

# Jan. Gr.1 Unit 6: Two digit addition and subtraction

Content Area: **Math**  
Course(s):  
Time Period: **January**  
Length: **4-5Weeks**  
Status: **Obsolete**

## Unit Overview

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The students will learn how to do two digit addition and subtraction.

## Enduring Understandings

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We can add groups of 10.

We can count by tens or by ones to solve a two digit addition problem.

Regrouping helps us to add two digit numbers.

We can subtract 10s to find the difference.

We can use a number line to count back by tens.

## Essential Questions

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How can I add and subtract two digit numbers?

## Instructional Strategies & Learning Activities

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Math Chapter 6

- **Pacing Guide**  
**Suggested Pacing**

Instruction	12 days
Review/Assessment	2 days
Total*	<b>14 days</b>

- \*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
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		1.NBT.4	
		<b>Major Cluster</b>	
Lesson 1 <i>pp. 447-452</i> <b>Add Tens</b>	Add tens within 100.	<ul style="list-style-type: none"> <li>• base-ten blocks</li> <li>• hundred chart</li> <li>• write-on/wipe-off board</li> </ul>	<i>All of the vocabulary in this chapter are review words.</i> <b>MP</b> <b>2, 3, 4, 5, 7, 8</b> 1.NBT.4
		<b>Major Cluster</b>	
Lesson 2 <i>pp. 453-458</i> <b>Count On Tens and Ones</b>	Count on by tens and ones to find sums within 100.	<ul style="list-style-type: none"> <li>• base-ten blocks</li> <li>• hundred chart</li> <li>• counters</li> </ul>	<b>MP</b> <b>1, 2, 3, 6, 8</b> 1.NBT.4
		<b>Major Cluster</b>	
Lesson 3 <i>pp. 459-464</i> <b>Add Tens and Ones</b>	Add tens and ones to find sums within 100.	<ul style="list-style-type: none"> <li>• base-ten blocks</li> <li>• Work Mat 7</li> <li>• hundred chart</li> <li>• number cards</li> </ul>	<b>MP</b> <b>1, 2, 3, 5, 6, 8</b> 1.NBT.4
		<b>Major Cluster</b>	
Lesson 4 <i>pp. 465-470</i> <b>Problem-Solving Strategy: Guess, Check, and Revise</b>	Guess, check, and revise to solve problems.	<ul style="list-style-type: none"> <li>• write-on/wipe-off boards</li> </ul>	<b>MP</b> <b>1, 2, 3, 6, 7</b> 1.NBT.4
		<b>Major Cluster</b>	
Lesson 5 <i>pp. 471-476</i> <b>Add Tens and Ones with Regrouping</b> <b>Check My Progress</b>	Add tens and ones to find the sum with regrouping.	<ul style="list-style-type: none"> <li>• base-ten blocks</li> <li>• write-on/wipe-off board</li> <li>• Work Mat 7</li> <li>• cubes</li> </ul>	<b>MP</b> <b>1, 4, 5, 6, 8</b> 1.NBT.6
		<b>Major Cluster</b>	
Lesson 6 <i>pp. 479-484</i> <b>Subtract Tens</b>	Subtract tens to find the difference.	<ul style="list-style-type: none"> <li>• base-ten blocks</li> <li>• number cubes</li> <li>• blank number lines</li> </ul>	<b>MP</b> <b>2, 3, 4, 5, 6, 7, 8</b> 1.NBT.6
		<b>Major Cluster</b>	
Lesson 7 <i>pp. 485-490</i> <b>Count Back by 10s</b>	Use a number line to count back by tens to subtract.	<ul style="list-style-type: none"> <li>• number lines</li> <li>• cubes</li> </ul>	<b>MP</b> <b>1, 3, 5, 7</b>

**Major Cluster**Lesson 8 *pp. 491-496***Relate Addition and Subtraction of Tens****My Review and Reflect**

Relate addition and subtraction facts to solve problems.

- base-ten blocks
- index cards

**MP****1, 2, 3, 4, 7, 8**

- **Chapter 6: Targeted Strategic Intervention**
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- **Differentiated Instruction**
- **What's the Math in This Chapter?**
- **Reading Connections**

**Integration of Career Readiness, Life Literacies and Key Skills**

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Students will establish and follow rules, routines, and responsibilities throughout the year.

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Brainstorming can create new, innovative ideas.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Different types of jobs require different knowledge and skills.

**Technology And Design Integration**

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Students will interact with the textbook/workbooks on the Smartboard throughout My Math Lessons.

Students will engage in lessons on Dreambox, an interactive Math program that allows progress at a students own pace through the Standards in Math for Grade 1.

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.

**Interdisciplinary Connections**

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Students will use leveled books to reinforce and extend problem-solving skills and strategies.

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

## **Differentiation**

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Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

## **Modifications & Accommodations**

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IEP and 504 accommodations will be followed.

## **Formative Assessments**

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Teacher observation

Student conferences

Discussion

Activities

games

homework

## **Benchmark Assessments**

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Aimsweb benchmark testing three times a year in math.

## Summative Assessments

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My Math chapter assessments.

## Instructional Materials

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See materials listed in the above lesson plans.

MATH.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.

MATH.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.