Trimester	Unit Title	Recommended Instructional Days
2	**Addition Strategies**	**11 - 14 days**

Domain: Operations and Algebraic Thinking & Number and Operations in Base Ten

Strand:

1.OA.C.5 Relate counting to addition and subtraction (e.g. by counting on 2 to add 2).

1.OA.C.6 Add and subtract within 20, with accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making 10(e.g., 8+6=8+2+4=10+4=14); decomposing a number leading to ten (e.g., 13-4+13-3-1=10-1=9); using the relationship between addition and subtraction (e.g. knowing that 8+4=12, one knows 12-8=4); and creating equivalent but easier or known sums (e.g., adding 6+7 by creating the known equivalent 6+6+1=12+1=13).

1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Major Cluster **Supporting Cluster** **Additional Cluster** **Climate Change Opportunity**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊ Summative assessments ◊ Performance assessments

Mathematical Practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reason of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions:
Lesson 6.1: How can counting on help to add 1, 2, or 3?
Lesson 6.2: How can adding doubles help to find sums?
Lesson 6.3: How can double facts make adding easier?
Lesson 6.4: How can double facts make adding easier?
Lesson 6.5: What are the different ways to add up to 20?
Lesson 6.6: How can a ten frame help you to add?
Lesson 6.7: How can making a ten help you to add?
Lesson 6.8: How can making a ten help you to add?
Lesson 6.9: What are the different ways to add up to 20?

Essential Understandings:
Lesson 6.1: Count on to add 1, 2, or 3.
Lesson 6.2: Add doubles.
Lesson 6.3: Use doubles facts to solve addition problems.
Lesson 6.4: Use what I know about doubles to find other sums.
Lesson 6.5: Use strategies to add.
Lesson 6.6: Use a ten frame to add ten and some more.
Lesson 6.7: Use the make a ten strategy to add.
Lesson 6.8: Make a ten to solve addition problems.
Lesson 6.9: Solve real-world addition problems.

Vocabulary
- count on
- doubles
- doubles minus one
- doubles plus one
- make a ten

Suggested Activity Description:
Waggle, On the Spot Videos, Tier 2 and 3 Intervention Resources, Vocabulary Activities, Grab and Go Differentiation Kit, Explore and Guided/Independent Practice related to the NJSLS, Essential Question Discussion and Check-In, Share and Show, Basic Skills Review, Manipulative

Activity, Reteach Activity, Reading Strategies Activity, Making Connections, Multilingual Support, Performance Task, Enrich Activity, Exit Ticket

Interdisciplinary Connections:

Science:
(Lesson 6.2)
Materials: Pictures of insects
1. Display pictures of different insects such as ants, butterflies, dragonflies, beetles, and crickets. Have children observe and describe matching parts on each side, such as legs, wings, and antennae.
2. Have children write doubles facts to describe the matching parts.

(Lesson 6.7)
Materials: Assorted gravel and pebbles
1. Display different kinds of pebbles or gravel, and discuss attributes such as size, shape, color, and texture.
2. Give each child a handful (no more than 20) of two different kinds of pebbles or gravel. Have children sort them and tell how they sorted.
3. Ask children to count how many pieces are in each group. Then have them use the make a ten strategy to find how many in all.

Social Studies:
(Lesson 6.2)
Materials: Books and magazines
1. Have children look through books and magazines for pictures showing different things that have been produced for us to buy. In particular, have children look for items that have two parts that are the same, such as a carton of 12 eggs or a car with four tires.
2. Have volunteers give doubles facts to describe the number of parts in any object with matching parts.

(Lesson 6.7)
Materials: Pictures of the Great Wall of China, Statue of Liberty, and other historical locations
1. Display pictures of the Great Wall of China, the Statue of Liberty, or other places associated with history. Discuss their significance.
2. Together, create story problems about people visiting these places. Children should use the make a ten strategy to solve the problems.

Language Arts:
1. Funny Bunny Hats - (From the Differentiated Centers Kits Grab and Go)
2. Join Us - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Define "include" with examples.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
SEL Competencies: • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Identify and apply ways to persevere through alternative methods to achieve goals. • Utilize positive communication and social skills to interact effectively with others. •Develop, implement, and model effective problem solving and critical thinking skills.
Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
Formative Assessments: • Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments	**Benchmarks & Summative Assessments:** Chapter/Unit Assessments • Standardized Tests • Project-based Assessments

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** ***IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Go Math Workbook, Interactive Student Edition, ST MATH 60 minutes a week, Waggle, Math on the Spot Videos, iReady, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, Achieve the Core, Desmos, RTI	Reteaching worksheets, Skill building workbook, Math manipulatives, iTools, Leveled practice worksheets	Multilingual glossary, eGlossary, Multilingual Activities on ED, Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST MATH special projects, Enrichment worksheets, Art of Problem Solving, Leveled assessments

Supplemental Resources			
Technology: • Chromebooks • Online math manipulatives **Other:** • Google Classroom, Google Meets, Schoology, Interactive Workbooks • Illustrative Mathematics • insidemathematics.org • National Library of Virtual Manipulatives			
Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Global and Cultural Awareness**	
	Core Ideas:	Individuals from different cultures may have different points of view and experiences.
	Performance Expectation/s:	**9.4.2.GCA:1** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

	Career Readiness, Life Literacies, & Key Skills Practices
	Act as a responsible and contributing community member and employee. **Attend to financial well-being.** **Consider the environmental, social and economic impacts of decisions.** **Demonstrate creativity and innovation.** **Utilize critical thinking to make sense of problems and persevere in solving them.** **Model integrity, ethical leadership and effective management.** **Plan education and career paths aligned to personal goals.** **Use technology to enhance productivity, increase collaboration and communicate effectively.** **Work productively in teams while using cultural/global competence.**

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	**X**	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*