Unit 4: Addition and Subtraction in Base Ten

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

UNIT RATIONALE

The purpose of this unit is for children to explore the concept of adding and subtracting, building awareness of what it means to add and subtract and the effect that adding and subtracting has on a number. As competency with addition and subtraction increases, children can transfer their understanding to other contexts such as exploring numbers in a hundred chart. The overarching goal is to model addition and subtraction using base ten.

ESSENTIAL QUESTIONS

Module 12:

1. How do we add a two-digit number with a one-digit number or with a multiple of ten, within 100?

Module 13:

1. How do we add multiples of 10 and a two-digit number within 100?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.1.OA	Operations and Algebraic Thinking
MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MATH.1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES

AND KEY SKILLS

TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

PRE-ASSESSMENTS

Module 12: Add and Subtract, Are You Ready?, p. 348

Module 13: Add Groups, Are You Ready?, p. 386

INSTRUCTIONAL PLAN

MODULE 5

Module 5: Understand Add To and Take From Problems

LESSON 12.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.1- We are learning to add tens to decade numbers.
Student Learning Strategies	Students will: • add two-digit numbers with a multiple of ten, within 100. • use concrete models, drawings, and strategies to solve and reason problems. • understand how to add two-digit numbers with multiples of ten.
Success Criteria	I can add multiples of ten with multiples of ten.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 349, 350 • Check for Understanding, pg.351

	• On Your Own pg. 352
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 349B & Spark Your Learning, Teacher Manual pg. 349D, Student pg. 349 **Mini Lesson:** Build Your Understanding, pgs. 350-351 **Guided Practice:** Check Your Understanding, pg. 351 **Independent Practice:** On Your Own & Exit Ticket, pg. 352 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 349c • On Track • Almost There • Ready for More **Math Center Option-** Page 349c • On Track- More practice for 12.1 • Almost there-Reteach 12.1 • Ready for more- Challenge 12.1 **Differentiation Options-** • Reteach & Challenge pg. 351 • **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 pattern 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 fo those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T student 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.
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

LESSON 12.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.2- We are learning to subtract tens from decade numbers.
Student Learning Strategies	Students will: • subtract multiples of ten, within 100. • use concrete models, drawings, and strategies to solve problems.
Success Criteria	I can subtract multiples of ten from multiples of ten.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pg. 354 • Check for Understanding, pg.355 • On Your Own pg. 356
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 353B & Spark Your Learning, Teacher Manual pg. 353D, Student pg. 353 **Mini Lesson:** Build Your Understanding, pgs. 354-355 **Guided Practice:** Check Your Understanding, pg. 355 **Independent Practice:** On Your Own & Exit Ticket, pg. 356 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 349c • On Track • Almost There • Ready for More **Math Center Option-** Page 353c • On Track- More practice for 12.2 • Almost there-Reteach 12.2 • Ready for more- Challenge 12.2 **Differentiation Options-** • Reteach & Challenge pg. 355 **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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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.

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Gifted & Talented Strategies

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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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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.

MATH.1.NBT.B.2.b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 12.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.3- We are learning to add and subtract multiples o ten from decade numbers. Write and solve equations that match the word problems.
Student Learning Strategies	Students will: • add a two-digit number and multiple of ten, within 100. • subtract multiples of ten, within 100. • use concrete models, drawings, and strategies to solve problems. • relate strategies to a written method and explain.
Success Criteria	I can add and subtract multiples of ten.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 357, 358 • Check for Understanding, pg.359 • On Your Own pg. 360
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 357B & Spark Your Learning, Teacher Manual pg. 357D, Student pg. 357 **Mini Lesson:** Build Your Understanding, pg. 358 & Step It Out pg. 359 **Guided Practice:** Check Your Understanding, pg. 359 **Independent Practice:** On Your Own & Exit Ticket, pg. 360 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 357c

- On Track
- Almost There
- Ready for More

Math Center Option- Page 357c
- On Track- More practice for 12.3
- Almost there-Reteach 12.3
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Differentiation Options-
- Reteach & Challenge pg. 355

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MA.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).
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 12.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.4- We are learning to use a hundred chart to add ones and tens to a two-digit number and write the equation that matches the problem.
Student Learning Strategies	Students will: • add one-digit numbers with two-digit numbers, within 100. • add two-digit numbers with a multiple of ten, within 100. • use concrete models, drawings, and strategies to solve problems. • understand how to add two-digit numbers with

	multiples of ten.
Success Criteria	I can use a hundred chart to add two-digit numbers with one-digit numbers or multiples of ten.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 361, 362 • Check for Understanding, pg.363 • On Your Own pg. 364
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 361B & Spark Your Learning, Teacher Manual pg. 361D, Student pg. 361 **Mini Lesson:** Build Your Understanding, pg. 362 & Step It Out pg. 363 **Guided Practice:** Check Your Understanding, pg. 363 **Independent Practice:** On Your Own & Exit Ticket, pg. 364 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 361c • On Track • Almost There • Ready for More **Math Center Option-** Page 361c • On Track- More practice for 12.4 • Almost there-Reteach 12.4 • Ready for more- Challenge 12.4 **Differentiation Options-** • Reteach & Challenge pg. 363 **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

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MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 12.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.5- We are learning to use concrete models to add multiples of ten or ones to two-digit numbers and write equations to solve the problem.
Student Learning Strategies	Students will: • add ones and multiples of ten with two-digit numbers within 100. • compose tens to solve addition problems. • use concrete models, drawings, and strategies to solve problems.
Success Criteria	I can show how to add a one-digit number or a multiple of ten to a two-digit number by combining tens and ones.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 365, 366 • Check for Understanding, pg.367 • On Your Own pg. 368
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 365B & Spark Your Learning, Teacher Manual pg. 365D, Student pg. 365 **Mini Lesson:** Build Your Understanding, pg. 366 & Step It Out pg. 367 **Guided Practice:** Check Your Understanding, pg. 367 **Independent Practice:** On Your Own & Exit Ticket, pg. 368 **Resources:** Into Math Teacher Edition, Module 12

Suggested Modifications	**Small Group Options-** Page 365c • On Track • Almost There • Ready for More **Math Center Option-** Page 365c • On Track- More practice for 12.5 • Almost there-Reteach 12.5 • Ready for more- Challenge 12.5 **Differentiation Options-** • Reteach & Challenge pg. 367 **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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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 t 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.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

LESSON 12.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.6- We are learning to add a two-digit number and a one-digit number by *making a ten* using concrete models and visual models and write an equation to show the problem.
Student Learning Strategies	Students will: • add ones and multiples of ten with two-digit numbers within 100. • compose tens to solve addition problems. • use concrete models, drawings, and strategies to solve problems.
Success Criteria	I can use the *make a ten* strategy to add a two-digit number and a one-digit number.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 369, 370, & 371 • Check for Understanding, pg.372

	• On Your Own pgs. 373-374
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 369B & Spark Your Learning, Teacher Manual pg. 369D, Student pg. 369 **Mini Lesson:** Build Your Understanding, pg. 370 & Step It Out pgs. 371-372 **Guided Practice:** Check Your Understanding, pg. 372 **Independent Practice:** On Your Own & Exit Ticket, pgs. 373-374 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 369c • On Track • Almost There • Ready for More **Math Center Option-** Page 369c • On Track- More practice for 12.6 • Almost there-Reteach 12.6 • Ready for more- Challenge 12.6 **Differentiation Options-** • Reteach & Challenge pg. 372 **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.

MA.1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

LESSON 12.7

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.7- We are learning to use an open number line to add tens and ones to two-digit numbers by making a ten and write an equation to show the problem.

Student Learning Strategies	Students will: • add ones and multiples of ten with two-digit numbers within 100. • compose tens to solve addition problems. • use concrete models, drawings, and strategies to solve problems.
Success Criteria	I can use a visual model to show how to use the *make a ten* strategy to add a two-digit number and a one-digit number.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 375, 376 • Check for Understanding, pg.377 • On Your Own pg. 378
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 375B & Spark Your Learning, Teacher Manual pg. 375D, Student pg. 375 **Mini Lesson:** Build Your Understanding, pg. 376 & Step It Out pgs. 377-378 **Guided Practice:** Check Your Understanding, pg. 377 **Independent Practice:** On Your Own & Exit Ticket, pg. 378 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 375c • On Track • Almost There • Ready for More **Math Center Option-** Page 375c • On Track- More practice for 12.7 • Almost there-Reteach 12.7 • Ready for more- Challenge 12.7 **Differentiation Options-** • Reteach & Challenge pg. 377 **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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Gifted & Talented Strategies

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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 t 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.

MATH.1.NBT.B.2.a	10 can be thought of as a bundle of ten ones — called a “ten.”
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

LESSON 12.8

Student Learning Intentions (SLI) WALT: (We are learning to…)	12.8- We are learning to use mental math to find 10 less and 10 more than a number.
Student Learning Strategies	Students will: • mentally add 10 to a two-digit number. • mentally subtract 10 from a two-digit number.
Success Criteria	I can show 10 less or 10 more than a number without having to count.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 379, 380 • Check for Understanding, pg.380 • On Your Own pg. 381
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 379B & Spark Your Learning, Teacher Manual pg. 379D, Student pg. 379 **Mini Lesson:** Step It Out pgs. 379-380 **Guided Practice:** Check Your Understanding, pg. 380 **Independent Practice:** On Your Own & Exit Ticket, pgs. 381-382 **Resources:** Into Math Teacher Edition, Module 12
Suggested Modifications	**Small Group Options-** Page 379c • On Track • Almost There • Ready for More **Math Center Option-** Page 379c • On Track- More practice for 12.8

- Almost there-Reteach 12.8
- Ready for more- Challenge 12.8

Differentiation Options-

- Reteach & Challenge pg. 380

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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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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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.

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MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
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 13.1

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.1- We are learning to use a hundred chart to add tens to a two-digit number and subtract tens from multiples of ten.
Student Learning Strategies	Students will: • add tens to two-digit numbers to 100. • subtract multiples of ten from multiples of ten in the range of 10-90.
Success Criteria	I can use a hundred chart to add or subtract two-digit numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 387, 388 • Check for Understanding, pg.389 • On Your Own pg. 390
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 387B & Spark Your Learning, Teacher Manual pg. 387D, Student pg. 387 **Mini Lesson:** Build Your Understanding, pg. 388 & Step It Out pg. 389

	Guided Practice: Check Your Understanding, pg. 389 **Independent Practice:** On Your Own & Exit Ticket, pg. 390 **Resources:** Into Math Teacher Edition, Module 13
Suggested Modifications	**Small Group Options-** Page 387c • On Track • Almost There • Ready for More **Math Center Option-** Page 387c • On Track- More practice for 13.1 • Almost there-Reteach 13.1 • Ready for more- Challenge 13.1 **Differentiation Options-** • Reteach & Challenge pg. 389 **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.

Students with 504 Plans:

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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.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.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 13.2

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.2- We are learning to add two-digit numbers within 100 using place value.
Student Learning Strategies	Students will: • add 2 two-digit numbers within 100 using concrete models, drawings, and place value

	strategies.
Success Criteria	I can use place value to add two-digit numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 391, 392 • Check for Understanding, pg.393 • On Your Own pg. 394
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 391B & Spark Your Learning, Teacher Manual pg. 391D, Student pg. 391 **Mini Lesson:** Build Your Understanding, pg. 392 & Step It Out pg. 393 **Guided Practice:** Check Your Understanding, pg. 393 **Independent Practice:** On Your Own & Exit Ticket, pg. 394 **Resources:** Into Math Teacher Edition, Module 13
Suggested Modifications	**Small Group Options-** Page 391c • On Track • Almost There • Ready for More **Math Center Option-** Page 391c • On Track- More practice for 13.2 • Almost there-Reteach 13.2 • Ready for more- Challenge 13.2 **Differentiation Options-** • Reteach & Challenge pg. 393 **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.

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 t 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.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds

tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

LESSON 13.3

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.3- We are learning to subtract multiples of ten fron multiples of ten using place value.
Student Learning Strategies	Students will: • subtract multiples of 10 between 10 and 90 from multiples of 10 between 10 and 90.
Success Criteria	I can use place value to subtract tens.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 395, 396 • Check for Understanding, pg.397 • On Your Own pg. 398
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 395B & Spark Your Learning, Teacher Manual pg. 395D, Student pg. 395 **Mini Lesson:** Build Your Understanding, pg. 396 & Step It Out pg. 397 **Guided Practice:** Check Your Understanding, pg. 397 **Independent Practice:** On Your Own & Exit Ticket, pg. 398 **Resources:** Into Math Teacher Edition, Module 13
Suggested Modifications	**Small Group Options-** Page 395c • On Track • Almost There • Ready for More **Math Center Option-** Page 395c • On Track- More practice for 13.3 • Almost there-Reteach 13.3 • Ready for more- Challenge 13.3 **Differentiation Options-** • Reteach & Challenge pg. 397

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.

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 t 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.D.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 13.4

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.4- We are learning to choose a strategy to solve two-digit addition and subtraction word problems within 100.
Student Learning Strategies	Students will: • add two-digit numbers within 100. • subtract multiples of 10 between 10 and 90 from multiples of 10 between 10 and 90. • select appropriate strategy to solve addition and subtraction problems.
Success Criteria	I can choose strategies to solve two-digit additior and subtraction problems.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 399, 400 • Check for Understanding, pg.400 • On Your Own pgs. 401-402
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 399B & Step It Out, Teacher Manual pg. 399D, Student pg. 399 **Mini Lesson:** Step It Out, pg. 400 **Guided Practice:** Check Your Understanding, pg. 400 **Independent Practice:** On Your Own & Exit Ticket, pg. 401-402 **Resources:** Into Math Teacher Edition, Module 13

Suggested Modifications	**Small Group Options-** Page 399c • On Track • Almost There • Ready for More **Math Center Option-** Page 399c • On Track- More practice for 13.4 • Almost there-Reteach 13.4 • Ready for more- Challenge 13.4 **Differentiation Options-** • Reteach & Challenge pg. 400 **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.

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 t 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.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
MA.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

LESSON 13.5

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.5- We are learning to apply strategies to solve addition and subtraction facts to 20.
Student Learning Strategies	Students will: • solve addition and subtraction problems within 20.
Success Criteria	I can solve addition and subtraction facts to 20.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 403, 404 • Check for Understanding, pg.404 • On Your Own pgs. 405-406

Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 403B & Step It Out, Teacher Manual pg. 403D, Student pg. 403 **Mini Lesson:** Step It Out, pg. 404 **Guided Practice:** Check Your Understanding, pg. 404 **Independent Practice:** On Your Own & Exit Ticket, pg. 405-406 **Resources:** Into Math Teacher Edition, Module 13
Suggested Modifications	**Small Group Options-** Page 403c • On Track • Almost There • Ready for More **Math Center Option-** Page 403c • On Track- More practice for 13.5 • Almost there-Reteach 13.5 • Ready for more- Challenge 13.5 **Differentiation Options-** • Reteach & Challenge pg. 404 **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

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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 t 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.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).

LESSON 13.6

Student Learning Intentions (SLI) WALT: (We are learning to…)	13.6- We are learning to solve word problems by adding two-digit numbers within 100 and by subtracting multiples of ten from multiples of ten.
Student Learning Strategies	Students will: • solve addition and subtractions problems within 20.

Success Criteria	I can add and subtract with two-digit numbers.
Formative Assessment (drives instructional decisions)	• Turn and Talk, pgs. 407, 408 • Check for Understanding, pg.408 • On Your Own pgs. 409-410
Activities and Resources	**Warm Up:** Activate Prior Knowledge, Teacher Manual pg. 407B & Step It Out, Teacher Manual pg. 407D, Student pg. 407 **Mini Lesson:** Step It Out, pg. 408 **Guided Practice:** Check Your Understanding, pg. 408 **Independent Practice:** On Your Own & Exit Ticket, pg. 409-410 **Resources:** Into Math Teacher Edition, Module 13
Suggested Modifications	**Small Group Options-** Page 407c • On Track • Almost There • Ready for More **Math Center Option-** Page 407c • On Track- More practice for 13.6 • Almost there-Reteach 13.6 • Ready for more- Challenge 13.6 **Differentiation Options-** • Reteach & Challenge pg. 408 **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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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.

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.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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.
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.1.2	Identify the main topic and retell key details of a text.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.