Trimester	Unit Title	Recommended Instructional Days
1	**2-Digit Addition**	**7 - 10 days**

Domain: Number and Operations in Base Ten

Strand:

2.NBT.B.5 With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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 5.1: How can you break apart a number to add?
Lesson 5.2: How does making an addend a ten make addition easier?
Lesson 5.3: How can you break apart an addend to add tens?

Lesson 5.4: What is regrouping?
Lesson 5.5: What is 2-digit addition?

Essential Understandings:
Lesson 5.1: Break apart a number to make it easier to add.
Lesson 5.2: Make an addend a ten to help solve an addition problem
Lesson 5.3: Break apart addends to add tens and then add ones or add on tens and ones separately.
Lesson 5.4: Regroup in addition.
Lesson 5.5: Record 2-digit addition

Vocabulary
- regroup

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 5.3)
Materials: Toy car, masking tape, connecting cubes
1. Motion is when objects move. Objects that do not move on their own sometimes need people to make them move. Today, you are going to push a toy car and measure how far it moves using connecting cubes.
2. Have children work in pairs. Mark a starting point on a carpeted area with tape. Have one child gently push the car from that point. Mark where the car stops with another piece of tape. Repeat, this time having the second child push the car from where it stopped.
3. Have children use the cubes to measure how far the car moved when they pushed it. Then have them add the two distances together to find out how far the car moved in all.

(Lesson 5.4)
Materials: Stopwatch, calculator (optional)
1. Point out that different parts of our body have different functions. Tell children that our legs have muscles, tendons, and bones that help us to do different things, such as walk, run, jump, and hop.
2. Have children hop in pairs. Each child counts his or her hops in a 30-second period.
3. Partners add the number of hops by each child to find the number of hops per pair.

(Lesson 5.5)
1. Monarch butterflies travel between Mexico and Canada.
2. Have children investigate the number of days it takes for the butterfly eggs to hatch, the caterpillars to become pupas, and the pupas to become butterflies.
3. Have children add the number of days it takes for the caterpillars to become pupas to the numbers of days it takes for the pupas to become butterflies.

Social Studies::
(Lesson 5.3)
1. Review with children different types of transportation vehicles, such as cars, buses, and trucks. Discuss that some vehicles have a special purpose. For example, school buses are used to bring many children to school, and delivery trucks are used to transport many objects at once.
2. Give children data for the number of cars and buses that are in the school parking lot. For example, tell children that there are 37 cars and 12 buses in a parking lot. Write the numbers on the board. Then write on the board: How many vehicles are there in all?
3. Encourage children to break apart the addends to help them find the sum.

(Lesson 5.4)
Materials: Base-ten blocks
1. Show the U.S. flag. Point out its 50 stars and remind children that each star on the flag represents one of the 50 states within the United States.
2. Tell children that each state also has its own flag, and some of these flags also feature stars. Show pictures of some state flags with stars (for example: Kansas, Arkansas, Rhode Island, Indiana, Tennessee, Ohio, and Missouri). As a class, count the stars on each flag you show. Make a list on the board to show how many stars are on each flag.
3. Have children model the number of stars on two different flags using base-ten blocks. Then have children add to the find the sum.

(Lesson 5.5)
Materials: State map
1. Discuss the parts of the map, such as the key and the compass rose. Have children locate different cities on the map.
2. Give children the approximate distance in miles between the two cities.
3. Then have children determine the distance in miles of a round trip from one city to the other and back.
4. Repeat for trips between other pairs of cities.

Language Arts:
1. Butterfly Farm - (From the Differentiated Centers Kits Grab and Go)
2. The Roadside Stand - (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 & Cultural Awareness**	
	Core Ideas:	Culture and geography can shape an individual's experiences and perspectives.
	Performance Expectation/s:	**9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view

	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*