# CAR Unit Template

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

**Grade level: Grade 2**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**2.MD.A.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters.

**2.MD.A.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

**2.MD.A.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

**2.MD.B.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

**2.MD.B.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0,1,2…, and represent whole-number sums and differences within 100 on a number line diagram.

**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.MD.A.1 – WALT** measure lengths of objects after selecting appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes |  |  |  |  |
| **2.MD.A.3 – WALT** estimate lengths of objects using the units of inches, feet, centimeters, or meters |  |  |  |  |
| **2.MD.A.4 – WALT** measure to determine how much longer one object is than the other and express the difference in length using a standard unit of length |  |  |  |  |
| **2.MD.A.2 – WALT** measure the length of an object twice using different units of measure |  |  |  |  |
| **2.MD.A.2 – WALT** describe how two different measurements of an object relate to the size of the measurement unit chosen |  |  |  |  |
| **2.MD.A.5 – WALT** add and subtract within 100 to solve word problems that involve lengths of the same units |  |  |  |  |
| **2.MD.A.5 – WALT** use equations with a symbol for the unknown and drawings, such as drawings of rulers, to represent the problem |  |  |  |  |
| **2.MD.A.6 – WALT** use equally spaced points of a number line to represent whole numbers as lengths from 0 |  |  |  |  |
| **2.MD.A.6 – WALT** represent whole number sums within 100 on a number line diagram |  |  |  |  |
| **2.MD.A.6 – WALT** represent whole number differences within 100 on a number line diagram |  |  |  |  |

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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