







Grade 2 Mathematics
Unit 10: 3-Digit Addition and Subtraction

Updated August 2024

Trimester	Unit Title	Recommended Instructional Days
2	3-Digit Addition and Subtraction	11 - 14 days
Domain: Number and Operations in Base Ten		
<p><i>Strand:</i></p> <p> 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p> 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;"> Major Cluster</div> <div style="text-align: center;"> Supporting Cluster</div> <div style="text-align: center;"> Additional Cluster</div> <div style="text-align: center;"> Climate Change Opportunity</div> </div>		
<p>Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments</p>		
Mathematical Practices:		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-CLKS within Unit

Essential Questions:

- Lesson 10.1: How can you model adding 3-digit numbers?
- Lesson 10.2: How can you use place value to add?
- Lesson 10.3: How can you regroup ones to add?
- Lesson 10.4: How can you regroup tens to add?
- Lesson 10.5: How can you regroup ones and to add?
- Lesson 10.6: How can you use a model to help solve subtraction problems?
- Lesson 10.7: How can you regroup tens to subtract?
- Lesson 10.8: How can you regroup hundreds to subtract?
- Lesson 10.9: How can you regroup hundreds and tens to subtract?
- Lesson 10.10: How do you regroup when there are zeros?

Essential Understandings:

- Lesson 10.1: Use a model to show adding 3-digit numbers.
- Lesson 10.2: Break apart addends to add hundreds, tens, and then ones.
- Lesson 10.3: Regroup ones in addition.
- Lesson 10.4: Regroup tens in addition.
- Lesson 10.5: Regroup ones and tens in addition.
- Lesson 10.6: Make a model to help me solve subtraction problems.
- Lesson 10.7: Regroup tens in subtraction.
- Lesson 10.8: Regroup hundreds in subtraction.
- Lesson 10.9: Regroup hundreds and tens in subtraction.
- Lesson 10.10: Regroup when there are zeros in the starting number.

Vocabulary

None in this unit. Reinforce previous vocabulary.

Suggested Activity Description:

Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSL, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:

(Lesson 10.2)

1. Tell children that animals need food to live. Share information with children on the amount of food a plant-eating animal eats in a day. For example, tell children that an elephant eats about 150 pounds of food a day.
2. Read the following problem aloud: An elephant eats 146 pounds of food on Monday. On Tuesday, the elephant eats 153 pounds of food. How many pounds of food did the elephant eat altogether?

(Lesson 10.3)

1. Explain to children that there are 206 bones in an adult human body. Our bones help provide support and protection for our body.
2. Tell children that there are 27 bones in one hand and 26 bones in one foot. Have children find the number of bones in the human body that are in the hands and feet.

Social Studies:

(Lesson 10.2)

1. Our red, white, and blue flag, with its stars and stripes, is one symbol for the United States of America. American flags are made in different sizes. Some flags are small enough for one person to hold in one hand. There are also very large flags that are displayed at events with large crowds, such as a football game played in a stadium. It may take as many as 240 people to hold this flag on the football field. Ask: What are some different ways to write the number 240?

(Lesson 10.3)

1. Explain to children what it means to be a good citizen. Point out that there are many ways citizens make a difference in their communities. They can vote, obey laws, keep informed about current issues, and volunteer and work to solve community problems.
2. Ask children how being a citizen of the United States is like being a citizen of your class. Ask how they can make a difference as a citizen of their class.
3. Ask: 125 adults and 113 children helped with a school cleanup project. How many people in all helped with the cleanup project?

Language Arts:

1. The Bug Boys - (From the Differentiated Centers Kits Grab and Go)
2. The If Game - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

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Social and Emotional Learning: <i>Competencies</i>		Social and Emotional Learning: <i>Sub-Competencies</i>	
SEL Competencies: <ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 		<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments		Benchmarks & Summative Assessments: Chapter/Unit Assessments • Standardized Tests • Project-based Assessments	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments

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Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • Online math manipulatives <p>Other:</p> <ul style="list-style-type: none"> • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept(s): Information and Media Literacy	
	Core Ideas:	Digital tools and media resources provide access to vast stores of information that can be searched.
	Performance Expectation/s:	9.4.2.IML.2 Represent data in a visual format to tell a story about the data

	Career Readiness, Life Literacies, & Key Skills Practices
	<p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)					
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>
					Standards in Action: <i>Climate Change</i>