3rd Essential Standards Plan
Addition/Subtraction

Standard What do we want our students to learn?	**MGSE3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Learning Targets What do we want our students to learn?	a. I can add/subtract within 1,000 using the traditional algorithm or strategy based on place value . b. I can regroup (carry) properly when adding within 1,000 using the traditional algorithm c. I can borrow properly when subtracting within 1000 using the algorithm.
Vocabulary What do we want our students to learn?	Add, stack and attack, carry, sum, plus, increase, total, place value, traditional algorithm, subtract, take away, minus, less, decrease, difference, take away, deduct, and borrow,
Tier 1 Lessons What do we want our students to learn?	<u>NY Engage</u> Module 2 Topic D Lesson 15-Add measurements using the standard algorithm to compose larger units once. Lesson 16- Add measurements using the standard algorithm to compose large units twice. Module 2 Topic E Lesson 18- Decompose once to subtract measurements including 3 digits minuends with zeros in the tens or ones place. Lesson 19- Decompose twice to subtract measurements including 3 digits minuends with zeros in the tens or ones place.
Strategies What visible learning strategies can you use? ● Direct Instruction ● Summarizing ● Vocabulary	Vocabulary Instruction Vocab will be used from vocab box. Vocab will also be used with Flocabuarly. Direct Instruction Direct instruction will be given using the lessons from Module 2, topic D and E.

Instruction ● Concept mapping ● Class Discussion ● Peer Tutoring	Summarizing Will be used with vocab and on exit tickets. Class Discussion Class will discuss an essential question. **How does place value connect with regrouping in addition and subtraction.** Peer Tutoring Peer tutoring can be observed through rotations bought and made by teachers.
Co-Teaching Responsibilities What will the co-teacher be doing to support the students?	During direct instruction, the supportive instructor observes student learning to understand how to plan for the future. Then moves around the classroom assisting struggling students. During guided math, the co-teacher will be re-teaching rounding. Data will be retrieved from the rounding profile sheet.
Formatives How will we know if they learned it?	There are check points on the exit tickets to show they are learning the target goals. Exit Ticket Learning Target #1 https://docs.google.com/document/d/1GUem1rtLLEvKx6Pw64NB4T56N4JYoSGVejwu_9S9qoM/edit?usp=sharing Exit Ticket Learning Target #2 https://docs.google.com/document/d/1VqARdYOhmJJf8NdKiJWHVrpHH65HSekRobRdSnYGLTM/edit?usp=sharing Exit Ticket Learning Target #3 https://docs.google.com/document/d/17fkzEgrP9JyS4c1BWd1u7r7Vsuwk3ppvRz6b78V5YTI/edit?usp=sharing
Summatives How will we know if they learned it?	There are check points after each learning target on summative. Summative Link: https://drive.google.com/file/d/1lSkuDsiu7UPRqi_ufLW46Q8s-o6SLD02/view?usp=sharing
Tier 2: Re-teaching What will we do when students don't learn it?	Small Groups- Teacher(s) will each take a group of struggling students and work with them one on one where they will receive immediate feedback. Opportunity to practice more- IXL-adding with pictures Lesson E. 6. Addition sentences using a number line Lesson E. 8. Subtraction with pictures Lesson F. 5.

	Subtraction sentences using a number line. Lesson F. 7.
Extension What will we do when they already know it?	*Add and subtract Money Amounts– IXL 4th grade M. Lesson 5 *Addition fill in the missing digits – IXL 4th grade B. Lesson 5 *Subtraction– Fill in the missing digits– IXL 4th grade C. lesson 5