| Trimester | Unit Title | Recommended Instructional Days |
|---|---|---|
| 2 | 3-Digit Addition and Subtraction | 16-20 Days |

| Domain |
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*Strand:*

■ 2.NBT.B.7-Use place value understanding and properties of operations to add and subtract. Add and subtract within 1,000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

■ 2.NBT.B.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.

■ **Major Cluster**   □ **Supporting Cluster**   ◎ **Additional Cluster**

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

| Mathematical Practices: |
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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 |
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**Essential Questions:**
Lesson 6.1 - How do you draw quick pictures to show adding 3-digit numbers?
Lesson 6.2 - How do you break apart addends to add hundreds, tens, and then ones?
Lesson 6.3 - When do you regroup ones in addition?
Lesson 6.4 - When do you regroup tens in addition?
Lesson 6.5 - How do you know when to regroup addition?
Lesson 6.6 - How can making a model help when solving subtraction problems?
Lesson 6.7 - When do you regroup tens in subtraction?
Lesson 6.8 - When do you regroup hundreds in subtraction?
Lesson 6.9 - How do you know when to regroup in subtract?
Lesson 6.10 - How do you regroup when there are zeros in the number you start with?

**Essential Understandings:**
Lesson 6.1- Draw quick pictures to represent 3-digit addition.
Lesson 6.2- Apply place value concepts when using a break apart strategy for 3-digit addition.
Lesson 6.3- record 3-digit addition using the standard algorithm with possible regrouping of ones.
Lesson 6.4- record 3-digit addition using the standard algorithm with possible regrouping of tens.
Lesson 6.5- record 3-digit addition using the standard algorithm with possible regrouping of both ones and tens.
Lesson 6.6- solve problems involving 3-digit subtraction by using the strategy to make a model.
Lesson 6.7- record 3-digit subtraction using the standard algorithm with possible regrouping of tens.
Lesson 6.8- record 3-digit subtraction using the standard algorithm with possible regrouping of hundreds.
Lesson 6.9- record 3-digit subtraction using the standard algorithm with possible regrouping of both hundreds and tens.
Lesson 6.10-record subtraction using the standard algorithm when there are zeros in the minuend.

**Vocabulary**
- addends
- difference
- hundred
- regroup
- sum

**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 6, children develop their understanding of adding and subtracting within 1,000, by solving 2- and 3- digit addition and subtraction problems. These same topics are used often in the development of various science concepts and process skills. Help children make the connection between math and science through the S.T.E.M. activities and activity worksheets found at Think Central.

In Chapter 6, children connect math and science with the S.T.E.M. Activity At the Beach and the accompanying worksheets (pages 101 and 102). Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 6 concepts and skills with various types of life at a beach, including the total number of rockfish in two different schools. Children will also discover the overall role that math plays in science. It is recommended that this S.T.E.M. Activity be used after Lesson 6.6.

**Science:**
1. Tell children that animals need food to live. Share information with children on the amount of food a plant-eating animal eats in a day. For example, tell children that an elephant eats about 150 pounds of food a day. • Read the following problem aloud: An elephant eats 146 pounds of food on Monday. On Tuesday, the elephant eats 153 pounds of food. How many pounds of food did the elephant eat altogether? 299 pounds of food

2. Explain to children that there are 206 bones in an adult human body. Our bones help provide support and protection for our body.• Tell children that there are 27 bones in one hand and 26 bones in one foot. Have children find the number of bones in the human body that are in the hands and feet. 106 bones

**Social Studies:**
1. Our red, white, and blue flag, with its stars and stripes, is one symbol for the United States of America. American flags are made in different sizes. Some flags are small enough for one person to hold in one hand. There are also very large flags that are displayed at events with large crowds, such as a football game played in a stadium. It may take as many as 240 people to hold this flag on the football field. Ask: What are some different ways to write the number 240? Possible answer: 2 hundreds 4 tens; 200 1 40; two hundred forty

2. Explain to children what it means to be a good citizen. Point out that there are many ways citizens make a difference in their communities. They can vote, obey laws, keep informed about current issues, and volunteer and work to solve community problems. • Ask children how being a citizen of the United States is like being a citizen of your class. Ask how they can make a difference as a citizen of their class. Possible answers: obey class rules, pay attention in class, help put away materials • Ask: 125 boys and 113 girls helped with a school cleanup project. How many children in all helped with the cleanup project? 238 children

**Language Arts:**
1. Vocabulary Builder pg. 389 - **Visualize It** Make sure children understand that they should write examples of ways to regroup numbers. One example is provided. **Understand Vocabulary** Before children complete this section, review with the following sentences.
   ● The number 841 has 8 as the hundreds digit.
   ● When you add numbers, the result is a sum.
   ● When you subtract a number from another number, the result is a difference.
Ask children to share their responses to Exercises 1–3. After each response, ask a volunteer to check the problem.

2. The IF Game - (From the Grab and Go Differentiated Center Kit)

**Spot Light On:** Use multiple ways of assessing student understanding.

| Social and Emotional Learning: *Competencies* | Social and Emotional Learning: *Sub-Competencies* |
|---|---|
| SEL Competencies:<br>• Self- awareness<br>• Social Awareness<br>• Self- Management<br>• Relationship Skills<br>• Responsible Decision-Making | • Recognizing the importance of self-confidence in handling daily tasks and challenges.<br>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.<br>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.<br>• Identify and apply ways to persevere through alternative methods to achieve goals.<br>• Utilize positive communication and social skills to interact effectively with others.<br>•Develop, implement, and model effective problem solving and critical thinking skills. |

| Assessments (Formative)<br>*To show evidence of meeting the standard/s, students will successfully engage within:* | Assessments (Summative)<br>*To show evidence of meeting the standard/s, students will successfully complete:* |
|---|---|
| **Formative Assessments:**<br>• Teacher Observations • Exit Tickets • Quizzes • Self Assessments • Math Journals • Homework/Classwork • Teacher created assessments | **Benchmarks & Summative Assessments:**<br>Chapter/Unit Assessments • Standardized Tests • District Assessments • Project-based Assessments |

| Differentiated Student Access to Content:<br>Teaching and Learning *Resources/Materials* | | | |
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| **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, | 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 |

| Learn360, TeacherTube, BrainPOP, Freckle, LearnZillion, MobyMax, ST Math, Edulastic, Achieve the Core, Desmos, | | | |
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| **Supplemental Resources** |
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**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:** <br> **Recommended _Strategies & Techniques_** | | | |
|---|---|---|---|
| **Core <br> Resources** | **Alternate <br> Core Resources <br> _IEP/504/At-Risk/ESL_** | **ELL Core <br> Resources** | **Gifted & Talented <br> 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): Money Management** | |
|---|---|---|
| | *Core Ideas:* | To be fiscally responsible, an individual's finances should align with his or her values and goals. |
| | *Performance Expectation/s:* | **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community. |
| | **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* |