**Unit 12: Addition and Subtraction 3 (March Weeks 1&2)**

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| **Strand(s) > Strand Unit(s)** | Number > Sets and Operations; Place Value and Base Ten; Numeration and Counting. Algebra > Patterns, Rules and Relationships; Expressions and Equations. |

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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; understand that digits have different values depending on their place or position in a number; use estimation to quickly determine number values and number calculations; demonstrate proficiency in using and applying different counting strategies; identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences; interpret the meaning of symbols or pictures in number sentences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **Adding without Renaming 1 (2-digit + 1-digit):** Adds within 100 including 2-digit + 1-digit, without renaming and introducing the column method (U&C); Tells the story of simple number sentences or expressions, verbally or using appropriate models (e.g. diagrams or concrete materials) (A&PS) |  | [D] [C] Reason & Respond L1–5, 7  [D] Write-Hide-Show L1  [D] [C] I Do, We Do, You Do L1, 5–6  [D] Notice & Wonder L2, 5, 7  [D] [C] Think-Pair-Share L2–5, 7  [D] [C] Build it; Sketch it; Write it L2–3, 7  [D] Give the Dog a Bone! L4 [C] Game: Stand Up, Sit Down L6  **Print resources**  Pupil’s Book pages 76–82  Home/School Links Book pages 28–29  PCMs 5, 35, 46 | **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 22 |
| **2** | **Subtracting without Renaming 1 (2-digit – 1-digit):** Subtracts numbers within 99 without renaming (U&C); Estimates differences within 99 (R) |  |
| **3** | **Adding without Renaming 2 (2-digit + 2-digit):** Adds within 100 including 2-digit + 2-digit (U&C); Estimates totals within 99 (R) |  |
| **4** | **Subtracting without Renaming 2 (2-digit – 2-digit):** Subtracts numbers within 99 without renaming (U&C) |  |
| **5** | **Renaming Ones as Tens:** Adds within 100 renaming ones as tens (U&C) |  |
| **6** | **Adding with Renaming 1 (2-digit + 1-digit):** Adds within 100 including 2-digit + 1-digit, with renaming (U&C) |  |
| **7** | **Adding with Renaming 2 (2-digit + 2-digit):** Adds within 100 including 2-digit + 2-digit, with renaming (U&C) |  |
| **8** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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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. |