Unit 5

Content Area: **Mathematics**
Course(s): **Mathematics 1**
Time Period: **January**
Length: **20 Days**
Status: **Published**

Unit Overview

In unit 5, students will learn to:

- Students will learn operations with tens and ones.

Unit skills include:

- Add and subtract tens
- Add two digit numbers
- Add a two digit and a one digit number

Learning Targets

I can...

- Add 2 digit and 1 digit numbers
- Add 2 digit numbers
- Add and subtract tens

Priority Standards

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.

Essential Questions

- What strategies can I use to explain how I can add two-digit and one-digit numbers?
- Why is it important to understand that two digits of a two digit number represent amounts of tens and ones?

Learning Plan (Skills and Activities)

Time Frame	Lesson	Standard	Targets
Lesson 18- 5 days	Add and Subtract Tens	1.NBT.C.4	• Add and subtract tens
Lesson 19- 5 days	Addition with Two-Digit Numbers	1.NBT.C.4	• Add 2 digit numbers
Lesson 20- 5 days	Add Two-Digit and One-Digit Numbers	1.NBT.C.4	• Add 2 digit and 1 digit numbers
Lesson 21- 5 days	Add Two-Digit Numbers	1.NBT.C.4	• Add 2 digit numbers

Unit Assessments (Required)

- Diagnostic Assessments
- Exit Tickets
- Independent practice pages
- Models
- My Learning Path weekly progress
- Teacher Observation
- Unit Tests

Materials and Resources

- 100s chart
- Base-10 blocks
- iReady Learning Path
- iReady Math Book
- iReady Math Centers
- Whiteboards

Strategies for Multilingual Learners

- Access to manipulatives
- Clarify test directions, read test questions
- Consistent routine
- Continue practicing vocabulary
- Modeling
- Peer partners
- Read directions to student
- Read word problems aloud
- Small group/individual review of prerequisite and current skills
- Use of visuals

Strategies for Students in Need of Intervention

- Access to manipulatives
- Additional time for assignments
- Answers to be dictated
- Concrete examples
- Extra visual and verbal cues and prompts
- Have student restate information
- Instruction on prerequisite skills/spiral review
- Review of directions
- Small group instruction
- Support auditory presentations with visuals
- Varied reinforcement procedures
- Work in progress check

Strategies for Enrichment

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction w/ coaching to promote self directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered centers or assignments

Technology Integration

- . 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Interdisciplinary Connections

Connections to Reading: Apply comprehension startegies to solve word problems. Incorporate literature relating to the math skill in lesson, such as, books on time.

Connections to Writing: Students write descriptions of composite shapes they have made.

Connections to Science: Incoporate time in experiments/investigations.

21st Century Skills/Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
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).
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).