Grade Level	2nd grade	**Content Area**	Math
Course Title (grades 9-12 Only)			
Length of Unit	12days	**Time of Year**	2nd qtr
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students prior knowledge should reflect skills and ability to demonstrate basic addition and subtraction of 10's (i.e. understand the symbols related to completing these actions (-,+). Students should already have understanding of regrouping when adding a one-digit number to a two-digit number. Understanding of groups of 10 and concept of "some". Students should also have knowledge of fact families and comparing numbers.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Current school programming supports peer reviewed research based interventions and strategies. By way of Applied Behavioral Analysis (ABA), Discrete trial Therapy(DTT) , and the use of Pivotal Response Therapies.		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.NBT.5. Use place value understanding and properties of operations to add and subtract. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The Summative Assessment will be looking at the ability of students in demonstrating adding and subtracting with regrouping and breaking apart 10's within 100. Tasks include connection to vocabulary and steps needed to complete problems correctly. Students will be given 10 problems worth 2 pts each.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Mastery= 16/20 or higher A copy of Assessment and answer Key are attached below.		

Materials/Resources Needed	(On-Level student Real-World Problems book, Student Foldables, Paper, Pencils, Construction Paper, Student Math Workbook, White/Chalk Board, Math Journals, Counting Cubes, "On My Own Sheet".)

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Teacher will introduce on-leveled book to reinforce and extend problem solving concepts. "The Green Cafe", which addresses real world addition and subtraction. Students will follow along as the teacher reads through the book. At the end of the book there are 5 specific real world problem questions related to the leveled book that students have to answer. Students will need to turn in their paper after they are done answering each question independently. The teacher will hand-out a review vocabulary sheet, where students will need to complete addition and subtraction sentences and address vocabulary words: difference, fact family, and sum (pg 218 in the student workbook.) This will be the readiness assessment that the teacher will utilize to monitor students skills and needs.	Students are to get out their math journal books and put the title of the real-world concept book the teacher is presenting and number in their books from 1-5. As the teacher is presenting the story on the board, they are to be following along and actively participating by answering questions that are presented by the teacher about the real-world concept. Once done with presentation of the book, students are to complete answering the five questions listed on the board that are related to the story. Each student has access to a printed copy of the on-level book and can go back into the book to help them answer the related questions. Once they complete answering the questions, each student is to turn in that page from their journal. Then the teacher will give them the review vocabulary sheet where they will have to answer questions related to: **difference, fact, family, and sum,** as well as complete 5 addition and subtraction sentences.
2	Teacher will present Foldable, where students will practice creating fact families with two-digit numbers. Students will use three numbers to create four number sentences.	Students will take out math foldable from their math workbook, and follow along with directions on how to construct their foldable.

	The teacher will go through instructions on how to make and fold their foldable and will demonstrate how to create a fact family with a specific set of numbers. The teacher will also direct students to pull out their math journal to take notes, and write down some of the examples she will present. The teacher will present the three numbers 66, 99, and 33. And demonstrate how to create a subtraction and addition fact family. 99-33=66 / 66+33=99 The teacher will ask students to help her create another fact family with the same numbers. Students will then be directed to complete their foldable. At this time the teacher will check each math journal to make sure all students wrote down the examples and notes. The teacher will assign **homework assignment** on: *building two-digit fact families Chapt 4, Lesson 1, and taking apart tens to subtract Lesson 2.*	Students are to be taking notes in their math journal on the examples that the teacher presents for completing fact families. Some students will be called on to help brainstorm fact families for the examples that the teacher is working on. Students should then complete the problems in the foldable, once completed they can turn them in and then if there is extra time, they will be allowed to start working on their assigned homework as well as ask questions.
3	The teacher will utilize board to review taking apart numbers. Students will be asked to pull out their math journal to take notes and write examples of some of the problems the teacher will demonstrate. The teacher will demonstrate 55 pizzas at a party and 32 being eaten by participants. The teacher will demonstrate how 32 can be taken apart into tens and ones (3 tens and 2 ones).Then subtract the tens from 55 (55-30).Then subtracting the ones from that difference (25-2=23). Each student will be asked to create two subtraction problems. They will then be put into pairs and given a piece of presentation	Students should pull out their math journals to write down examples that might be presented for the day as well as write down any questions or vocabulary. Students are to also be participating whole group in answering specific questions that the teacher is presenting on the board. Once done with whole group instruction, per teacher instruction, each student is to create two subtractions problems of their own. They will join their assigned partner and complete breaking apart each other's created problems by demonstrating taking apart tens on specific presentation paper. Each group, once done, will be called up to present one of their

	construction paper and will need to demonstrate the process of taking apart the numbers to make ten. The teacher will walk around the room and monitor each student and their ability to demonstrate the listed skill. Once each pair has completed their problems, each group will come up and present one problem for the class, each pair will need to decide who will be the presenter for their group. The teacher will be looking at specific vocabulary utilized as well as process taking to complete the listed skill and as how well each pair works together.	problems to the class. Each group will need to decide who will be the presenter for their group.
4	Teacher will explain that at times, when we subtract, there are not enough ones to subtract. So we have to regroup in order to be able to carry out the subtraction. At times we will have to regroup the tens. The teacher will present a sample problem on the board for students and will have students come up to try to carry out the operations of moving the drawn counting cubes. In doing so, students will see that they are unable to carry out the operation as there are not enough ones to carry out the operation. The teacher will pass out counting cubes to each student, as he/she demonstrates the concept of regrouping with the problem of 42-9. Students will be asked to build and show 42- 9 with their cubes. The teacher will demonstrate how we can carry over a ten to the ones side by (regrouping) then we could subtract 12-9, which will leave 3 ones and 3 tens for an answer of 33. The teacher will then divide the class into two large groups for a game of “Regrouping with Tens”. Two students will be called up to	Students will pull out their math journals, and write down the presented problems as well as examples of carrying out problems. Each student in the class will be called on to come up and complete parts of regrouping on the board or to answer steps in the process. After the board presentation, each student will be given counting cubes, where they will need to follow along in building the presented examples that the teacher asks or presents. The teacher will be monitoring each student’s individual ability to complete the listed skills. After the individual skills demonstration, students will be divided into one of two groups to participate in the “Regrouping with Tens Game”. Each student will have a chance to come up to the board and complete various problems that are primarily based in subtraction and regrouping of tens with/without models, as well as some addition with two-digit problems. Each problem has to be completde individually by the person at the board. Team members are not able to provide support. The team that gets to ten first wins. Once the game is over, students are to **write down their homework** for

	the board to complete various subtraction problems with regrouping in order to earn their team points. The person who completes their problem the fastest and correctly will be awarded a point for their team. The first team to get 10 points wins. The teacher will assign **Homework**-Subtract from a two-digit number- lesson four worksheet.	the night in their homework folders.
5	The teacher will have a review session with students on the strategies needed to complete adding and subtracting. Students will be given an "On My Own Sheet" that will look at where students are individually with their skills. Students will have to complete 15 problems of addition of two digit numbers and subtraction of numbers with regrouping. Each student will be asked to show their work on the provided sheet. Once completed, each student is to raise their hand and will come up and have a one-on-one conference with the teacher. They will be asked to verbally explain the addition and subtraction process of two problems as the teacher reviews their work with them. The teacher will provide some one-on-one re-teaching if necessary and intensive support time for students who demonstrate a need for more support. Once done they are to go to one of the six math centers that was set up earlier in the week and rotate through them until the math period is over.	Students will be given the. "On My Own" practice sheet that they will complete independently at their desk. Once done with the sheet they will raise their hand to come up and have a chance to conference with the teacher on the concepts of addition and Subtracting two-digit numbers within 100. Each student will be asked to explain the process used for randomly selected problems from the "On My Own Sheet". The teacher will provide support at this time for students who may not be demonstrating mastery with the presented concepts. For those that have demonstrated mastery, those students will continue working through the weekly set-up math centers that address the current math concepts.

Name: _____ Date:_____

Fill in the correct vocabulary.

Sum	Difference	Fact Family

1.

The numbers 12, 18, and 24 are called a

_____

2. Create and complete each fact family

20, 16, 4

_____+_____=_____ _____-_____=___
_____+_____=_____ _____-_____=___

Take apart a number and make a ten, then subtract

3. 74—12

_____ _____

74 - ____ = _____

____ - _____ = _____

So, 74—12 = _____

4. Add the ones, regroup, add the tens

8 5
+4 5

Subtract the ones. Do you need to regroup?

5. 41-6	Yes/No	41-6=35
6. 84-17	Yes/No	84-17=67

7. Subtract. Check by adding.
73-46 = _____

_____ + _____ = _____

8. Which addition number sentence would you use to check.
82 –37 = 45
◊ 37 + 45 = 82
◊ 82 + 37 = 119
◊ 82 + 45 = 127
◊ 82 - 45 = 37

9. Kevin rode his bike for 36 minutes on Saturday and for 69 minutes on Sunday. How many minutes did he ride his bike during the two days?

◊ 121
◊ 93
◊ 110
◊ 105

10. Which way should you take apart 38 + 43 to find the sum?

◊ 30 + 40
◊ 30 + 8 + 43
◊ 38 + 40 + 3
◊ 38 + 43 + 3

Name: _____ Date:_____

1. Fill in the correct Vocabulary.(1 pt)

Sum	Difference	Fact Family

The numbers 12, 18, and 24 are called a

_____Fact Family_____

2. Create and complete each fact family. (4pts)

20, 16, 4

__16___+____4___=__20_____ __20_____-__16____=__4_
__4___+___16____=___20____ _20_____-___4___=__16_

Take apart a number and make a ten, then subtract. (4pts)

3. 74—12

__10___ __2___

74 - _10___ = __64____

__64__ - __2___ = ___62__

So, 74—12 = ___62_____

4. Add the ones, regroup, add the tens. (1pt)

1
85
+45
130

Subtract the ones. Do you need to regroup? (2pts)
.

5. 41-6	Yes/ No	41-6=_35___
6. 84-17	Yes/ No	84-17=_67___

7. Subtract. Check by adding. (2pts)
73-46 = __27_____

___46____ + ___27____ = __73_____

8. Which Addition number sentence would you use to check 82 –37 = 45. (2pt)

◊ 37 + 45 = 82
◊ 82 + 37 = 119
◊ 82 + 45 = 127
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