Unit 1: Ways to Add and Subtract Copied from: 1st Math, Copied on: 06/08/24

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **6 weeks**
Status: **Published**

UNIT RATIONALE

The purpose of this unit is to use addition and subtraction to represent and solve problems. To learn how to recognize different types of problems, understand how they can be represented by addition or subtraction and be able to represent them symbolically. The overarching goal is be able to add and subtract in different ways.

ESSENTIAL QUESTIONS

Module 1: Addition Strategies

1. How do we use strategies to add within 20 and solve addition word problems?

Module 2: Subtraction Strategies

1. How do we subtract within 20, demonstrating fluency for subtraction within 10 and solve word problems?

Module 3: Properties of Operations

1. How do we add and subtract within 20, and demonstrate fluency for addition within 10 and solve word problems by adding three numbers?

Module Apply the Addition and Subtraction Relationship

1. How do we use the relationship between addition and subtraction to solve problems, find unknown addends, and solve facts within 20?

STANDARDS

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

MATH.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.B.3	Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MATH.1.OA.C.6	Add and subtract within 20, demonstrating accuracy and efficiency 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).
MATH.1.OA.D	Work with addition and subtraction equations
MATH.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
MATH.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = ?.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grade 1 - Mathematics (2020)

1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.B.3

Apply properties of operations as strategies to add and subtract.3 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added

to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}

1.OA.B.4

Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

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, 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.OA.D.7

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.D.8

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
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MA.1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
MA.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
MATH.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.AP.1	Model daily processes by creating and following algorithms to complete tasks.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
CS.K-2.8.1.2.DA.3	Identify and describe patterns in data visualizations.

PRE-ASSESSMENTS

Module 1: Addition Strategies, Are You Ready? Page 4
Module 2: Subtraction Strategies: Are You Ready?, Page 42
Module 3: Properties of Operations: Are You Ready?, Page 76
Module 4: Apply the Addition and Subtraction Relationship: Are You Ready?, Page 110

INSTRUCTIONAL PLAN

MODULE 1

Module 1: Addition Strategies

LESSON 1.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.1 We are learning to show addition equations with pictures and objects.
Student Learning Strategies	• Students will model the problem with an equation. • Students will use addition to count all objects.
Success Criteria	I CAN represent addition using equations, pictures, and objects.

Formative Assessment (drives instructional decisions)	• Turn and Talk question, page Teacher Manual 5 & Student page 6 • Check for Understanding, page 7
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 5B & Spark Your Learning, Teacher Manual Page 5 **Mini Lesson:** Build Your Understanding, page 6-7 **Guided Practice**: Check Understanding, page 7 **Independent Practice:** On Your Own, page 8 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 5C • Differentiation Options, Teacher Manual page 7 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process

their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning.

Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for

	completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 1.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.2 We are learning to count on.
Student Learning Strategies	• Students will use count on to solve the problem. • Students will use addition to count all.

Success Criteria	I CAN count on to add
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 9 & Student page 10 • Check for Understanding, page 12
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 9B & Spark Your Learning, Teacher Manual 9D **Mini Lesson:** Build Your Understanding, page 10 &11, Step it Out page 12 **Guided Practice**: Check Understanding, page 12 **Independent Practice:** On Your Own, page 13 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 9C • Differentiation Options, Teacher Manual page 12 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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Gifted & Talented Strategies

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Modify/Change Activities:
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MATH.1.NBT	Number and Operation in Base Ten
MATH.1.NBT.A	Extend the counting sequence
MATH.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MA.1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

LESSON 1.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.3 We are learning to add 10 and more.

Student Learning Strategies	• Students will use count more from 10 to find the number. • Students will use addition to count all.
Success Criteria	I CAN find the sum of 10 and some more
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 15 & Student page 16 • Check for Understanding, page 17
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 15B & Spark Your Learning, Teacher Manual 15D **Mini Lesson:** Build Your Understanding, page 16, Step it Out page 17 **Guided Practice**: Check Understanding, page 17 **Independent Practice:** On Your Own, page 18 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 15C • Differentiation Options, Teacher Manual page 17 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language.

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MATH.1.OA	Operations and Algebraic Thinking
MATH.1.OA.A	Represent and solve problems involving addition and subtraction
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MATH.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the

	unknown number to represent the problem.
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.B.3	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4 the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) Students need not use formal terms for these properties.
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MATH.1.OA.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = ?.

LESSON 1.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.4 We are learning to make a ten to add.
Student Learning Strategies	• Students will use different ways to make 10. • Students will use a pattern to make different ways to make 10.
Success Criteria	I CAN use the make a ten strategy to help add

Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 19 & Student page 20 • Check for Understanding, page 22
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 19B & Spark Your Learning, Teacher Manual 19D **Mini Lesson:** Build Your Understanding, page 20, Step it Out page 21 & 22 **Guided Practice**: Check Understanding, page 22 **Independent Practice:** On Your Own, page 23 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 19C • Differentiation Options, Teacher Manual page 22 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give

students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning.

Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for

	completion sign-offs. Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 1.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.5 We are learning to add doubles.
Student Learning Strategies	• Students will use double facts to solve. • Students will use duplicate doubles facts.

Success Criteria	I CAN identify, represent, and solve doubles facts
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 25 & Student page 26 • Check for Understanding, page 27
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 25B & Spark Your Learning, Teacher Manual 25D **Mini Lesson:** Build Your Understanding, page 26, Step it Out page 27 **Guided Practice**: Check Understanding, page 27 **Independent Practice:** On Your Own, page 28 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 25C • Differentiation Options, Teacher Manual page 27 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra

time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Extra time: The teacher provides

students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or

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LESSON 1.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 1.6 We are learning to use known sums to add.
Student Learning Strategies	• Students will use a doubles fact to tell when an addition fact is 1 greater than a

	double. • Students will use count each one.
Success Criteria	I CAN use doubles facts to help add other facts.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 29 & Student page 30 • Check for Understanding, page 31
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 29B & Spark Your Learning, Teacher Manual 29D **Mini Lesson:** Build Your Understanding, page 30, Step it Out page 31 **Guided Practice**: Check Understanding, page 31 **Independent Practice:** On Your Own, page 32 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 29C • Differentiation Options, Teacher Manual page 31 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher

changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

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Students at Risk of School Failure

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students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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LESSON 1.7

Student Learning Intentions (SLI) **WALT: (We are**	Lesson 1.7 We are learning to choose a strategy to add.

learning to…)	
Student Learning Strategies	• Students will use make a 10 to solve problems. • Students will use doubles to find the answer.
Success Criteria	I CAN choose a strategy to solve an addition problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, page 33 • Check for Understanding, page 35
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 33B **Mini Lesson:** Step It Out page 33 -35 **Guided Practice**: Check Understanding, page 35 **Independent Practice:** On Your Own, page 36 - 38 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 1
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 33C • Differentiation Options, Teacher Manual page 35 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to

increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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covered in a way that makes sense to them.

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Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the

instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 2

Module 2: Subtraction Strategies

LESSON 2.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.1 We are learning to represent subtraction.
Student Learning Strategies	• Students will use subtraction with drawings to find the remaining number. • Students will use taking away to represent the difference.
Success Criteria	I CAN represent subtraction using equations, pictures, and objects.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 43 & Student page 44 • Check for Understanding, page 45
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 43B & Spark Your Learning, Teacher Manual Page 43 **Mini Lesson:** Build Your Understanding, page 44-45 **Guided Practice**: Check Understanding, page 45 **Independent Practice:** On Your Own, page 46 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 43C

- Differentiation Options, Teacher Manual page 45
- **English Language Learners Native language support:**

  Native language support: The teacher provides auditory or written content to students in their native language.

  Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

  Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Gifted & Talented Strategies

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Modify/Change Activities:
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Students at Risk of School Failure

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which

	often means near the front.

LESSON 2.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.2 We are learning to count back.
Student Learning Strategies	• Students will use count back to solve the problem. • Students will use count how many are left.
Success Criteria	I CAN count back to solve a subtraction problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 47 & Student page 48 & 49 • Check for Understanding, page 50
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 47B & Spark Your Learning, Teacher Manual Page 47 **Mini Lesson:** Build Your Understanding, page 48-49, Step it Out page 50 **Guided Practice**: Check Understanding, page 50 **Independent Practice:** On Your Own, page 51 & Exit Ticket Online **Resources:** into Math Teacher

	Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 47C • Differentiation Options, Teacher Manual page 50 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a

	helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 2.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.3 We are learning to count on to subtract.
Student Learning Strategies	• Students will use count on to subtract. • Students will use solve without counting on to solve the problem.
Success Criteria	I CAN count on to solve a subtraction problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 53 & Student page 54 • Check for Understanding, page 55
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 53B & Spark Your Learning, Teacher Manual Page 53 **Mini Lesson:** Build Your Understanding, page 54-55, Step it Out page 55 **Guided Practice**: Check Understanding, page 55

	Independent Practice: On Your Own, page 56 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 53C • Differentiation Options, Teacher Manual page 55 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery.

For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in

	the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 2.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.4 We are learning to add to subtract.
Student Learning Strategies	• Students will use subtraction and addition equations. • Students will use objects to represent how many there are now.
Success Criteria	I CAN use addition to solve a subtraction problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 57 & Student page 58 • Check for Understanding, page 59
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 57B & Spark Your Learning, Teacher

	Manual Page 57 **Mini Lesson:** Build Your Understanding, page 58, Step it Out page 59 **Guided Practice**: Check Understanding, page 59 **Independent Practice:** On Your Own, page 60 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 57C • Differentiation Options, Teacher Manual page 59 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the

lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for

students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to

apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask

yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story

	being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 2.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.5 We are learning to use 10 to subtract.
Student Learning Strategies	• Students will use the structure of a ten frame to make 10. • Students will use make 10 in a ten frame without order.
Success Criteria	I CAN make a ten to solve a subtraction problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 61 & Student page 62 & 63 • Check for Understanding,

	page 64
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 61B & Spark Your Learning, Teacher Manual Page 61 **Mini Lesson:** Build Your Understanding, page 62, Step it Out page 63 - 64 **Guided Practice**: Check Understanding, page 64 **Independent Practice:** On Your Own, page 65 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 61C • Differentiation Options, Teacher Manual page 64 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students.

Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

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two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Hands On: As much as possible, think in concrete terms and

	provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 2.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 2.6 We are learning to choose a strategy to subtract.
Student Learning Strategies	• Students will use count on to make a ten. • Students will use subtract to make a ten.
Success Criteria	I CAN choose a strategy to solve a subtraction.

Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 67 & Student page 68 • Check for Understanding, page 69
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 67B & Spark Your Learning, Teacher Manual Page 47 **Mini Lesson:** Step it Out page 67 - 69 **Guided Practice**: Check Understanding, page 69 **Independent Practice:** On Your Own, page 70 - 71 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 2
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 67C • Differentiation Options, Teacher Manual page 69 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL

students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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their thoughts

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3

before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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	Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 3

Module 3: Properties of Operations

LESSON 3.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.1 We are learning to represent addition in any order.
Student Learning	• Students will change the

Strategies	orders of the addends to get the same sum. • Students will use a concrete model to write two equations.
Success Criteria	I CAN use objects and draw to show that the sum stays the same when the order of the addends changes.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 77 & Student page 78 • Check for Understanding, page 79
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 77B & Spark Your Learning, Teacher Manual Page 77 **Mini Lesson:** Build Your Understanding, page 78 - 79 **Guided Practice**: Check Understanding, page 79 **Independent Practice:** On Your Own, page 80 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 77C • Differentiation Options, Teacher Manual page 79 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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LESSON 3.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.2 We are learning to add in any order.
Student Learning Strategies	• Students will change the orders of the addends to get the same sum. • Students will start at the greater addend when counting on.

Success Criteria	I CAN show that when you change the order of addends the sum stays the same.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 81 & Student page 82 • Check for Understanding, page 83
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 81B & Spark Your Learning, Teacher Manual Page 81 **Mini Lesson:** Build Your Understanding, page 44-45 **Guided Practice**: Check Understanding, page 82, Step It Out page 83 **Independent Practice:** On Your Own, page 84 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 81C • Differentiation Options, Teacher Manual page 83 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important

ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give

students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a

specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters.

	The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.1.OA.B.3 Apply properties of operations as strategies to add and subtract.

LESSON 3.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.3 We are learning to represent addition of 3 numbers.
Student Learning Strategies	• Students will combine the addends to solve the problem. • Students will use single units to show each group.
Success Criteria	I CAN use objects and draw to show how to add three numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 85 & Student page 86 • Check for Understanding,

	page 87
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 85B & Spark Your Learning, Teacher Manual Page 85 **Mini Lesson:** Build Your Understanding, page 86, Step It Out page 87 **Guided Practice**: Check Understanding, page 87 **Independent Practice:** On Your Own, page 88 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 85C • Differentiation Options, Teacher Manual page 87 • **English Language Learners** **Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects.

Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests

	down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 3.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.4 We are learning to add 3 numbers.
Student Learning Strategies	• Students will use different strategies to add. • Students will add the addends in order.
Success Criteria	I CAN use strategies to decide how to add three numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 89 & Student page 90 • Check for Understanding, page 91
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 89B & Spark Your Learning, Teacher Manual Page 89

	Mini Lesson: Build Your Understanding, page 90, Step It Out page 91 **Guided Practice**: Check Understanding, page 45 **Independent Practice:** On Your Own, page 92 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 89C • Differentiation Options, Teacher Manual page 91 • **English Language Learners** **Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for

the students

Special Education Students:

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing

	or sight issues need to be close to the instruction which often means near the front.

LESSON 3.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.5 We are learning to add 3 numbers to solve problems.
Student Learning Strategies	• Students will use three addends to find the total number. • Students will combine the addends to find the sum of three numbers.
Success Criteria	I CAN find the sum of three numbers to solve word problems.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 93 • Check for Understanding, page 94
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 93B **Mini Lesson:** Step It Out, pages 93 - 94 **Guided Practice**: Check Understanding, page 94 **Independent Practice:** On Your Own, page 95 - 96 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3

Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 93C • Differentiation Options, Teacher Manual page 94 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School

Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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LESSON 3.6

Student Learning	Lesson 3.6 We are learning to

Intentions (SLI) WALT: (We are learning to…)	determine equal and not equal.
Student Learning Strategies	• Students will use different strategies to add. • Students will use a concrete model to write two equations.
Success Criteria	I CAN draw and write to show whether an equation is true or false.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 97 • Check for Understanding, page 99
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 97B **Mini Lesson:** Step It Out, pages 98-99 **Guided Practice**: Check Understanding, page 99 **Independent Practice:** On Your Own, page 100 - 102 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 97C • Differentiation Options, Teacher Manual page 99 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Students at Risk of School Failure

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LESSON 3.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 3.7 We are learning to develop fluency in addition.
Student Learning Strategies	• Students will use addition symbols. • Students will write an addition sentence in a vertical format.
Success Criteria	

	I CAN quickly solve addition facts within 10.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 103 • Check for Understanding, page 104
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 103B **Mini Lesson:** Step It Out, pages 103 - 104 **Guided Practice**: Check Understanding, page 104 **Independent Practice:** On Your Own, page 105 - 106 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 3
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 103C • Differentiation Options, Teacher Manual page 104 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL

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Oral Reading: The teacher will read work orally to students. Class

work such as tests and literature circles may need to be read aloud to the student.

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Gifted & Talented Strategies

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Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

	Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MODULE 4

Module 4: Apply the Addition & Subtraction Relationship

LESSON 4.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.1 We are learning to think addition to solve subtraction.
Student Learning Strategies	• Students will write an addition equation. • Students will use a concrete model without addition.
Success Criteria	I CAN use addition to help solve a subtraction problem.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 111, Student pages 112 & 113

	• Check for Understanding, page 112 & 113
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 111B & Spark Your Learning, Teacher Manual Page 111 **Mini Lesson:** Build Your Understanding, page 112, Step It Out page 113 - 114 **Guided Practice**: Check Understanding, page 114 **Independent Practice:** On Your Own, page 115 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 111C • Differentiation Options, Teacher Manual page 114 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud

to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with

extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I

modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be

	done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.2 We are learning to represent related facts.
Student Learning Strategies	• Students will add and subtract with tools to find the answer. • Students will add and subtract without tools.
Success Criteria	I CAN represent related facts in different ways. I CAN use related facts to find an unknown number.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 117, Student page 118 • Check for Understanding, page 119
Activities and Resources	**Warm Up**: Activate Prior

	Knowledge, Teacher Manual page 117B & Spark Your Learning, Teacher Manual Page 117 **Mini Lesson:** Build Your Understanding, page 118, Step It Out page 119 **Guided Practice**: Check Understanding, page 119 **Independent Practice:** On Your Own, page 120 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 117C • Differentiation Options, Teacher Manual page 119 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a

book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing

tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

	Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.3 We are learning to identify related facts.
Student Learning Strategies	• Students will use related facts with a concrete model. • Students will use related facts with separate concrete models.
Success Criteria	I CAN tell when addition and subtraction facts are related to each other.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 121, Student page 122 • Check for Understanding, page 123
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 125B & Spark Your Learning, Teacher Manual Page 125 **Mini Lesson:** Build Your Understanding, page 126, Step It Out page 127

	Guided Practice: Check Understanding, page 127 **Independent Practice:** On Your Own, page 128 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 125C • Differentiation Options, Teacher Manual page 127 • **English Language Learners** **Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing,

or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means

	near the front.

LESSON 4.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4 We are learning to use subtraction to find an unknown addend.
Student Learning Strategies	• Students will use addition or subtraction to solve problems. • Students will use mental math.
Success Criteria	I CAN use a related subtraction fact to find an unknown addend.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 129, Student page 130 • Check for Understanding, page 131
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 129B & Spark Your Learning, Teacher Manual Page 129 **Mini Lesson:** Build Your Understanding, page 130, Step It Out page 131 **Guided Practice**: Check Understanding, page 131 **Independent Practice:** On Your Own, page 132 & Exit Ticket Online **Resources:** into Math Teacher

	Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 129C • Differentiation Options, Teacher Manual page 131 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students **Special Education Students:** Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily

overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts

Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

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Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to

intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.5 We are learning to solve for the unknown addend.
Student Learning Strategies	• Students will use the correct operation to solve. • Students will use a picture to subtract.
Success Criteria	I CAN solve problems that have an unknown addend.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 133 • Check for Understanding, page 13
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 133B **Mini Lesson:** Step It Out pages 133 - 134 **Guided Practice**: Check Understanding, page 127 **Independent Practice:** On Your Own, page 135 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 133C • Differentiation Options, Teacher Manual page 134 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their

native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

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Students with 504 Plans:

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Gifted & Talented Strategies

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Modify/Change Activities:
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Students at Risk of School Failure

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hasn't forgotten.

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LESSON 4.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.6 We are learning to solve for the unknown addend.
Student Learning Strategies	• Students will use write a sum to determine what is happening in the problem. • Students will use the Then Intervene.

Success Criteria	I CAN solve problems that have an unknown number.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 133, Student page 134 • Check for Understanding, page 134
Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 133B **Mini Lesson:** Step It Out page 133 - 134 **Guided Practice**: Check Understanding, page 134 **Independent Practice:** On Your Own, page 135 - 136 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 133C • Differentiation Options, Teacher Manual page 134 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and

manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will

read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments:
Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities:
Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read

	instead of reading it him/herself. Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day. Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

LESSON 4.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	Lesson 4.7 We are learning to develop fluency in subtraction.
Student Learning Strategies	• Students will use manipulatives to solve a problem. • Students will write an equation to match a picture.
Success Criteria	I CAN quickly solve subtraction facts within 10.
Formative Assessment (drives instructional decisions)	• Turn and Talk question, Teacher Manual page 137, Student page 138 • Check for Understanding, page 138

Activities and Resources	**Warm Up**: Activate Prior Knowledge, Teacher Manual page 137B **Mini Lesson:** Step It Out page 137 - 138 **Guided Practice**: Check Understanding, page 138 **Independent Practice:** On Your Own, page 139 - 140 & Exit Ticket Online **Resources:** into Math Teacher Edition Module 4
Suggested Modifications	• Plan for Differentiated Instruction, Teacher Manual page 137C • Differentiation Options, Teacher Manual page 138 • **English Language Learners Native language support:** Native language support: The teacher provides auditory or written content to students in their native language. Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly. Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand. Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.