

Unit Plan by Prioritized Standards

Content Area	Math
Grade/Course	Second Grade Math
Unit of Study	Module 6 Foundations of Multiplication & Division Module 7 Problem Solving w/Length, Money, Data
Duration of Unit	36 Days - Unit 3

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

Module 6 Foundations of Multiplication & Division

MGSE2.NBT.5 **Fluently** add and subtract within 100 **using** strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Module 7 Problem Solving with Length, Money, & Data

MGSE2.MD.2 **Measure** the length of an object twice, **using** length units of different measurements; **describe how** the two measurements relate to the size of the unit chosen. **Understand** the relative size of units in different systems of measurement.

MGSE2.MD.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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Fluently	Add and subtract within 100 based on strategies of place value, properties of operations & relationships between addition & subtraction	1
Use	Addition and subtraction within 100 to solve word problems Drawings & equations w/a symbol for the unknown number	2
Solve	Word problems involving lengths within the same units	2
Measure	Length of an object	1
Describe how	Two measurements relate to the size of the unit measure chosen.	2

Understand	Relative size of units in DIFFERENT systems of measurement.	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students should be able to use addition and subtraction for problem solving. *****</p> <p>Students should be able to measure. Students should be able to count money. *****</p> <p>Students should be able to read graphic depictions of data.</p>	<p>How can we model addition? How can we model subtraction? *****</p> <p>What can we use to measure objects? Why is it important to know how to count money? *****</p> <p>Why should we know how to read graphs and how do they make finding answers easier?</p>	
Essential Unit Vocabulary		
<p>Module 6</p> <p>Addends Doubles Equation Number Path Number Sentence Pairs Rectangle Skip Counting Square Sum Tape Diagram Total Uni</p> <p>Module 7</p> <p>Bar graph Category Data Degree Fahrenheit Foot Inch Legend Line plot Picture Graph Scale Table Thermometer Yard Benchmark number Centimeter</p>		

Cents
Coins
Compare
Compose
Decompose
Difference
Dollars
Endpoint

Next step, create assessments and engaging learning experiences