

Unit 4: Two-Digit Addition and Subtraction

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

UNIT RATIONALE

The purpose of this unit is for students to be able to add and subtract two-digit numbers. Students will also be able to solve word problems involving two- and three-digit addition and subtraction.

ESSENTIAL QUESTIONS

Module 10:

1. How can we use a hundred chart as a tool for addition and subtraction?
2. How can we use a number line as a tool for addition and subtraction?

Module 11:

1. In what ways can we decompose numbers as a tool for addition and subtraction?

Module 12:

1. When and how do we show regrouping when finding sums and differences?
2. How can we use place-value charts to represent and record two-digit addition and subtraction?
3. How can we use concrete models to represent and record two-digit addition and subtraction?

Module 13:

1. How can we rewrite addition and subtraction problems in vertical form?
2. How can we use the relationship between addition and subtraction to find sums and differences?

Module 14:

1. How can bar models be used as a tool for solving addition and subtraction problems?
2. How can writing equations be used as a tool for solving addition and subtraction problems?

Module 15:

1. How can we represent addition and subtraction situations with equations using a symbol for the unknown?
2. How can we evaluate word problems to decide what operations to use to solve multistep problems?

STANDARDS

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

TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grade 2 - Mathematics (2020)

2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

MA.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

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.

PRE-ASSESSMENTS

Module 10: Introduce & Check for Readiness: You Can Count On Me p. 229, Are You Ready? P. 230

Module 11: Introduce & Check for Readiness: Decisions, Decisions p. 229, Are You Ready? P. 246

Module 12: Introduce & Check for Readiness: Find Ways to Tell How Many p. 269, Are You Ready? P. 270

Module 13: Introduce & Check for Readiness: Add and Subtract with Quick Pictures p. 301, Are You Ready? p. 302

Module 14: Introduce & Check for Readiness: Seek and Find Strawberries p. 329, Are You Ready? p. 330

Module 15: Introduce & Check for Readiness: Dance Party! p. 357, Are You Ready? p. 358

INSTRUCTIONAL PLAN

MODULE 10

MODULE 10: Addition and Subtraction Counting Strategies

LESSON 10.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 10.1 We are learning to use a hundred chart as a tool for two-digit addition and subtraction.
Student Learning Strategies	Students will - add and subtract with two-digit numbers using strategies based on place value. - add up to four two-digit numbers.
Success Criteria	I can add or subtract by counting on or counting back on a hundred chart.
Formative Assessment (drives instructional decisions)	- Turn and Talk questions, pgs. 232-233 - Check for understanding, pg. 233 - On your own, pg. 234

<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge pg. 231B and Spark your learning pg. 231D</p> <p>Mini Lesson: Spark Your Learning p. 231, Build Understanding, pgs. 232-233</p> <p>Guided Practice: Check Understanding, pg. 233</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 234</p> <p>Resources: Into Math Teacher Edition Module 10</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 231c</p> <p>Math Center Options: On Track: - More practice/ homework 10.1 - Interactive Glossary: ones, tens</p> <p>Almost There: -Reteach 10.1 - Interactive Reteach 10.1 - RTI Tier 3 Skill 6: Count on a Hundred Chart</p> <p>Ready for More: - Challenge 10.1 - Interactive Challenge 10.1 - Poggles MX: Addition and Subtraction, Level 15</p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

LESSON 10.2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 10.2 We are learning to use a number line as a tool for two-digit addition and subtraction.</p>
<p>Student Learning Strategies</p>	<p>Students will</p> <ul style="list-style-type: none"> - add and subtract with two-digit numbers using strategies based on place value. - add up to four two-digit numbers.

Success Criteria	I can add or subtract by counting on or counting back on a number line.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 236-237 - Check for understanding, pg. 237 - On your own, pg. 238
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 235B and Spark your learning pg. 235D</p> <p>Mini Lesson: Spark Your Learning p. 235, Build Understanding, pgs. 236-237</p> <p>Guided Practice: Check Understanding, pg. 237</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 238</p> <p>Resources: Into Math Teacher Edition Module 10</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 235c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - More practice/ homework 10.2 Almost There: -Reteach 10.2 <ul style="list-style-type: none"> - Interactive Reteach 10.2 - RTI Tier 3 Skill 7: Use a Number Line to Count On Ready for More: <ul style="list-style-type: none"> - Challenge 10.2 - Interactive Challenge 10.2 - Poggles MX: Addition and Subtraction, Level 15 </p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

LESSON 10.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 10.3</p> <p>We are learning to use a hundred chart and a number line as tools for two-digit addition and subtraction.</p>
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Student Learning Strategies	<p>Students will</p> <ul style="list-style-type: none"> - add and subtract with two-digit numbers using strategies based on place value. - add up to four two-digit numbers.
Success Criteria	<p>I can rewrite addition problems and find the sum.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 239-240 - Check for understanding, pg. 240 - On your own, pg. 241
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 239B and Spark your learning pg. 239D Mini Lesson: Step It Out p. 239-240</p> <p>Guided Practice: Check Understanding, pg. 240</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 241</p> <p>Resources: Into Math Teacher Edition Module 10</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 239c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 10.3 - More practice/ homework 10.3 - My Learning Summary Almost There: -Reteach 10.3 <ul style="list-style-type: none"> - Interactive Reteach 10.3 - Poggles MX: Addition and Subtraction, Level 8 Ready for More: <ul style="list-style-type: none"> - Challenge 10.3 - Interactive Challenge 10.3 </p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MA.2.NBT.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

MODULE 11: Addition and Subtraction Grouping Strategies

LESSON 11.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 11.1 We are learning to find a sum by decomposing a one-digit addend to make a two-digit addend a multiple of 10.
Student Learning Strategies	Students will use strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add within 100.
Success Criteria	I can break apart an addend to make a new group of ten to solve addition and equations.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">- Turn and Talk questions, pg. 248- Check for understanding, pg. 249- On your own, pg. 250
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 247B and Spark your learning pg. 247D</p> <p>Mini Lesson: Spark Your Learning p. 247, Build Understanding p. 248-249</p> <p>Guided Practice: Check Understanding, pg. 249</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 250</p> <p>Resources: Into Math Teacher Edition Module 11</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 247c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none">- More practice/ homework 11.1- Interactive Glossary: add, addends</p> <p>Almost There: -Reteach 11.1 <ul style="list-style-type: none">- Interactive Reteach 11.1</p>

	<ul style="list-style-type: none"> - Poggles MX: Addition and Subtraction, Level 5, Make a Ten <p>Ready for More:</p> <ul style="list-style-type: none"> - Challenge 11.1 - Interactive Challenge 11.1
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MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 11.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 11.2</p> <p>We are learning to find a difference by decomposing a one-digit subtraction to subtract it from a two-digit number.</p>
Student Learning Strategies	<p>Students will use strategies to fluently subtract within 100.</p>
Success Criteria	<p>I can break apart ones to make a tens number when I subtract.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 251-252 - Check for understanding, pg. 253 - On your own, pg. 254
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 251B and Spark your learning pg. 251D</p> <p>Mini Lesson: Spark Your Learning p. 251, Build Understanding p. 252-253</p> <p>Guided Practice: Check Understanding, pg. 253</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 254</p> <p>Resources: Into Math Teacher Edition Module 11</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 251c</p> <p>Math Center Options: On Track: - More practice/ homework 11.2</p>

	<ul style="list-style-type: none"> - Fluency Worksheet: Fluency Builder: Subtraction Level 3 Almost There: -Reteach 11.2 - Interactive Reteach 11.2 - Poggles MX: Addition and Subtraction, Level 5, Make a Ten Ready for More: - Challenge 11.2 - Interactive Challenge 11.2
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MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 11.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 11.3</p> <p>We are learning to use decomposing a number as a strategy to add two-digit numbers.</p>
Student Learning Strategies	<p>Students will use strategies to fluently subtract within 100.</p>
Success Criteria	<p>I can draw a model and write an equation to show how I break apart an addend to make the next tens number.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 255-256 - Check for understanding, pg. 257 - On your own, pg. 258
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 255B and Spark your learning pg. 255D</p> <p>Mini Lesson: Spark Your Learning p. 255, Build Understanding p. 256-257</p> <p>Guided Practice: Check Understanding, pg. 258</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 259</p> <p>Resources: Into Math Teacher Edition Module 11</p>
Suggested Modifications	<p>Small Group Options:</p> <p>Plan for differentiated instruction-Pg. 255c</p>

	<p>Math Center Options:</p> <p>On Track:</p> <ul style="list-style-type: none"> - More practice/ homework 11.3 - My Learning Summary <p>Almost There: -Reteach 11.3</p> <ul style="list-style-type: none"> - Interactive Reteach 11.3 <p>Ready for More:</p> <ul style="list-style-type: none"> - Challenge 11.3 - Interactive Challenge 11.3
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MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 11.4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 11.4</p> <p>We are learning to apply place-value understanding when decomposing numbers to solve two-digit numbers.</p>
Student Learning Strategies	<p>Students will use strategies to fluently subtract within 100.</p>
Success Criteria	<p>I can solve an addition problem by breaking apart the addends into tens and ones.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 259-260 - Check for understanding, pg. 261 - On your own, pg. 262
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 259B and Spark your learning pg. 259D</p> <p>Mini Lesson: Spark Your Learning p. 259, Build Understanding p. 260</p> <p>Guided Practice: Step It Out p. 261, Check Understanding, pg. 261</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 262</p> <p>Resources: Into Math Teacher Edition Module 11</p>

Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 259c</p> <p>Math Center Options: On Track: - More practice/ homework 11.4 -Fluency Builder: Subtraction Level 4</p> <p>Almost There: -Reteach 11.4 - Interactive Reteach 11.4 - Poggles MX: Addition and Subtraction, Level 12, Combine Tens and Ones</p> <p>Ready for More: - Challenge 11.4 - Interactive Challenge 11.4</p>
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MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 11.5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 11.5 We are learning to apply place-value understanding when decomposing numbers to solve two-digit subtraction.</p>
Student Learning Strategies	<p>Students will use strategies to fluently subtract within 100.</p>
Success Criteria	<p>I can solve a subtraction problem by breaking apart a number into tens and ones.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 263-264 - Check for understanding, pg. 265 - On your own, pg. 266
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 263B and Spark your learning pg. 263D</p> <p>Mini Lesson: Spark Your Learning p. 263, Build Understanding p. 264</p> <p>Guided Practice: Step It Out p. 265, Check Understanding, pg. 265</p>

	<p>Independent Practice: On Your Own & Exit Ticket, pg. 266</p> <p>Resources: Into Math Teacher Edition Module 11</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 263c</p> <p>Math Center Options: On Track: - More practice/ homework 11.5 -Fluency Builder: Subtraction Level 4 - My Learning Summary</p> <p>Almost There: -Reteach 11.5 - Interactive Reteach 11.5 - Poggles MX: Addition and Subtraction, Level 12, Combine Tens and Ones</p> <p>Ready for More: - Challenge 11.5 - Interactive Challenge 11.5</p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MODULE 12

Module 12: Represent and Record Addition and Subtraction

LESSON 12.1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 12.1 We are learning to represent two-digit addition with regrouping ones as tens using visual models.</p>
<p>Student Learning Strategies</p>	<p>Students will use strategies to fluently subtract within 100.</p>
<p>Success Criteria</p>	<p>I can represent addition of two-digit numbers with</p>

	and without regrouping.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 271-272 - Check for understanding, pg. 273 - On your own, pg. 274
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 271B and Spark your learning pg. 271D</p> <p>Mini Lesson: Spark Your Learning p. 271, Build Understanding p. 272-273</p> <p>Guided Practice: Check Understanding, pg. 273</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 274</p> <p>Resources: Into Math Teacher Edition Module 12</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 271c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - More practice/ homework 12.1 - Interactive Glossary: regroup Almost There: -Reteach 12.1 <ul style="list-style-type: none"> - Interactive Reteach 12.1 - RTI Tier 2 Skill 2: Addition Facts Ready for More: <ul style="list-style-type: none"> - Challenge 12.1 - Interactive Challenge 12.1 - Poggles MX: Addition and Subtraction, Level 17, New Groups Below Method </p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 12.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 12.2</p> <p>We are learning to represent two-digit subtraction with regrouping 1 ten as 10 ones.</p>
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Student Learning Strategies	Students will use strategies to fluently subtract within 100.
Success Criteria	I can represent subtraction of two-digit numbers with and without regrouping.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 275-276 - Check for understanding, pg. 277 - On your own, pg. 278
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 275B and Spark your learning pg. 275D</p> <p>Mini Lesson: Spark Your Learning p. 275, Build Understanding p. 276-277</p> <p>Guided Practice: Check Understanding, pg. 277</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 278</p> <p>Resources: Into Math Teacher Edition Module 12</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 275c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - More practice/ homework 12.2 - Reader: <i>Comic Books for Sale</i> Almost There: -Reteach 12.2 <ul style="list-style-type: none"> - Interactive Reteach 12.2 - RTI Tier 2 Skill 3: Subtraction Facts Ready for More: <ul style="list-style-type: none"> - Challenge 12.2 - Interactive Challenge 12.2 - Poggles MX: Addition and Subtraction, Level 37 </p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 12.3

Student Learning Intentions (SLI) WALT: (We	Lesson 12.3
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are learning to...)	We are learning to use place-value charts to represent and record two-digit addition.
Student Learning Strategies	Students will use strategies to fluently add within 100.
Success Criteria	I can represent and record two-digit addition with and without regrouping.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 279-281 - Check for understanding, pg. 282 - On your own, pg. 283-284
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 279B and Spark your learning pg. 279D</p> <p>Mini Lesson: Spark Your Learning p. 279, Build Understanding p. 280-281</p> <p>Guided Practice: Step It Out p. 282, Check Understanding p. 282</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 283-284</p> <p>Resources: Into Math Teacher Edition Module 12</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 279c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - More practice/ homework 12.3 - Fluency Builder: Addition Level 4 - Interactive Glossary: addend - My Learning Summary </p> <p>Almost There: -Reteach 12.3 <ul style="list-style-type: none"> - Interactive Reteach 12.3 - RTI Tier 2 Skill 16: Place Value Addition </p> <p>Ready for More: <ul style="list-style-type: none"> - Challenge 12.3 - Interactive Challenge 12.3 - Poggles MX: Addition and Subtraction, Level 30, Addition within 100 </p>

operations, and/or the relationship between addition and subtraction.

LESSON 12.4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 12.4 We are learning to use concrete models to represent two-digit subtraction and connect the concrete models to the subtraction algorithm.
Student Learning Strategies	Students will use strategies to fluently subtract within 100.
Success Criteria	I can represent and record two-digit subtraction with and without regrouping.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">- Turn and Talk questions, pgs. 285-287- Check for understanding, pg. 288- On your own, pg. 289-290
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 285B and Spark your learning pg. 285D</p> <p>Mini Lesson: Spark Your Learning p. 285, Build Understanding p. 286-287</p> <p>Guided Practice: Step It Out p. 288, Check Understanding p. 288</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 289</p> <p>Resources: Into Math Teacher Edition Module 12</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 285c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none">- More practice/ homework 12.4- Fluency Builder: Addition and Subtraction Level 1</p> <p>Almost There: -Reteach 12.4 <ul style="list-style-type: none">- Interactive Reteach 12.4- RTI Tier 2 Skill 17: Place Value Subtraction</p> <p>Ready for More: <ul style="list-style-type: none">- Challenge 12.4</p>

- Interactive Challenge 12.4
- Poggles MX: Addition and Subtraction, Level 35, Subtraction Within 100

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 12.5

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 12.5 We are learning to understand how to record two-digit addition with and without regrouping.</p>
<p>Student Learning Strategies</p>	<p>Students will fluently add within 100 using strategies based on place value.</p>
<p>Success Criteria</p>	<p>I can record the steps when adding two-digit numbers.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 291-292 - Check for understanding, pg. 292 - On your own, pg. 293-294
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge pg. 291B Mini Lesson: Step It Out p. 291-292</p> <p>Guided Practice: Check Understanding p. 292</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 293-294</p> <p>Resources: Into Math Teacher Edition Module 12</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 291c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 12.5 - More practice/ homework 12.5 - Poggles MX: Addition and Subtraction, Level 18, Practice 2-Digit Addition. </p> <p>Almost There: -Reteach 12.5 <ul style="list-style-type: none"> - Interactive Reteach 12.5 - RTI Tier 2 Skill 2: Addition Facts </p>

Ready for More:
 - Challenge 12.5
 - Interactive Challenge 12.5

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 12.6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 12.6 We are learning to understand how to record two-digit subtraction with and without regrouping.
Student Learning Strategies	Students will: - fluently subtract within 100 using strategies based on place value - use place value to explain why subtraction strategies work
Success Criteria	I can record the steps when subtracting two-digit numbers.
Formative Assessment (drives instructional decisions)	- Turn and Talk questions, pgs. 295-296 - Check for understanding, pg. 296 - On your own, pg. 297-298
Activities and Resources	Warm Up: Activate Prior Knowledge pg. 296B Mini Lesson: Step It Out p. 295-296 Guided Practice: Check Understanding p. 296 Independent Practice: On Your Own & Exit Ticket, pg. 297-298 Resources: Into Math Teacher Edition Module 12
Suggested Modifications	Small Group Options: Plan for differentiated instruction-Pg. 296c Math Center Options: On Track: - Additional Practice 12.6 - More practice/ homework 12.6 - My Learning Summary - Game: <i>Subtraction Action</i>

- Reader: *Comic Books for Sale*

Almost There: -Reteach 12.6

- Interactive Reteach 12.6

- RTI Tier 2 Skill 3: SubtractionFacts

Ready for More:

- Challenge 12.6

- Interactive Challenge 12.6

- Poggles MX: Addition and Subtraction: Level 35,
Subtract Within 100

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

MODULE 13

Module 13: Develop Addition and Subtraction Fluency

LESSON 13.1

Student Learning Intentions (SLI) WALT: (We are learning to...)

Lesson 13.1

We are learning to rewrite addition problems given in horizontal form as vertical addition algorithm and find the sum.

Student Learning Strategies

Students will rewrite addition problems and find the sum.

Success Criteria

I can rewrite addition problems and find the sum.

Formative Assessment (drives instructional decisions)

- Turn and Talk questions, p. 303
- Check understanding, pg. 304
- On your own, pg. 305-306

Activities and Resources

Warm Up: Activate Prior Knowledge pg. 303B

Mini Lesson: Step It Out p. 303-304

Guided Practice: Step It Out p. 303-304, Check Understanding p. 304

Independent Practice: On Your Own & Exit Ticket,

	<p>pg. 305-306</p> <p>Resources: Into Math Teacher Edition Module 13</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 303c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 13.1 - More practice/ homework 13.1 - Interactive Glossary: ones, tens - Poggles MX: Addition and Subtraction, Level 30, Addition Within 100 Almost There: -Reteach 13.1 - Interactive Reteach 13.1 Ready for More: <ul style="list-style-type: none"> - Challenge 13.1 - Interactive Challenge 13.1 </p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 13.2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 13.2 We are learning to rewrite subtraction problems given in horizontal form as vertical subtraction algorithm and find the difference.</p>
<p>Student Learning Strategies</p>	<p>Students will rewrite subtraction problems and find the difference.</p>
<p>Success Criteria</p>	<p>I can rewrite subtraction problems and find the difference.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn and Talk questions, pg. 308 - Check understanding, pg. 308 - On your own, pg. 309-310
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge pg. 307B</p> <p>Mini Lesson: Step It Out p. 307-308</p>

	<p>Guided Practice: Step It Out p. 307-308, Check Understanding p. 308</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 309-310</p> <p>Resources: Into Math Teacher Edition Module 13</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 307c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 13.2 - More practice/ homework 13.2 - My Learning Summary - Poggles MX: Addition and Subtraction, Level 35, Subtract Within 100 <p>Almost There: -Reteach 13.2 <ul style="list-style-type: none"> - Interactive Reteach 13.2 <p>Ready for More: <ul style="list-style-type: none"> - Challenge 13.2 - Interactive Challenge 13.2 </p></p></p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 13.3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 13.3 We are learning to use the relationship between addition and subtraction to find the difference.</p>
<p>Student Learning Strategies</p>	<p>Students will use strategies, operations, and/or the relationship between addition and subtraction to add or subtract.</p>
<p>Success Criteria</p>	<p>I can use addition to find the difference between numbers on a number line.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn and Talk questions, pg. 312 - Check understanding, pg. 312 - On your own, pg. 313-314

<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge pg. 311B Mini Lesson: Step It Out p. 311-312</p> <p>Guided Practice: Step It Out p. 311-312, Check Understanding p. 312</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 313-314</p> <p>Resources: Into Math Teacher Edition Module 13</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 311c</p> <p>Math Center Options: On Track: - Additional Practice 13.3 - More practice/ homework 13.3 - Fluency Builder: Addition Level 6 - Standards Practice: Fluently Add and Subtract Within 100</p> <p>Almost There: -Reteach 13.3 - Interactive Reteach 13.3</p> <p>Ready for More: - Challenge 13.3 - Interactive Challenge 13.3</p>

MA.2.NBT.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

LESSON 13.4

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 13.4 We are learning to use strategies of addition to find the sum of 3 two-digit numbers.</p>
<p>Student Learning Strategies</p>	<p>Students will use strategies and properties to add 3 two-digit numbers.</p>
<p>Success Criteria</p>	<p>I can find sums for 3 two-digit numbers by using addition strategies and properties.</p>
<p>Formative Assessment (drives instructional</p>	<p>- Turn and Talk questions, pgs. 316-317</p>

decisions)	<ul style="list-style-type: none"> - Check understanding, pg. 317 - On your own, pg. 318-319
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 315B</p> <p>Mini Lesson: Step It Out p. 315-317</p> <p>Guided Practice: Step It Out p. 315-317, Check Understanding p. 317</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 318-319</p> <p>Resources: Into Math Teacher Edition Module 13</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 315c</p> <p>Math Center Options: On Track:</p> <ul style="list-style-type: none"> - Additional Practice 13.4 - More practice/ homework 13.4 - Fluency Builder: Addition Level 5 - Poggles MX: Addition and Subtraction, Level 31, 3 Addends <p>Almost There: -Reteach 13.4</p> <ul style="list-style-type: none"> - Interactive Reteach 13.4 <p>Ready for More:</p> <ul style="list-style-type: none"> - Challenge 13.4 - Interactive Challenge 13.4

MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

LESSON 13.5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 13.5 We are learning to use strategies of addition to find the sum of 4 2-digit numbers.
Student Learning Strategies	Students will use strategies and properties to add 4 two-digit numbers.
Success Criteria	I can find sums for 4 two-digit numbers by using addition strategies and properties.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 322-323 - Check understanding, pg. 323 - On your own, pg. 324-325
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 321B</p> <p>Mini Lesson: Step It Out p. 321-323</p> <p>Guided Practice: Step It Out p. 321-323, Check Understanding p. 323</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 324-325</p> <p>Resources: Into Math Teacher Edition Module 13</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 321c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 13.5 - More practice/ homework 13.5 - Fluency Builder: Addition Level 5 - My Learning Summary - Poggles MX: Addition and Subtraction, Level 32, 4 Addends - Standards Practice: Add up to 4 two-digit numbers, explain why addition and subtraction strategies work. Almost There: -Reteach 13.5 <ul style="list-style-type: none"> - Interactive Reteach 13.5 Ready for More: <ul style="list-style-type: none"> - Challenge 13.5 - Interactive Challenge 13.5 </p>

MA.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

MODULE 14

Module 14: Algebra

LESSON 14.1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 14.1 We are learning to use bar models to represent and solve addition and subtraction problems.
Student Learning Strategies	Students will: <ul style="list-style-type: none"> - use equations to represent and solve addition and subtraction problems within 10 - connect concrete models to visual models and use them to solve addition and subtraction problems - write equations to represent addition and subtraction problems
Success Criteria	I can represent addition and subtraction word problems with bar models and equations.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 331-332 - Check for understanding, pg. 334 - On your own, pg. 335-336
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 331B, Spark Your Learning p. 331D</p> <p>Mini Lesson: Spark Your Learning p. 331, Build Understanding p. 332-333</p>

	<p>Guided Practice: Step It Out p. 334, Check Understanding p. 334</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 335-336</p> <p>Resources: Into Math Teacher Edition Module 14</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 331c</p> <p>Math Center Options: On Track: - Additional Practice 14.1 - Fluency: Addition and Subtraction Within 20 - Interactive Glossary: addition equation, subtraction equation</p> <p>Almost There: -Reteach 14.1 - Interactive Reteach 14.1</p> <p>Ready for More: - Challenge 14.1 - Interactive Challenge 14.1</p>

MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

LESSON 14.2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 14.2 We are learning to use equations to represent and solve addition and subtraction problems.</p>
<p>Student Learning Strategies</p>	<p>Students will:</p> <ul style="list-style-type: none"> - write equations to represent addition and subtraction problems within 100 - connect concrete models to visual models and use them to solve addition and subtraction problems - use equations to find the missing value in an addition or subtraction word problem.
<p>Success Criteria</p>	<p>I can use equations to represent and solve addition and subtraction word problems.</p>

Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 337-338 - Check for understanding, pg. 340 - On your own, pg. 341-342
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 337B, Spark Your Learning p. 337D</p> <p>Mini Lesson: Spark Your Learning p. 337, Build Understanding p. 338-339</p> <p>Guided Practice: Step It Out p. 340, Check Understanding p. 340</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 341-342</p> <p>Resources: Into Math Teacher Edition Module 14</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 337c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 14.2 - Fluency: Addition and Subtraction Within 20 - Poggles MX: Addition and Subtraction, Level 41, Add With Money </p> <p>Almost There: -Reteach 14.2 <ul style="list-style-type: none"> - Interactive Reteach 14.2 </p> <p>Ready for More: <ul style="list-style-type: none"> - Challenge 14.2 - Interactive Challenge 14.2 </p>

MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

LESSON 14.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 14.3 We are learning to use drawings to write equations to represent addition situations.</p>
Student Learning Strategies	<p>Students will:</p>

	<ul style="list-style-type: none"> - represent two-digit addition problems within 100 using concrete objects, visual models, and equations. - connect concrete models and drawings to addition equations to solve word problems.
Success Criteria	I can use bar models and equations to represent and solve two-digit addition word problems.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 343-345 - Check for understanding, pg. 345 - On your own, pg. 347-348
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 343B, Spark Your Learning p. 343D</p> <p>Mini Lesson: Spark Your Learning p. 343, Build Understanding p. 344-345</p> <p>Guided Practice: Step It Out p. 346, Check Understanding p. 346</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 347-348</p> <p>Resources: Into Math Teacher Edition Module 14</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 343c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 14.3 - My Learning Summary Almost There: -Reteach 14.3 <ul style="list-style-type: none"> - Interactive Reteach 14.3 Ready for More: <ul style="list-style-type: none"> - Challenge 14.3 - Interactive Challenge 14.3 </p>

MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 14.4 We are learning to use drawings to write equations to represent subtraction situations.
Student Learning Strategies	Students will: - represent two-digit subtraction problems within 100 using concrete objects, visual models, and equations. - connect concrete models and drawings to subtraction equations to solve problems.
Success Criteria	I can use bar models and equations to represent and solve two-digit subtraction word problems.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 349-351 - Check for understanding, pg. 352 - On your own, pg. 353-354
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 349B, Spark Your Learning p. 349D</p> <p>Mini Lesson: Spark Your Learning p. 349, Build Understanding p. 350-351</p> <p>Guided Practice: Step It Out p. 352, Check Understanding p. 352</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 353-354</p> <p>Resources: Into Math Teacher Edition Module 14</p>
Suggested Modifications	<p>Small Group Options: Plan for differentiated instruction-Pg. 349c</p> <p>Math Center Options: On Track: - More Practice/Homework 14.4 - My Learning Summary</p> <p>Almost There: -Reteach 14.4 - Interactive Reteach 14.4</p> <p>Ready for More: - Challenge 14.4 - Interactive Challenge 14.4</p>

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MODULE 15

Module 15: Addition and Subtraction Word Problems

LESSON 15.1

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Lesson 15.1 We are learning to represent addition situations with equations using a symbol for the unknown.</p>
<p>Student Learning Strategies</p>	<p>Students will use equations to solve addition word problems.</p>
<p>Success Criteria</p>	<p>I can write an equation and use it to solve addition word problems.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 359-360 - Check for understanding, pg. 360 - On your own, pg. 361-362
<p>Activities and Resources</p>	<p>Warm Up: Activate Prior Knowledge pg. 359B</p> <p>Mini Lesson: Step It Out p. 359-360</p> <p>Guided Practice: Step It Out p. 359-360, Check Understanding p. 360</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 361-362</p> <p>Resources: Into Math Teacher Edition Module 15</p>
<p>Suggested Modifications</p>	<p>Small Group Options: Plan for differentiated instruction-Pg. 359c</p> <p>Math Center Options: On Track: <ul style="list-style-type: none"> - Additional Practice 15.1 - More Practice/Homework 15.1 </p>

	<p>- Interactive Glossary: equation, operation</p> <p>Almost There: -Reteach 15.1</p> <p>- Interactive Reteach 15.1</p> <p>Ready for More:</p> <p>- Challenge 15.1</p> <p>- Interactive Challenge 15.1</p>
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MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

LESSON 15.2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Lesson 15.2</p> <p>We are learning to represent subtraction situations with equations using a symbol for the unknown.</p>
Student Learning Strategies	<p>Students will use equations to solve subtraction word problems.</p>
Success Criteria	<p>I can write an equation and use it to solve a subtraction word problem.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 363-364 - Check for understanding, pg. 364 - On your own, pg. 365
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 363B</p> <p>Mini Lesson: Step It Out p. 363-364</p> <p>Guided Practice: Step It Out p. 363-364, Check Understanding p. 364</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 365-366</p> <p>Resources: Into Math Teacher Edition Module 15</p>
Suggested Modifications	<p>Small Group Options:</p> <p>Plan for differentiated instruction-Pg. 363c</p> <p>Math Center Options:</p>

	<p>On Track:</p> <ul style="list-style-type: none"> - Additional Practice 15.2 - More Practice/Homework 15.2 <p>Almost There: -Reteach 15.2</p> <ul style="list-style-type: none"> - Interactive Reteach 15.2 <p>Ready for More:</p> <ul style="list-style-type: none"> - Challenge 15.2 - Interactive Challenge 15.2
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MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

LESSON 15.3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Lesson 15.3 We are learning to evaluate word problems to decide what operations to use to solve multistep problems.
Student Learning Strategies	Students will use equations to solve addition and subtraction multistep word problems.
Success Criteria	I can solve multistep addition and subtraction word problems.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> - Turn and Talk questions, pgs. 367-369 - Check for understanding, pg. 369 - On your own, pg. 370-372
Activities and Resources	<p>Warm Up: Activate Prior Knowledge pg. 367B</p> <p>Mini Lesson: Step It Out p. 367-369</p> <p>Guided Practice: Step It Out p. 367-369, Check Understanding p. 369</p> <p>Independent Practice: On Your Own & Exit Ticket, pg. 370-372</p> <p>Resources: Into Math Teacher Edition Module 15</p>
Suggested Modifications	Small Group Options: Plan for differentiated instruction-Pg. 367c

**Math Center Options:**

On Track:

- Additional Practice 15.3
 - More Practice/Homework 15.3
 - My Learning Summary
 - Poggles MX: Addition and Subtraction, Level 48
- Standards: Use Addition and Subtraction to Solve One- and Two-Step Problems

Almost There: -Reteach 15.3

- Interactive Reteach 15.3

Ready for More:

- Challenge 15.3
- Interactive Challenge 15.3

MA.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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.RF.1.2

Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

LA.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP11

Use technology to enhance productivity.