

UNIT Second Grade Mathematics	STUDENT OBJECTIVE	EXAMPLE / ACTIVITIES	RESOURCES / MATERIALS	ASSESSMENT	WORK – PLACE READINESS STANDARD
Number Sense	Students will be able to develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.	Students will use numbers throughout the school day as they discuss the date, attendance, time, snacks, money, etc.	Calendar Chalkboard Chalk	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.A.1.5
	Students will be able to read whole numbers and understand hundreds using concrete models.	Give students pairs of base ten blocks, a spinner with numbers 1-9, and cards with a blank place value chart. Have one student spin 3 numbers and fill in a card with the number.	Base ten blocks Spinner Number cards	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.A.1
	Students will be able to explore place value to hundreds using concrete models and pictorial models.	Use above activity and have the other students build the hundred, tens, and ones shown on the card.	Base ten blocks Spinner Number cards	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.A.2
Procedure	Students will be able to write three digit numbers from concrete numbers.	Use previous mentioned activity and have the other students write the hundred, tens, and ones shown on the card as a three digit number.	Base ten blocks Spinner Number cards	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.A.3
	Students will be able to add three or more numbers, using the associative property of addition.	Have pairs of students draw a large circle and write 9 in the center. Have them think up combinations of three numbers that total 9.	Paper and markers for each group	Teacher Observation Discussion Worksheets Tests and quizzes	4.3.2.D.1
	Students will be able to complete an addition table, supply missing addends.	Students will develop fact patterns. One student chooses a rod (different color) to add to make a fact pattern.	Paper and markers for each group	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.B.5
	Students will explore regrouping using concrete objects and pictorial models. Students will decide when to regroup and add three digit number using concrete and pictorial models.	Each student gets 20 counters. Pairs of students draw a number card and count out that many counters using separate color counters. The students with the same color counter build their partner's number below their own. Both children group their counters to get a sum.	Counters Number cards	Teacher Observation Discussion Worksheets Tests and quizzes	4.1.2.B.1