Trimester	Unit Title	Recommended Instructional Days
2	**Two-Digit Addition and Subtraction**	**8 - 12 Days**

Domain

Strand:

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 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 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 multiples of 10 in the range 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**

Progress Indicator: ◊ Tests ◊ Homework / Classwork ◊ Projects ◊ Formative assessments ◊Summative 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 8.1: What strategies can you use to add and subtract?
Lesson 8.2: How can you add tens?
Lesson 8.3: How can you subtract tens?
Lesson 8.4: How can you use a hundred chart to count on by ones or tens?
Lesson 8.5: How can models help you add ones or tens to a two digit number?
Lesson 8.6: How can making a ten help you add a two digit number and a one digit number?
Lesson 8.7: How can you model tens and ones to help you add two digit numbers?
Lesson 8.8: How can drawing pictures help you explain how to solve an addition problem?
Lesson 8.9: How can you use a hundred chart to show the relationship between addition and subtraction?
Lesson 8.10: What different ways can you use to add and subtract?

Essential Understandings:
Lesson 8.1: Add and subtract within 20
Lesson 8.2: Draw a model to add tens
Lesson 8.3: Draw a model to subtract tens
Lesson 8.4: Use a hundred chart to find sums
Lesson 8.5: Use concrete models to add ones or tens to a two digit number
Lesson 8.6: Make a ten to add a two digit number and a one digit number
Lesson 8.7: Use tens and ones to add two digit numbers
Lesson 8.8: Solve and explain two digit addition word problems using the strategy draw a picture
Lesson 8.9: Use a hundred chart to find sums and differences
Lesson 8.10: Add and subtract within 100, including continued practice with facts within 20

Vocabulary
- Is greater than >
- Is less than <

Suggested Activity Description:
Personal Math Trainer, Tutorial Videos, Vocabulary Game, Reading Grab and Go Activity, Explore and Guided/Independent Practice related to the NJSLS, Evaluation Online Activity, Essential Question Discussion and Check –In, Basic Skills Review, Manipulative Activity, Reteach Activity, Reading Strategies Activity, Success for English Learners Activity, Performance Task

Interdisciplinary Connections:
STEM Activity: In Chapter 8, children develop their understanding of two-digit addition and subtraction by adding tens and ones. These same topics are used often in the development of various science concepts and process skills. Children can make the connection between math, science, and technology through the S.T.E.M. activities and activity worksheets found at www. thinkcentral.com.

In Chapter 8, children connect math, science, and technology with the S.T.E.M. Activity Plant Power and the accompanying worksheets (pages 105 and 106). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 8 concepts and skills with various definitions of plants and plant parts including modeling and explaining a solution. It is recommended that this S.T.E.M. Activity be used after Lesson 8.7.

Science:
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. • 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.

2. 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. • Have children write and share story problems in which they add a two-digit and a one-digit number. For example: A hen has 9 chicks. Another hen has 12 chicks. How many chicks are there? 21 chicks

Social Studies:
1. Display a map of your state. Use the mileage key to determine a 10-mile increment on the map. • 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. For example:
- Go 20 miles north. What town is nearby?
- Go 50 miles more. How many miles north are we now?
- 20 + 50 = 70 miles What is in this area? Repeat by going south, east, and west of your city or town.

2. Explain that people sometimes put their money into a bank to save or to keep safely. • Have children solve problems about saving money. For example: Carol has 25 dollars in the bank. She puts 7 more dollars in the bank. How many dollars does Carol have in the bank now? 32 dollars

Language Arts:
1. Vocabulary Builder pg. 435 - **Visualize It** Have children sort the review words and record them in the graphic organizer. Have children share how they sorted the words and tell how they decided where to place each one. **Understand Vocabulary** You may want to share the following with children.
- You can add to find how many in a group.
- You can subtract to find how many are left.
- You can find the sum for 8 + 7.
- You can find the difference for 8 - 7.

2. Garden Party - (From the Grab and Go Differentiated Center Kit)
3. It's a Homerun! - (From the Grab and Go Differentiated Center Kit)

Spot Light On: Keep all religious holidays in mind when creating your schedule not just holidays school is closed for.

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 • District Assessments • 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, IXL,ST MATH 60 minutes a week, Personal Math Trainer, Math on the Spot Videos, My HRW, Khan Academy, Illustrative Mathematics, Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos,	Reteaching worksheets, Skill building workbook, Math manipulatives, Leveled practice worksheets	Dictionary for native language, Video tutorial in native language, Success for English Learners worksheets, Leveled Strategies for English Learners, Linguistic Support	ST Math special projects, G& T tasks, 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,	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	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose

	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.	dictionary, and modified assessment and/or rubric.	interest-based extension activities, and connect student to related

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept(s): Information and Media Literacy**	
	Core Ideas:	Digital tools and media resources provide access to vast stores of information that can be searched.
	Performance Expectation/s:	**9.4.2.IML.1** Identify a simple search term to find information in a search engine or digital resource.
	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*