**Grade: 1 Unit: 8 Two-Digit Addition and Subtraction**

Critical Area: Developing understanding of whole number relationships and place value, including grouping tens and ones

Standards Addressed: CC.1.OA.6, CC.1.NBT.4, CC.1.NBT.6

Focus Mathematical Practices:

* Make sense of problems and persevere in solving them;
* Construct viable arguments and critique the reasoning of others

**To Be Completed on or about:**

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| Prerequisites | Targets | Extensions |
|  | Add and subtract within 20 with fluency within 10 with strategies:   * counting on * making ten * decomposing a number leading to a 10 * relationship between addition and subtraction * creating equivalent but easier sums * creating the known equivalent * continued practice of facts within 10\* |  |
|  | Draw a model to subtract tens in the range of 10-90 from multiples in the range of 10-90 |  |
|  | Add within 100   * draw a model to add tens * use a hundred chart to find sums * use concrete models to add ones or tens to a two-digit number * make a ten to add a two-digit number and a one-digit number * use tens and ones to add two-digit numbers * continued practice with equations\* |  |
|  | Solve and explain two-digit addition word problems using the strategy:   * “draw a picture” * concrete models * place value understanding * properties of operations * relationship between addition and subtraction   and relate the strategy to the written method and explain the reasoning used |  |

\*classroom practice, not assessed on district assessment but should be monitored in class for growth