

## General Unit Plan Template

<b>Course: Unit Plan</b>	
Time (Month or Days):	Unit: Addition and Subtraction/Perimeter/Shapes
<b>Big ideas:</b> Fluently add and subtract to solve two-step word problems within 1000.	<b>Essential questions:</b>  How do we fluently add and subtract within 1000?  How do we solve two-step word problems using addition and subtraction operations?
<b>Prerequisite</b>  1. How to add and subtract two-digit numbers 2. Identify shapes 3. Know odd and even numbers 4. Solve one-step word problems	<b>Student learning targets:</b>  1. I can understand that shapes in different categories may share attributes. 2. I can recognize rhombuses, rectangles, and squares as examples of quadrilaterals. 3. I can draw examples of quadrilaterals that do not belong to any of these subcategories  4. I can identify arithmetic patterns (patterns in the addition table), and explain them using the commutative property. 5. I can identify arithmetic patterns (patterns in the addition table), and explain them using the associative property. 6. I can solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter, given the side lengths-known and unknown. 7. <b>I can represent addition with number lines.</b> 8. <b>I can use partial sums to add (decomposing one addend).</b> 9. <b>I can use partial sums to add (decomposing both addends).</b> 10. <b>I can adjust numbers to add more efficiently.</b> 11. <b>I can fluently add within 1000 using an algorithm.</b> 12. <b>I can represent subtraction with number lines.</b> 13. <b>I can find the difference of two numbers by counting up or by counting back.</b> 14. <b>I can adjust numbers to subtract more efficiently.</b> 15. <b>I can fluently subtract within 1000 using an algorithm.</b> 16. <b>Write an equation using a letter for the unknown number.</b> 17. <b>Determine the first step in a two-step word problem.</b> 18. <b>Determine the second step in a two-step word problem.</b> 19. <b>Represent a two-step word problem</b>

	<p>with models.</p> <p><b>20. Represent a two-step word problem with pictures.</b></p> <p><b>21. Represent a two-step word problem with equations.</b></p> <p><b>22. Determine if a solution to a two-step problem is reasonable.</b></p>
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Standards	Vocabulary	Skills	Activities (Resources)	Assessment
<b>3.NBT.A.2</b>		<b>Fluently add and subtract</b>		
3.MD.C.8	Perimeter			
G.A.1	Shape attributes Lines Same Different			
<b>3.OA.D.8</b>	Two-step Operations	<b>Solve Add Subtract</b>		
3.OA.9	Arithmetic Patterns Odd Even			

<p>Instructional Dates:</p> <p>Day 1- Prerequisite Test</p> <p>Day 2- LT 1-3 skills check</p> <p>Day 3- LT 4 commutative property</p> <p>Day 4- LT 5 associative property</p> <p>Day 5- RTI Flex Day</p> <p>Day 6/7- LT 6 skills check</p> <p>Day 8/9- LT 7 Skills check</p> <p>Day 10/11- LT 8 skills check</p> <p>Day 12/13- LT 9- Skills Check</p> <p>Day 14/15- LT 10 Skills Check</p> <p>Day 16- RTI Flex Day</p> <p>Day 17-20 LT 11 Skills Check</p> <p>Day 21- Review Skills 7-11</p> <p>Day 22- CFA over addition Skills 7-11</p> <p>Day 23-24- Remediation Day</p> <p>Day 25/26- LT 12 skills check</p> <p>Day 27/28- LT 13 Skills check</p> <p>Day 30- RTI Flex Day</p> <p>Day 31/32- LT 14 skills check</p> <p>Day 33-36- LT 15 skills check</p> <p>Day 37- Review Skills 12-15</p> <p>Day 38- CFA</p> <p>Day 39/40- Remediation Days 12-15</p>
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Day 41- LT 16 skill check  
Day 42- LT 17 skill check  
Day 43- LT 18 skill check  
Day 44/45- LT 19/20 skill check  
Day 46/49- LT 21/22 skill check  
Day 50- RTI Flex Day  
Day 51- RTI Flex Day  
Day 52-CFA Skills 16-22  
Day 53- RTI Flex Day  
Day 54- RTI Flex Day  
Day 55- End of Unit Test