# CAR Unit Template

## Unit Title: Mathematics Place Value and Three Digit Addition and Subtraction Strategies – Unit 2 – Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

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

**2.G.A.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**2.OA.C.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**2.OA.C.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

**2.MD.C.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**2.MD.C.8.** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

**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 fives |  |  |  |  |
| **2.NBT.A.2 – WALT** skip count by tens |  |  |  |  |
| **2.NBT.A.2 – WALT** skip count by hundreds |  |  |  |  |
| **2.G.A.2 – WALT** partition a rectangle into rows and columns of same-size squares and count to find the total number of same size squares |  |  |  |  |
| **2.OA.C.4 – WALT** use repeated addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns |  |  |  |  |
| **2.OA.C.4 – WALT** write an equation to express the total number of objects arranged in a rectangular array as a sum of equal addends |  |  |  |  |
| **2.OA.C.3 – WALT** determine whether a group of objects up to 20 is odd or even (e.g., by pairing objects, counting them by 2s) |  |  |  |  |
| **2.OA.C.3 – WALT** write an equation to express an even number as a sum of two equal addends |  |  |  |  |
| **2.MD.C.7 – WALT** use analog and digital clocks to tell time to the nearest five minutes using a.m. and p.m. |  |  |  |  |
| **2.MD.C.8 – WALT** determine the total amount of money by counting combinations of dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately |  |  |  |  |
| **2.MD.C.8 – WALT** solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using the $ and ¢ symbols appropriately |  |  |  |  |

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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