<u>Unit Title:</u> *1st Grade "Adding Things that are Alike": Addition of 2-Digit Numbers*

<u>Standards Addressed:</u>
1.NBT.B.2 *Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:*

A. 10 can be thought of as a bundle of ten ones – called a "ten"
B. The number from 11 to 19 are composed of a ten and one-nine ones
C. The numbers 10, 20, 30-90 refer to 1-9 tens

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 of 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*

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*

By the end of the unit, what will students come to…

Know	**Understand**	**Be Able to Do**

Place value
Value vs. digits
Tens & ones
Expanded form
Strategies – Base 10
    100 chart
    Jump method (open
       number lines)
    Tally method
	Students will understand that only like things can be added (tens+tens, ones+ones)
	
	Students will understand that numbers can be broken apart to make addition more clear:
	    $28+12 = 28 +10 + 2$
	
	Students will understand that different strategies can be used to solve the same problem
		The students will be able to verbally explain how they solved a 2-digit addition problem
		
		The students will be able to model strategies to solve a 2-digit addition problem
		
		The students will be able to show the role of place value in 2-digit addition (tens+tens, ones+ones)

Pre-Assessment Ideas: Have students show various 2-digit numbers using base 10 blocks, discussion of putting things together (looking for place value understanding)

Summative Assessment Ideas: Verbal explanation of 2-digit addition and teacher-made test based on KUD.

Formative Assessment Ideas: Within the small group stations, accountability sheets will be checked daily and verbal/written explanation on white boards in Teacher Time station will demonstrate students understanding. Mission Possible using 2-digit addition problems will be checked daily as well.

Resources: White boards, 100 Charts, Base 10 manipulatives, cards, 2-digit addition games (3 in a Row, Addition War, etc…)