

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
What do students need to know? Knowledge Goals		I know
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
Who do student need to be? Competency Goals	I can become/ I am...	

Grade:	Subject Area:	Planning Team:
Big Ideas:		Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Content Goal:	addition and subtraction to 10 000	I know how to add and subtract numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to add and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use mental math to understand “how much/how many?”
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different strategies
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can connect what I am learning in math to me and my life

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Grade 4/5

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Key Vocabulary: add, subtract, mental math, strategy, connect

Content Goal: *addition and subtraction to 10 000*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add and subtract numbers	<ul style="list-style-type: none"> I can add up to 100 I can put together and take apart up to 100 I can connect addition and subtraction to real life 	<ul style="list-style-type: none"> I can take apart, put together and combining numbers up to 10 000 I can use friendly numbers I can use regrouping strategies 	<ul style="list-style-type: none"> I can estimate sums and differences up to 10 000 	<ul style="list-style-type: none"> I can add and subtract up to 1 000 000 	<ul style="list-style-type: none"> I can add and subtract in multiple problem-solving contexts and scenarios

Content Goal: addition and *subtraction facts to 20 (developing computational fluency)*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I know how to add subtract up to 20 in my head	<ul style="list-style-type: none"> I can add 1 to a number 	<ul style="list-style-type: none"> I can make 10 I can use double 	<ul style="list-style-type: none"> I can make 10 + I can use fact families 	<ul style="list-style-type: none"> I can double plus 1 Double minus 1 	<ul style="list-style-type: none"> Using math facts to 20 strategies with larger numbers

Curricular Competency Goal: *Develop mental math strategies and abilities to make sense of quantity*

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can use mental math to understand “how much/how many?”	<ul style="list-style-type: none"> I can use for close numbers (number line) I can follow a model 	<ul style="list-style-type: none"> Break up count on Rounding numbers up and down I can use more than one strategy 	<ul style="list-style-type: none"> Break apart method (expanded form) Counting using benchmark numbers I know and can use different strategies 	<ul style="list-style-type: none"> Making friendly numbers Front end counting I can decide which strategy work best for me 	<ul style="list-style-type: none"> Finding compatibles Knowing which is the most efficient strategy

Curricular Competency Goal: Develop and use multiple strategies to engage in problem solving

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can solve problems using different strategies	○ Solve adding and subtracting problems up to 100	○ Solve adding and subtracting problems up to 10 000	○ Solve adding and subtracting word problems up to 10 000	○ Solve adding and subtracting problems up to 1 000 000	○ Solve adding and subtracting word problems up to 1 000 000

Curricular Competency Goal: Communicate mathematical thinking in many ways quantity

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can share my thinking in many ways	○ I can follow a model to show my thinking	○ I can show my thinking in one way	○ I can show my thinking in different ways	○ I can show my thinking in multiple ways	○ I can integrate my thinking and choose how to show my thinking depending on the task

Curricular Competency Goal: Connect mathematical concepts to each other and to other areas and personal interests

Student Friendly Goals	Approaching	Emerging	Developing	Confident	Extending
I can connect what I am learning in math to me and my life	○ I can think of examples of math in my life	○ I can come up with real life situations that use math in my life	○ I realize when math is happening in my life	○ I can see how math helps me in my life and in our community	○ I can see how math is used to solve problems in the world

Grade 4/5

Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?

Week 1	1. I know how to add and subtract numbers by:				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	Adding numbers - 100, 10 000 ,1 000 000	I can use mental math strategies <ul style="list-style-type: none"> - Number line - Break up count on - Rounding up or down 	I can solve problems using different strategies (using 100, 10 000)	I can try different ways to show my thinking here my thinking in many ways <ul style="list-style-type: none"> - Introduce 3 ways of thinking in math 	I can connect what I am learning in math to me and my life <ul style="list-style-type: none"> - Examples in our lives

Week 2	1. I know how to add and subtract numbers by:				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	Estimating - 100, 10 000 ,1 000 000	I can use mental math strategies <ul style="list-style-type: none"> - Break apart - Benchmarks 	I can solve word problems using different strategies (using 100, 10 000)	I can share my thinking in different ways	I can connect what I am learning in math to me and my life by coming up with real life situations that use math in my life I realize when math is happening



Week 3	2. I know how to add subtract in my head by:				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	<ul style="list-style-type: none">- Adding 1 to a number- Making 10- Using doubles	<p>I can use mental math strategies</p> <ul style="list-style-type: none">- Making friendly numbers- Front end counting <p>I can decide which strategies work best for me</p>	Solve adding and subtracting problems up to 1 000 000	<p>I can share my thinking in multiple ways</p> <p>I can decide which ways work best for me</p>	I can see how math helps me in my life and in our community

Week 4	2. I know how to add subtract in my head by:				
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Curricular Competency Goal of the day	<p>I can make 10 +</p> <p>I can use fact families</p> <ul style="list-style-type: none">o I can double plus 1o Double minus 1o Using math facts to 20 strategies with larger numbers	<p>I can use mental math strategies</p> <ul style="list-style-type: none">o Finding compatibles <p>Knowing which is the most efficient strategy</p>	Solve adding and subtracting word problems up to 1 000 000	I can integrate my thinking and choose how to show my thinking depending on the task	I can see how math is used to solve problems in the world