Trimester	Unit Title	Recommended Instructional Days
2	**Two-Digit Addition and Subtraction**	**11 - 13 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.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following special cases:
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

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.

1.NBT.C.6 Subtract multiple of 10 and arrange 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models 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.

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 10.1: How can you show how to add and subtract within 20?
Lesson 10.2: What are tens?
Lesson 10.3: What are tens?
Lesson 10.4: How can you count by tens?
Lesson 10.5: How can you add one or ten to a two-digit number?
Lesson 10.6: How can you make a ten to add?
Lesson 10.7: Can you show different ways to use tens and ones to add two-digit numbers?
Lesson 10.8: How can pictures help you add?
Lesson 10.9: How does a hundred chart show addition and subtraction?

Essential Understandings:
Lesson 10.1: Use strategies to add and subtract.
Lesson 10.2: Add tens.
Lesson 10.3: Subtract tens.
Lesson 10.4: Use a hundred chart to count on by ones or by tens.
Lesson 10.5: Use models to add ones or tens to a two-digit number.
Lesson 10.6: Make a ten to add 2-digit and 1-digit numbers.
Lesson 10.7: Model tens and ones to help me add two-digit numbers.
Lesson 10.8: Draw a picture to help me explain how to solve an addition problem.
Lesson 10.9: Use a hundred chart to show the relationship between addition and subtraction.

Vocabulary
None in this unit. Reinforce previous vocabulary.

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 10.2)
Materials: Base-ten blocks
1. Tell children that some kinds of birds, such as flamingos and penguins, live in big groups. Discuss with children other kinds of animals that they have seen in large groups. Make a list of these animals on the board.
2. Have children use base-ten blocks to model different groups of birds. For example, tell children that there are two groups of penguins and 40 penguins in all. Then have children model a way to show 40 as a sum of two numbers using base-ten blocks. For example, children may model 10 + 30. Challenge children to show two other ways.

(Lesson 10.6)
Materials: Pictures of baby and adult animals
1. Have children match pictures of young animals to pictures of adult animals. For example, children may match hen to chick, cat to kitten, and cow to calf. Discuss the differences and similarities between each young animal and its adult form.
2. Have children write and share story problems in which they add a two-digit and a one-digit number.
3. For example: A hen has 9 chicks. Another hen has 12 chicks. How many chicks are there?

Social Studies:
(Lesson 10.2)
Materials: Road map of your state
1. Display a map of your state. Use the mileage key to determine a 10-mile increment on the map.
2. Start at your city or town and “tour” the area to your north. Travel in multiples of 10 miles. Have children add the two distances.
3. For example: Go 20 miles north. What town is nearby?
4. Go 50 miles more. How many miles north are we now? What is in this area?
5. Repeat by going south, east, and west of your city or town.

(Lesson 10.6)
1. Explain that people sometimes put their money into a bank to save or to keep safe.

2. Have children solve problems about saving money. For example: Miss Famosa has 25 dollars in the bank. She puts 7 more dollars in the bank. How many dollars does Miss Famosa have in the bank now?

Language Arts:
1. It's a Homerun - (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,	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

	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.		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Technology Literacy**	
	Core Ideas:	Digital tools have a purpose.
	Performance Expectation/s:	**9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools
	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*