# CAR Unit Template

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

**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.B.8** Mentally add 10 or 100 to a given number 100 − 900, and mentally subtract 10 or 100 from a given number 100 − 900.

**2.NBT.B.9** Explain why addition and subtraction strategies work, using place value and the properties of operation.

**2.OA.B.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

**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 with 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 20 involving situations of adding to, taking from, putting together, taking apart, and comparing |  |  |  |  |
| **2.NBT.B.7 – WALT** when adding and subtracting three-digit numbers, only digits in the same place value can be added or subtracted to or from each other |  |  |  |  |
| **2.NBT.B.7 – WALT** when adding and subtracting three-digit numbers, sometimes it is necessary to compose or decompose tens and/or hundreds |  |  |  |  |
| **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.B.8 – WALT** mentally add or subtract 10 to or from any given number between 100 and 900 |  |  |  |  |
| **2.NBT.B.8 – WALT** mentally add or subtract 100 to or from any given number between 100 and 900 |  |  |  |  |
| **2.NBT.B.9 – WALT** explain why addition and subtraction strategies work based on place value |  |  |  |  |
| **2.NBT.B.9 – WALT** explain why addition and subtraction strategies work based on properties of operations |  |  |  |  |
| **2.OA.B.2 – WALT** know from memory all sums of two one-digit numbers within ten |  |  |  |  |
| **2.OA.B.2** add and subtract within 20 using mental strategies, 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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