# CAR Unit Template

## Unit Title: Mathematics Place Value and Three Digit Addition and Subtraction Strategies – Unit 1 – Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

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

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

**2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

a. 100 can be thought of as a bundle 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 5s, 10s, and 100s.

**2.NBT.A.3** Read and write numbers 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.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **2.NBT.A.2 – WALT** count within 1000 |  |  |  |  |
| **2.NBT.A.2 – WALT** skip count by tens |  |  |  |  |
| **2.NBT.A.2 – WALT** skip count by fives |  |  |  |  |
| **2.NBT.A.3 – WALT** read numbers to 1000 using base-ten numerals |  |  |  |  |
| **2.NBT.A.3 – WALT** write numbers to 1000 using base-ten numerals |  |  |  |  |
| **2.NBT.A.1 – WALT** a three-digit number is made up of hundreds, tens, and ones |  |  |  |  |
| **2.NBT.A.1 – WALT** the three digits of a three-digit number represent amounts of hundreds, amounts of tens, and amounts of ones |  |  |  |  |
| **2.NBT.A.1 – WALT** 100 is a bundle of ten tens called a “hundred” |  |  |  |  |
| **2.NBT.A.1 – WALT** the numbers 100, 200, 300, 400, 500, 600, 700, 800, and 900 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 hundreds (and 0 tens and 0 ones) |  |  |  |  |
| **2.NBT.A.2 – WALT** skip count by hundreds |  |  |  |  |
| **2.NBT.A.3 – WALT** read numbers to 1000 using expanded form |  |  |  |  |
| **2.NBT.A.3– WALT** write numbers to 1000 using expanded form |  |  |  |  |
| **2.NBT.A.4 – WALT** compare two three-digit numbers using place value understanding and record the results using the symbols >, =, < |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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