Trimester	Unit Title	Recommended Instructional Days
2	**Subtraction**	**14-16 days**

Domain

Strand:

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations

K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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 1:How can you show subtraction as taking from?
Lesson 2: How can you show subtraction as taking apart?
Lesson 3: How can you solve problems using the strategy act it out?
Lesson 4: How can you use objects and drawings to solve subtraction word problems?
Lesson 5: How can you solve subtraction word problems and complete the equation?
Lesson 6: How can you solve subtraction word problems and complete the equation?
Lesson 7: How can you solve word problems using addition and subtraction?

Essential Understandings:
1. Use expressions to represent subtraction within 5.
2. Use expressions to represent subtraction.
3. Solve problems by using the strategy act it out.
4.Use objects and drawings to solve subtraction word problems within 5.
5. Solve subtraction word problems within 5 and record the equation.
6. Solve subtraction word problems within 10 and record the equation.
7.Understand addition as putting together or adding to and subtraction as taking apart or taking from to solve word problems.

Vocabulary:
- minus
- subtract
- is equal to
- plus

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 extend their understanding of subtraction, by counting sets, writing numbers, and subtracting within 5. 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 www.thinkcentral.com.

In Chapter 6, children connect math and science with the S.T.E.M. Activity Many Animals and the accompanying worksheets (pages 179 and 180).

Through this S.T.E.M. Activity, children will connect the GO Math! Chapter 6 concepts and skills, including counting, with various groups of animals. It is recommended that this S.T.E.M. Activity be used after Lesson 6.4.

Science:
1. Discuss with children how animal rescue groups are dedicated to pet adoption. These groups house unwanted and stray pets until a new home is found for them. Tell a subtraction word problem and have children tell how many are left. Five kittens were at the rescue shelter. Three kittens were taken away to be adopted. How many kittens were left at the shelter? Have children discuss what number tells how many in all, what number tells how many were taken from the set, and what number tells how many were left. 5, 3, 2 Ask children to tell subtraction word problems of their own.

2. Tell children that the shape of some things, like paper and clay can be changed. Tear paper and ask how it changed. Demonstrate how to make a lump of clay into something flat and ask how it changed. Then have children roll a ball of clay. Set out five balls and tell the following problem. There are some balls of clay. I take four balls from the set. One ball is left. How many balls of clay did I start with? 5 Set out four balls of clay and tell this subtraction word problem. There are some balls of clay. Bobby takes one ball from the set. There are three balls of clay left. How many balls of clay were there to start with? 4

Social Studies:
1. Tell children that many different kinds of workers help the people in their community. Discuss and write on the board in a horizontal list examples of jobs, such as: doctor, nurse, farmer, librarian, teacher, police officer. You might make a simple drawing for each job name. For example, draw a book next to the librarian. Ask each child to come to the board and make an X under one of the jobs that he or she might want to do. Total the number of Xs for each job. Ask children to describe the choosing of jobs by using subtraction. For example, "There were five children choosing jobs. Then two of those children want to be nurses. How many children were left to choose jobs?"

2. Discuss the job of farmers. Talk about how they grow food. Talk about how they may grow fruits such as oranges. Discuss with children some tools a farmer might use to help in planting and harvesting the oranges. Tell subtraction word problems about the oranges and have children use the oranges to act out the problems. Have volunteers write subtraction sentences to go with each problem.

Language Arts:
1. Vocabulary Builder pg. 309 - How many butterflies do you see? 5 Write 5 on the board. How many bees do you see? 5 Write · 5 on the board. Now count all of the insects. How many insects are there in all? 10 Write · 10 on the board. Point to the equation on the board. When you add a set of 5 to another set of 5, how many are there in all? 10 Write the number.
2. Numbers at the Lake - (From the Differentiated Centers Kits Grab and Go)
3. Under the Umbrellas - (From the Differentiated Centers Kits Grab and Go)

Spot Light On: Talk about the difference between weather and climate.

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	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, Enrichment worksheets, Art of Problem Solving, Leveled assessments

Core, Desmos,			

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	**Disciplinary Concept(s): Global and Cultural Awareness**	
	Core Ideas:	Individuals from different cultures may have different points of view and experiences

LITERACIES & KEY SKILLS	***Performance Expectation/s:***	9.4.2.CI.1 Demonstrate openness to new ideas and perspectives
	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*		Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*	X	Standards in Action: *Climate Change*