**Unit 8: Addition and Subtraction 2 (January Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Numeration and Counting. Algebra > Expressions and Equations; Pattern, Rules and Relationships. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to select, make use of and represent a range of addition and subtraction strategies; demonstrate proficiency in using and applying different counting strategies; interpret the meaning of symbols or pictures in number sentences; identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Adding and Subtracting Ones:** Explores addition and subtraction of ones, without renaming, within 100 (U&C); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  | [C] Reason & Respond L1–3[D] Notice & Wonder L1[D] Think-Pair-Share L1, 7[D] Write-Hide-Show L1–5, 7[D] Would This Work? L1–6[D][C]Build it; Sketch it; Write it L1–7[C] Choral Counting L2–3[C] Game: Ping-pong Number Bonds of 10 L4[D]Number Strings L4–5, 7[C] I Do, We Do, You Do L5, 7[C] Game: Ping-pong Number Bonds of 100 L6[D] Concept Cartoon L7**Print resources**Pupil’s Book pages 54–60 Home/School Links Book page 22 PCM 25 | **Intuitive Assessment:**responding to emerging misconceptions**Planned Interactions:** responding to insights gleaned from children’s responses to learning experiences**Assessment Events:** information gathered from completion of the unit assessment in the Progress Assessment Booklet page 17 |
| **2** | **Adding and Subtracting Tens:** Explores addition and subtraction of tens, without renaming, within 100 (U&C); Establishes the relationship between numbers and their position in a 100 square (R); Applies the zero property to support calculations and justifies with proof(s) (R) |  |
| **3** | **Adding and Subtracting Two Two-digit Numbers:** Explores addition and subtraction of two two-digit numbers (without renaming, within 100) (U&C); Develops strategies for efficient computation of addition and subtraction of two two-digit numbers (R) |  |
| **4** | **Adding − Making Tens:** Uses 10 (and/or multiples of 10) as a base when adding through ten (U&C); Uses number lines and benchmark numbers to add (A&PS); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **5** | **Adding with Renaming Ones as Tens:** Explores addition, with renaming ones as tens, within 100 (U&C); Develops strategies for efficient computation of addition of ones (R) |  |
| **6** | **Adding with Renaming Tens as Hundreds:** Explores addition with renaming tens as hundreds (U&C); Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **7** | **Adding Three Numbers:** Applies the associative property to support calculations and justifies with proof(s) (R) |  |
| **8** | **Review and Reflection:** Reviews and reflects on learning (U&C) |  |
| **Additional Notes:** |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C]concrete activity; [D]digital activity; [P]activity based on printed materials, followed by lesson numbers. |