**Mrs. Ford**

**Math Unit Plans for September**

**We will review the following second grade standards:**

**2.NBT 3**- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

**2.NBT 2**- Count within 1000; skip-count by 5s, 10s, and 100s

**2.NBT 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 the 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.

**Unit 1: Place Value**

We will learn the following third grade standards :

**3.NBT 1**- Use place value understanding to round whole numbers to the nearest 10 or 100

**Unit Vocabulary:**

**Word Form**- how numbers are spelled using words

**Place Value Blocks**- pictures that represent numbers

**Midpoint**- halfway between two numbers

**Standard Form**- when a number is written only using digits

**Expanded Form**: numbers that are stretched out by place value

**Horizontal**- side to side

**Skip Counting**- counting by a number other than 1

**Rounding**- finding the closest simple number

**Tens**- the amount of tens in a number

**Ones**- the amount of ones in a number

**Vertical**- up and down

**Place Value**- the value of each digit in a number

**Digit**- the numbers 0, 1, 2, 3, 4, 5, 6, 7 ,8, 9

**Hundreds**- the amount of hundreds in a number

**Unit 2: Addition and Subtraction**

**3.NBT 2-** Fluently add and subtract within 1,000 using strategies and algorithmsG based on place value, properties of operations, and/or the relationship between addition and subtraction.

**3.OA 8-** Solve two-step word problems using the four operations. Represent these problems using equations with a letter or a symbol, which stands for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole number answers. Students may use parentheses for clarification since algebraic order of operations is not expected

**3.OA 9**- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends

**Model**- a quick picture that represent a problem

**Minuend**- the number in a subtraction problem that you subtract another number from

**Subtrahend**- the number being subtracted

**Parenthesis**- used to show which numbers to add first

**Subtraction**- taking away from a number to find a difference

**Difference**- the answer to a subtraction problem

**Addends**- the numbers added together in an addition problem

**Commutative Property**- changing the order of the addends without changing the sum

**Associative Property**- group the addends without changing the sum

**Addition**- combining two or more numbers to find a sum

**Sum-** the answer to an addition problem

**Standard Algorithm**- the common step by step process to solve a math problem

**Tens**- the amount of tens in a number

**Ones-** the amount of ones in a number

**Expanded Form**- a number that is stretched out to show the value of each digit

**Place Value**- the worth of each digit in a number

**Standard Form**- the way numbers are usually written

**Hundreds**- the amount of hundreds in a number

**The following standards will be ongoing throughout the year:**

**3.OA 8**- Solve two-step word problems using the four operations. Represent these problems using equations with a letter or a symbol, which stands for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole number answers. Students may use parentheses for clarification since algebraic order of operations is not expected

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