Trimester	Unit Title	Recommended Instructional Days
2	**Subtraction Strategies**	**9 - 12 days**
Domain: Operations and Algebraic Thinking		

Strand:

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknown in all positions, e.g., by using objects, drawings, and equations with a symbol for their unknown number to represent the problem.

1.OA.B.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10-8 by finding the number that makes 10 when added to 8.*

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. OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=?-3, 6+6=?.*

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 7.1: How can counting back with 1, 2, and 3 help with subtraction?
Lesson 7.2: How can an addition fact help with subtraction?
Lesson 7.3: How can an addition fact help with subtraction?
Lesson 7.4: How can making a ten help with subtraction?
Lesson 7.5: How can you break apart a number to subtract?
Lesson 7.6: What are the different ways you can subtract numbers?
Lesson 7.7: What are the different ways you can subtract numbers?

Essential Understandings:
Lesson 7.1: Count back 1, 2, and 3.
Lesson 7.2: Use an addition fact I know to find the answer to a subtraction fact.
Lesson 7.3: Use addition to find the answer to a subtraction fact.
Lesson 7.4: Make a ten to subtract.
Lesson 7.5: Break apart a number to subtract.
Lesson 7.6: Use subtraction strategies to solve problems.
Lesson 7.7: Solve real-world subtraction problems.

Vocabulary
- count back

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 7.4)
Materials: Two egg cartons cut to have 10 sections each, connecting cubes
1. Discuss chicken eggs. Explain that female chickens, or hens, may lay many eggs in one year. A hen may lay one or two eggs per day.
2. Show children two cut egg cartons. Tell them that eggs usually come in groups of 12, but these cartons have 10 sections.
3. Have children work together to use the two cut egg cartons and connecting cubes to make a ten to solve 12 – 8 and 12 – 9.

(Lesson 7.6)
Materials: Pictures of a spider and a beetle, two-color counters, connecting cubes
1. Show children pictures of a spider and a beetle. Ask children to describe and compare the two.
2. Guide children to notice that a spider has 8 legs and a beetle has 6 legs. Suggest that children find the difference for the number of spider and beetle legs. Write on the board: 8 – 6 = ____. Have children use connecting cubes or counters to solve.

Social Studies:
(Lesson 7.4)
Materials: Ten frames, two-color counters
1. Mention that some cities or counties have sports leagues for children. Say that in one city, soccer teams have 15 players and baseball teams have 13 players. If fewer than that number of children sign up, more children are needed to fill up the team.
2. Present this problem to children. Invite children to use ten frames and two-color counters to solve. Laura and 7 of her friends want to form a baseball team. A full team has 13 players. How many more children do they need to make a full team?

(Lesson 7.6)
Materials: U.S. flag
1. Explain that there is one star on the flag for every state in the United States.
2. Have children count orally as you point to each star.
3. How many states are in the United States?
4. Explain that there are 9 rows of stars. Have a volunteer count the number of stars in each of the rows. Some rows have 6 stars and some rows have 5 stars.
5. Compare the rows of stars. What is the difference for the number of 6 stars and 5 stars? What subtraction equation can you write?

Language Arts:
1. Miss Bumble's Garden - (From the Differentiated Centers Kits Grab and Go)
2. Picture Puzzles - (From the Differentiated Centers Kits Grab and Go)

Climate Change: Given a number of light bulb stickers, students may determine how many total stickers they and a partner have. With support, students may ask and answer questions about how turning off lights and unplugging electronics saves electricity. Students may then determine, with their partner, who saves more electricity based on the number of light bulb stickers each has.

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	Reteaching worksheets, Skill building workbook, Math	Multilingual glossary, eGlossary, Multilingual Activities on ED,	ST MATH special projects, Enrichment worksheets, Art of

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	manipulatives, iTools, Leveled practice worksheets	Vocabulary Cards, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	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): Critical Thinking and Problem-Solving**	
	Core Ideas:	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Performance Expectation/s:	**9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
	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*	**X**	Standards in Action: *Climate Change*