 (frequency based on student need)
Teacher observation of students skip counting by 5s, 10s, and 100s.	Students can count within 1000 and identify number patterns.	Students will verbally skip count.	Day 46 - 48
Post Unit Assessment: Ten items; Students will show the value of numbers concretely (base ten blocks), pictorially (drawings), and abstractly (written and expanded form). Students will compare and contrast numbers and skip count using 5s, 10s, and 100s.		Students will complete the post unit assessment and reflect on their achievement towards their goal for themselves.	Day 49
Test talk - Teacher reviews assessment with students			Day 50