# CAR Unit Template

## Unit Title: Mathematics Measuring Length – Unit 3 – Module A

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

**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.

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

**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.NBT.B.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

**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.OA.A.1 - WALT** represent a word problem using drawings and equations using a symbol for the unknown |  |  |  |  |
| **2.OA.A.1 – WALT** solve one and two-step addition and subtraction word problems within 100 involving situations of adding to, taking from, putting together, taking apart, and comparing |  |  |  |  |
| **2.NBT.B.7 – WALT** use concrete models and a place value strategy to add and subtract within 1000, and relate the written strategy to the model |  |  |  |  |
| **2.NBT.B.7 – WALT** use drawings and a place value strategy to add and subtract within 1000, and relate the written strategy to the drawing |  |  |  |  |
| **2.NBT.B.7 – WALT** use concrete models and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the model |  |  |  |  |
| **2.NBT.B.7 – WALT** use drawings and a strategy based on properties of operations and/or the relationship between addition and subtraction to add and subtract within 1000, and relate the written strategy to the drawing |  |  |  |  |
| **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.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.NBT.B.5 – WALT** add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, working towards accuracy and efficiency |  |  |  |  |

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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