



## Mini-Map for M.EE.4.NBT.4

Subject: Mathematics

Numbers and Operations in Base Ten (NBT)

Grade: 4

### Learning Outcome

DLM Essential Element	Grade-Level Standard
<b>M.EE.4.NBT.4</b> Add and subtract two-digit whole numbers.	<b>M.4.NBT.4</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.

### Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of "separateness" by recognizing objects that are not joined together. Communicate understanding of set by recognizing a group of objects sharing an attribute. Communicate understanding of a subset by recognizing a subset as a set or group of objects within a larger set that share an attribute.	Combine two or more sets of objects to create a new set. Divide a set of 10 or fewer objects into two or more distinct subsets. Count all objects in a set to communicate the total number of objects in a set.	Add two numbers with a sum within 20 using objects, drawings, counters, or a mathematical equation, and communicate the sum by combining both the numbers. Subtract a smaller number from a larger number (no larger than 20) by taking counters/objects away from the larger set or using drawings or a mathematical equation, and communicate the left-over number as the difference.	Demonstrate addition by adding two numbers up to 100. Demonstrate subtraction by subtracting numbers up to 100. Use place-value reasoning including multiples of 10 and 100 to add or subtract numbers.	Use addition and subtraction within 100 to solve word problems, including join, separate, part-part-whole, and compare problems.

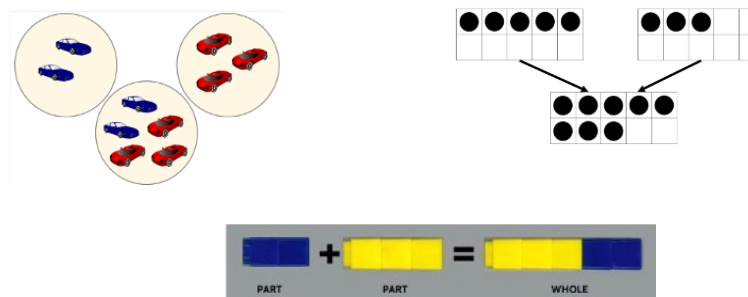
## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

### *How is the Initial Precursor related to the Target?*

In order to add and subtract two-digit whole numbers, students must first learn to organize items into groups/sets based on a common characteristic such as size, color, shape, texture, or flavor. Students learn how to sort items by separating a group of items into two groups (e.g., vehicles and animals). As students gain comfort sorting items into sets, they are encouraged to use their language to convey their thought process by identifying and naming the characteristic that determines the set (e.g., wheels and legs). Activities that require students to engage actively with the items will foster the students' understanding of set, subsets, and separateness (e.g., the game "one of these things is not like the other"; highlighting one characteristics in a group of similar items [e.g., color] by which the items will be grouped; incorporating creating sets into everyday activities [e.g., during cleanup time, students place items into one of two bins based on a designated characteristic]).

### *How is the Distal Precursor related to the Target?*

As students gain an understanding of how to group items into sets, educators will begin to help students connect their knowledge of sets with their knowledge of counting. Educators will provide multiple experiences counting sets and combining sets using multiple models. The following are examples of models.



## Instructional Resources

### Released Testlets

See the [Guide to Practice Activities and Released Testlets](#).

### Using Untested (UN) Nodes

See the document [Using Mini-Maps to Plan Instruction](#).

[Link to Text-Only Map](#)

**M.EE.4.NBT.4** Add and subtract two-digit whole numbers.

