

**Curriculum Unit
Title**

Developing Understanding and Proficiency for English
Language Learners' Addition and Subtraction

Author

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Students will be able to fluently add and subtract within 100 within the context of a word problem. After identifying the type of addition and/or subtraction problem that they are given, students will use the tape diagram to determine what information was provided, as well as what they need to solve for.

ESSENTIAL QUESTION(S) for the UNIT

- Students will be able to add fluently and accurately within 100.
- Students will be able to subtract fluently and accurately within 100.
- Given a word problem, students will be able to determine the correct operation.
- Given a word problem, students will be able to use an efficient strategy to solve it.

CONCEPT A

Categorizing Word Problems

CONCEPT B

Strategies for Solving Addition and/or Subtraction

CONCEPT C

ESSENTIAL QUESTIONS A

How can we identify whether this problem is addition or subtraction?

What information is given in the problem? What do I need to solve for?

ESSENTIAL QUESTIONS B

How will a tape diagram represent my information?

What strategy is the most efficient and accurate for me?

ESSENTIAL QUESTIONS C

VOCABULARY A

Addition, Subtraction, Equation, Compare, Joining, Separate

VOCABULARY A

Tape Diagram, Strategy, Efficient, Fluent, Accurate

VOCABULARY A

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

Suggested Materials: Provided appendices, index cards, white boards, dry erase markers