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| **Grade 2 Module 4: Addition and Subtraction within 200 with Word Problems to 100** | | | | |
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TEKS Grade 2 Module 4 Fluencies

Lesson 1

Fluency Practice (10 Minutes)

* Place Value 2.2A, 2.4A (6 minutes)
* More/Less 2.4A, 2.4B (4 minutes)

**Place Value (6 minutes)**

Materials: (T) Unlabeled tens place value chart (Template) (S) Unlabeled tens place value chart (Template), personal white board

Note: Practicing place value skills prepares students for adding and subtracting 1 and 10 in today’s lesson.

T: (Draw or project the place value chart template.) Slide the place value chart into your personal white board. Draw place value disks to show 5 ones. Write the number below it.

S: (Draw 5 ones disks, and write 5 below it.)

T: Show 2 tens disks, and write the number below it.

S: (Draw 2 tens disks, and write 2 at the bottom of the tens column.)

T: Say the number in unit form.

S: 2 tens 5.

T: Say the number in standard form.

S: 25.

T: Add 1 to your chart. What is 1 more than 25?

S: 26.

T: Now add 1 ten to your chart. What is 10 more than 26?

S: 36.

T: Subtract 1 from 36 by crossing out a one. What is 1 less than 36?

S: 35.

T: Now subtract 10 from 35 by crossing out 1 ten. What is 10 less than 35?

S: 25.

Continue with the following possible sequence: 4 tens 7 ones, 1 ten 8 ones, and 6 tens 9 ones.

**More/Less (4 minutes)**

Note: Practice with giving 1 or 10 more (or less) prepares students to add and subtract 1 and 10 fluently.

T: For every number I say, you say a number that is 1 more. When I say 5, you say 6. Ready?

T: 5.

S: 6.

T: 8.

S: 9.

Continue with the following possible sequence: 9, 16, 19, 28, 38, 39, 44, 49, 54, and 60.

T: Now for every number I say, you say a number that is 10 more. When I say 50, you say 60. Ready?

T: 50.

S: 60.

T: 10.

S: 20.

Continue with the following possible sequence: 80, 40, 20, 21, 28, 30, 35, 45, and 56.

T: Let’s try saying 1 less for every number I say. When I say 6, you say 5. Ready?

T: 6.

S: 5.

T: 9.

S: 8.

Continue with the following possible sequence: 11, 14, 19, 20, 30, 31, 51, and 50.

T: Now for every number I say, you say a number that is 10 less. When I say 50, you say 40. Ready?

T: 50.

S: 40.

T: 30.

S: 20.

Continue with the following possible sequence: 80, 70, 60, 61, 41, 46, 48, 28, and 18.

Lesson 2

Fluency Practice (10 Minutes)

* Place Value 2.2A, 2.4A (6 minutes)
* How Many More Tens? 2.4A, 2.4B (3 minutes)

**Place Value (7 minutes)**

Materials: (T) Unlabeled tens place value chart (Lesson 1 Template) (S) Unlabeled tens place value chart (Lesson 1 Template), personal white board

Note: Practicing place value skills prepares students for adding and subtracting multiples of 10.

T: (Project the unlabeled tens place value chart template. Have students insert the template in their personal white boards.) Draw place value disks to show 1 ten and 3 ones. Write the number below it. S: (Draw 1 ten and 3 ones on the place value chart, and write 13 below it.)

T: Say the number in unit form.

S: 1 ten 3 ones.

T: Say the number in standard form.

S: 13.

T: Add 2 tens to your chart. How many tens do you have now?

S: 3 tens.

T: What is 20 more than 13?

S: 33.

T: Add 3 tens to 33. How many tens do you have now?

S: 6 tens.

T: What is 30 more than 33?

S: 63. T: Say the number in unit form.

S: 6 tens 3 ones.

T: Now, subtract 4 tens from 63. What is 40 less than 63?

S: 23.

Continue with the following possible sequence: 23 + 70, 93 − 40, 53 + 30, and 83 − 80.

**How Many More Tens?**

(3 minutes) Materials: (S) Personal white board

Note: Subtracting multiples of 10 prepares students for the lesson.

T: If I say 34 − 24, you say 10. To say it in a sentence, you say 34 is 10 more than 24. Ready?

T: 64 − 44. S: 20.

T: Say it in a sentence.

S: 64 is 20 more than 44.

Continue with the following possible sequence: 85 − 45, 68 − 38, 59 − 49, 47 − 17, and 99 − 19.

Lesson 3

Fluency Practice (10 Minutes)

* More and Less: Multiples of 10 2.4A, 2.4B (2 minutes)
* Sprint: Add and Subtract Ones and Tens 2.4A, 2.4B (8 minutes)

**More and Less: Multiples of 10 (2 minutes)**

Note: Students review Lesson 2 by adding and subtracting multiples of 10 fluently.

T: 2 tens less than 6 tens.

S: 4 tens.

T: Subtraction number sentence?

S: 60 − 20 = 40.

T: 2 tens less than 6 tens 8 ones.

S: 4 tens 8 ones.

T: Subtraction number sentence?

S: 68 − 20 = 48.

Continue with the following possible sequence: 56 − 26,73 − 40, 60 + 22, 64 + 24, 57 + 30, and 49 + 50.

**Sprint: Add and Subtract Ones and Tens (8 minutes)**

Materials: (S) Add and Subtract Ones and Tens Sprint

Note: This Sprint reviews addition and subtraction of multiples of 10 and some ones.

Lesson 4

Fluency Practice (10 Minutes)

* Place Value 2.2A (3 minutes)
* Making a Ten Drill 2.4A, 2.4B (2 minutes)
* Making the Next Ten to Add 2.4A, 2.4B (5 minutes)

**Place Value (3 minutes)**

Note: Reviewing and practicing place value skills in isolation prepares students for success with adding and subtracting tens and ones.

T: (Write 174.) Say the number.

S: 174.

T: What digit is in the tens place?

S: 7.

T: (Underline 7.) What’s the value of the 7?

S: 70.

T: State the value of the 1.

S: 100.

T: State the place of the 4.

S: Ones place.

Repeat for the following possible sequence: 258, 734, 860, and 902.

**Making a Ten Drill (2 minutes)**

Note: This fluency activity reviews foundations that lead into today’s lesson.

T: (Post 6 + \_\_\_ = 10 on the board.) Let’s find the missing part to make ten. If I say 6, you say 4.

T: Ready? 6.

S: 4.

T: Number sentence.

S: 6 + 4 = 10.

T: Ready? 16.

S: 4.

T: Number sentence.

S: 16 + 4 = 20.

Continue with the following possible sequence: 7, 17, 13, 23, 27, 42, 48, and 58.

**Making the Next Ten to Add (5 minutes)**

Note: This fluency activity reviews foundations that lead into today’s lesson.

T: When I say 9 + 4, you say 10 + 3. Ready? 9 + 4. S: 10 + 3.

T: Answer.

S: 13.

Continue with the following possible sequence: 19 + 4, 29 + 4, 49 + 4, 79 + 4, 9 + 6, 19 + 6, 29 + 6, 59 + 6, 8 + 3, 18 + 3, 48 + 3, 8 + 5, 18 + 5, 88 + 5, 7 + 6, 17 + 6, 27 + 6, 7 + 4, 17 + 4, and 67 + 4.

Lesson 5

Fluency Practice (10 Minutes)

* Rename the Units: Choral Response 2.2A (1 minute)
* Sprint: Add and Subtract Ones and Tens 2.4A, 2.4B (9 minutes)

**Rename the Units: Choral Response (1 minute)**

Note: This fluency reviews place value relationships that lead into Lesson 6.

T: (Write 10 ones = \_\_\_\_ ten. Draw 10 ones place value disks on the board in ten-frame format and circle them when the students say 10 ones = 1 ten.) I’m going to give you a number in ones form. Pull out as many tens as you can, and tell me how many tens and ones there are. If there are no ones, only say the tens. Ready?

T: Say the number sentence.

S: 10 ones = 1 ten.

T: (Write 20 ones = \_\_\_\_ tens.) Say the number sentence.

S: 20 ones = 2 tens.

T: 23 ones.

S: 23 ones = 2 tens 3 ones.

Repeat the process for the following possible sequence: 60 ones, 63 ones, 70 ones, 75 ones, 79 ones, 90 ones, and 97 ones.

**Sprint: Add and Subtract Ones and Tens (9 minutes)**

Materials: (S) Add and Subtract Ones and Tens Sprint (repeated from Lesson 3)

Note: This Sprint reviews addition and subtraction of multiples of 10 and some ones.

Lesson 6

Fluency Practice (10 Minutes)

* Finding Doubles 2.4A, 2.4B (2 minutes)
* Say Ten Counting 2.2A (3 minutes)
* Say Ten Counting to the Next Ten 2.2A (5 minutes)

**Finding Doubles (2 minutes)**

Note: Finding doubles gives students another mental strategy for adding.

T: I’ll say a number sentence. You say the doubles fact within the number sentence and add on the rest. So, if I say 5 + 6, you say 5 + 5 + 1. Ready?

T: 4 + 5. S: 4 + 4 + 1. ‘

T: Answer.

S: 9.

T: 8 + 7.

S: 7 + 7 + 1.

T: Answer.

S: 15.

Continue with the following possible sequence: 4 + 3, 8 + 9, 7 + 6, 10 + 11, and 12 + 13.

**Say Ten Counting (3 minutes)**

Materials: (T) Rekenrek

Note: Reviewing and practicing saying numbers the Say Ten way in isolation prepares students for success when adding numbers during this lesson. Use a Rekenrek to model the first few to help students visualize.

T: Let’s count the Say Ten way. When I say 46, you say 4 tens 6. Ready? 57.

S: 5 tens 7.

T: 78.

S: 7 tens 8.

T: 100.

S: 10 tens.

T: 113.

S: 11 tens 3.

Continue with following possible sequence: 103, 123, 127, 137, 132, 142, 143, 163, 168, 188, 198, and 200. Be aware that the Say Ten way could also mean reading the numbers as 1 hundred 2 tens 3. The focus today, however, is just reading tens.

**Say Ten Counting to the Next Ten (5 minutes)**

Note: Practicing this fluency activity helps students see a connection with counting the Say Ten way and making a ten. It provides practice adding ones to make a multiple of 10.

T: Let’s add to make the next ten the Say Ten way. When I say 4 tens 2, you say 4 tens 2 + 8 = 5 tens. Ready? 6 tens 2.

S: 6 tens 2 + 8 = 7 tens.

T: 5 tens 1.

S: 5 tens 1 + 9 = 6 tens.

T: 7 tens 8.

S: 7 tens 8 + 2 = 8 tens.

Continue with the following possible sequence: 8 tens 4, 8 tens 5, 8 tens 9, 9 tens 6, 9 tens 3, and 9 tens 9.

Lesson 7

Fluency Practice (10 Minutes)

* Place Value 2.2A, 2.2B, 2.2C (3 minutes)
* Say Ten Counting 2.2A (3 minutes)
* Take Out the Tens 2.2A (4 minutes)

**Place Value (3 minutes)**

Note: This fluency activity reviews place value concepts from Module 3 to prepare students for today’s lesson.

T: (Write 157 on the board.) Say the number in standard form.

S: 157.

T: Say 157 in unit form.

S: 1 hundred 5 tens 7 ones.

T: Say 157 in expanded form.

S: 100 + 50 + 7.

T: How many ones are in 157?

S: 157 ones.

T: How many tens are in the tens place?

S: Five tens.

T: How many tens are in 157?

S: Fifteen tens.

T: What digit is in the ones place?

S: 7.

T: How many more ones does 7 ones need to make a ten?

S: 3 ones.

T: What is 157 + 3? S: 160.

Continue with the following possible sequence: 157 + 4? What is 1 less than 157? 1 more? 10 less? 10 more? 100 more? 100 less?

**Say Ten Counting (3 minutes)**

Note: Students practice making a ten in unit form to prepare for composing a ten on the place value chart in today’s lesson.

T: What is 3 ones + 4 ones?

S: 7 ones.

T: 6 ones + 4 ones? S: 10 ones.

T: What is another name for 10 ones?

S: 1 ten.

T: When we make a ten, let’s say the number in tens and ones. Ready? 6 ones + 5 ones.

S: 1 ten 1 one. Repeat the process with the following possible sequence: 7 ones + 4 ones, 6 ones + 7 ones, 8 ones + 4 ones, 9 ones + 3 ones, 4 ones + 4 ones + 4 ones, and 5 ones +3 ones + 4 ones.

**Take Out the Tens (4 minutes)**

Note: Decomposing whole numbers into tens and ones is foundational for today’s lesson.

T: (Write 43 ones = \_\_\_\_ tens \_\_\_\_ ones.) Say the number sentence.

S: 43 ones = 4 tens 3 ones. Repeat the process with the following possible sequence: 67 ones, 39 ones, 77 ones, 89 ones, 100 ones, 118 ones, and 126 ones.

T: Now let’s take out the tens for each addition sentence.

T: 21 + 30. S: 5 tens 1 one. T: 40 + 58.

S: 9 tens 8 ones.

Repeat the process with the following possible sequence: 50 + 37, 21 + 31, 42 + 21, 71 + 12, and 83 + 15.

Lesson 8

Fluency Practice (10 Minutes)

* Number Patterns 2.2C (6 minutes)
* Sums to the Teens 2.2C, 2.2D, 2.2E (4 minutes)

**Number Patterns (6 minutes)**

Materials: (S) Personal white board

Note: Students apply knowledge of adding and subtracting multiples of 10 and 1 to complete patterns. T: (Write on board 124, 134, 144, \_\_\_\_.) What is the place value of the digit that’s changing?

S: Tens.

T: Count with me, saying the value of the digit I’m pointing to. S: (Point to the tens digit as students count.) 20, 30, 40.

T: On your personal white board, write the number that comes next in the pattern.

S: (Write and show 154.)

T: What is the pattern?

S: Add 10.

Repeat with the following possible sequence, using place value disks if students are struggling:

278 268 258 \_\_\_\_\_\_

99 109 119 \_\_\_\_\_\_

380 379 378 \_\_\_\_\_\_

522 542 562 \_\_\_\_\_\_

125 225 325 \_\_\_\_\_\_

**Sums to the Teens (4 minutes)**

Materials: (S) Personal white board

Note: This fluency activity readies students for the day’s lesson and allows them to work at different rates. Give about 20 seconds per problem.

T: (Write 9 + 3.)

T: This is the basic problem for a pattern. Once you have solved this problem, solve 19 + 3, 29 + 3, ... What would come next? S: 39 + 3.

T: Yes. Continue until I say stop, and I will give you a new basic problem. Begin with 9 + 6. Go!

When you see everyone has completed at least 2 problems, stop the class and give the next expression. Use the following possible sequence: 9 + 6, 9 + 4, 8 + 4, 8 + 6, 7 + 4, and 7 + 6.

Lesson 9

Fluency Practice (12 Minutes)

* Place Value Practice 2.2B (3 minutes)
* Sprint: Sums to the Teens 2.4A, 2.4B (9 minutes)

**Place Value Practice (3 minutes)**

Note: This fluency activity reviews place value concepts from Module 3 to prepare students for today’s lesson.

T: (Write 352 on the board.) Say the number in standard form.

S: 352.

T: Say the number in expanded form.

S: 300 + 50 + 2.

T: The Say Ten way?

S: 3 hundreds 5 tens 2.

T: What is 20 more than 352?

S: 372.

Continue with the following possible sequence: 20 less? 100 more? 100 less? 102 less? 220 less? 510 more?

**Sprint: Sums to the Teens (9 minutes)**

Materials: (S) Sums to the Teens Sprint

Note: This Sprint reviews crossing ten when adding.

Lesson 10

Fluency Practice (10 Minutes)

* Compensation 2.4A, 2.4B (3 minutes)
* Sprint: Subtraction from Teens 2.4A (9 minutes)

**Compensation (3 minutes)**

Note: This fluency exercise reviews the mental math strategy taught in Lesson 4, which was to use compensation by breaking apart one addend to make the other addend into a multiple of 10 and, therefore, easier to add mentally. To use compensation with subtraction, add the same number to the minuend and subtrahend to make a multiple of 10.

T: (Write 52 − 39 = \_\_\_\_.) Let’s use a mental math strategy to subtract. How much more does 39 need to make the next ten?

S: 1 more.

T: Add 1 to each number and give me the number sentence.

S: 53 − 40 = 13. T: 37 − 19. S: 38 − 20 = 18.

Continue with the following possible sequence: 29 + 23, 38 + 19, 32 − 19, 24 − 19, and 34 + 19.

**Sprint: Subtraction from Teens (9 minutes)**

Materials: (S) Subtraction from Teens Sprint

Note: This Sprint builds fluency with subtracting within 20 using mental strategies.

Lesson 11

Fluency Practice (10 Minutes)

* 2 Less 2.4A, 2.4B (2 minutes)
* Using 10 to Subtract 2.4A, 2.4B (3 minutes)
* Subtract Common Units 2.4A, 2.4B (6 minutes)

**2 Less (2 minutes)**

Note: Practicing giving 2 less helps students to use the nearest ten in order to subtract fluently.

T: For every number I say, you say 2 less. If I say 10, you say 8. Ready?

T: 10.

S: 8.

T: 11.

S: 9.

Continue with the following possible sequence: 20, 21, 30, 31, 40, 41, 51, and 61.

**Using 10 to Subtract (3 minutes)**

Note: Reviewing the first-grade skill of counting up and down to 10 to subtract gives students a mental strategy to subtract fluently.

T: (Write 16 − 9 on the board.)

T: The answer is...? Wait for the signal. (Wait for all to be ready.)

S: 7.

T: (Use a number bond to express 16 as 10 and 6.) 10 − 9 is...?

S: 1.

T: 1 + 6 is...?

S: 7.

Continue with the following possible sequence: 15 − 9, 13 − 8, 15 − 7, 16 − 7, 12 − 9, and 13 − 7.

**Subtract Common Units (6 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency prepares students for understanding the importance of the subtraction algorithm.

T: (Project 77.) Say the number in unit form.

S: 7 tens 7 ones.

T: (Write 77 − 22 = \_\_\_ .) Say the subtraction sentence and answer in unit form.

S: 7 tens 7 ones − 2 tens 2 ones = 5 tens 5 ones.

T: Write the subtraction sentence on your personal white board.

Repeat the process and sequence for 88 − 33, 99 − 22, 66 − 44, 166 − 44, 55 − 33, and 155 − 33.

Lesson 12

Fluency Practice (11 Minutes)

* Using 10 to Subtract 2.4A, 2.4B (3 minutes)
* Get the Ten Out to Subtract 2.4A, 2.4B (5 minutes)
* How Many More Tens? 2.4A, 2.4B (3 minutes)

**Using 10 to Subtract (3 minutes)**

Repeat the fluency activity from Lesson 11.

**Get the Ten Out to Subtract (5 minutes)**

Note: Students practice taking out the ten and subtracting to prepare for unbundling a ten in today’s lesson.

T: For every number sentence I give, subtract the ones from ten. When I say 12 − 4, you say 10 − 4 = 6. Ready?

T: 12 − 4.

S: 10 − 4 = 6.

T: 13 − 7.

S: 10 − 7 = 3.

Practice taking the ten out of number sentences fluently before adding the ones back.

T: Now let’s add back the ones.

T: 12 − 4. Take from ten.

S: 10 − 4 = 6.

T: Now add back the ones.

S: 6 + 2 = 8.

Continue with the following possible sequence: 13 − 7, 11 − 8, 13 − 9, 15 − 7, and 14 − 8.

**How Many More Tens? (3 minutes)**

Materials: (S) Personal white board

Note: Practice adding and subtracting multiples of 10 prepares students for the lesson.

T: If I say 45 − 35, you say 10. To say how many more tens in a sentence, you say 45 is 10 more than 35. Ready?

T: 65 − 45.

S: 20.

T: Say it in a sentence.

S: 65 is 20 more than 45.

Continue with the following possible sequence: 85 − 45, 74 − 24, 59 − 29, 38 − 18, and 99 − 19.

Lesson 13

Fluency Practice (11 Minutes)

* Subtraction from Tens 2.4A, 2.4B (5 minutes)
* Sprint: Subtraction Patterns 2.4A, 2.4B (8 minutes)

**Subtraction from Tens (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity prepares students for this lesson’s Sprint and allows them to see how their take-from-ten facts help them to solve many problems.

T: I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 10 − 5, you would solve 20 − 5 and then...?

S: 30 − 5, 40 − 5, 50 − 5.

T: Yes. Solve as many as you can on your personal white board before I give the signal to stop. Let’s begin. 10 − 5.

When every student has completed at least two problems, stop the class, and give the next expression. Continue with the following possible sequence: 10 − 8, 11 − 2, 12 − 4, and 11 − 5.

**Sprint: Subtraction Patterns (8 minutes)**

Materials: (S) Subtraction Patterns Sprint

Note: Students are given the opportunity to use mental math strategies when crossing tens to subtract.

Lesson 14

Fluency Practice (11 Minutes)

* Place Value 2.2A (3 minutes)
* Rename the Units: Choral Response 2.2A (5 minutes)
* Take from the Tens or Ones 2.4A, 2.4B (2 minutes)

**Place Value (3 minutes)**

Note: Practicing these skills in isolation helps lay a foundation for conceptual understanding of today’s lesson.

T: (Write 184.) Say the number in standard form.

S: 184.

T: What digit is in the tens place?

S: 8.

T: (Underline 8.) What’s the value of the 8?

S: 80.

T: State the value of the digit 1.

S: 100.

T: 4? S: 4.

Repeat using the following possible sequence: 173, 256, and 398.

**Rename the Units: Choral Response (5 minutes)**

Note: This fluency activity reviews foundations that lead into today’s lesson.

T: (Write 10 ones = \_\_\_\_ ten.) Say the number sentence. S: 10 ones = 1 ten.

T: (Write 20 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 20 ones = 1 ten 10 ones.

T: (Write 24 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 24 ones = 1 ten 14 ones.

T: (30 ones = 2 tens \_\_\_\_ ones.) Say the number sentence.

S: 30 ones = 2 tens 10 ones.

Repeat the process for the following possible sequence: 30, 32, 38, 40, 41, 46, 50, 63, and 88.

**Take from the Tens or Ones (2 minutes)**

Note: This fluency activity helps students know when and when not to unbundle a ten when subtracting. This is a foundational skill for today’s lesson.

T: For every number sentence I say, you tell me if I take from the tens or the ones. If I say 46 − 5, you say take from the ones. If I say 46 − 7, you say take from the tens. Ready?

T: 46 − 6.

S: Take from the ones. T: 46 − 9.

S: Take from the tens.

Continue with the following possible sequence: 52 − 1, 52 − 4, 63 − 6, 64 − 5, 65 − 4, 68 − 8, and 70 − 3.

Lesson 15

Fluency Practice (11 Minutes)

* Subtraction from Tens 2.4A, 2.4B (2 minutes)
* Sprint: Two-Digit Subtraction 2.4A, 2.4B (9 minutes)

**Subtraction from Tens (2 minutes)**

Materials: (S) Personal white board

Note: This fluency activity allows students to see how their take-from-ten facts help them to solve many problems.

T: When I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 11 − 9, you would solve 21 − 9. Then?

S: 31 − 9, 41 − 9, 51 − 9.

T: Yes. Solve as many as you can on your personal whiteboard before I give the signal to stop. Let’s begin. 11 − 9.

S: (Work.)

When every student has completed at least two problems, stop the class and give the next expression.

Continue with the following possible sequence: 12 − 8, 11 − 8, and 13 − 9.

**Sprint: Two-Digit Subtraction (9 minutes)**

Materials: (S) Two-Digit Subtraction Sprint

Note: This Sprint reviews subtraction with unbundling to prepare students for today’s lesson.

Lesson 17

Fluency Practice (10 Minutes)

* Find the Total 2.4A, 2.4B (5 minutes)
* Find the Difference 2.4A, 2.4B (5 minutes)

**Find the Total (5 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency prepares students for understanding the importance of the addition algorithm. Students add to solve word problems in today’s lesson.

T: (Write 25 + 73 = \_\_\_\_.) Solve using any method.

T: Change 25 to 125 by writing a one in the hundreds place. What is the total now?

S: 198.

Repeat the process and sequence with 35 + 54 and 135 + 54; 38 + 22 and 138 + 22; 42 + 38 and 142 + 38.

**Find the Difference (5 minutes)**

Materials: (S) Personal white board

Note: Reviewing subtraction problems in sets prepares students for understanding the importance of the subtraction algorithm. Students subtract to solve word problems in today’s lesson.

T: (Write 48 − 24 = \_\_\_\_.) Solve the subtraction problem horizontally or vertically.

Repeat the process and sequence for 48 − 24, 40 − 24; 56 − 15, 50 − 15, 52 − 15; 40 − 38, 60 − 38, and 61 − 38

Lesson 17

Fluency Practice (11 Minutes)

* Compensation 2.4A, 2.4B (5 minutes)
* Rename the Units 2.2A (5 minutes)

**Compensation (5 minutes)**

Note: This fluency exercise reviews the mental math strategy taught in Lesson 4, using compensation to add the same amount to each addend. By making a multiple of 10, students solve a much simpler addition problem.

T: (Write 42 + 19 =\_\_\_\_\_\_\_.) Let’s use a mental math strategy to add. How much more does 19 need to make the next ten?

S: 1 more.

T: Where can 19 get 1 more from?

S: From the 42.

T: Take 1 from 42 and give it to 19. Say the simplified number sentence, with the answer.

S: 41 + 20 = 61.

T: 37 + 19. Say the simplified number sentence, with the answer.

S: 36 + 20 = 56.

Continue with the following possible sequence: 29 + 23, 38 + 19, 32 + 19, 24 + 17, and 34 + 19.

**Rename the Units (5 minutes)**

Note: This fluency exercise reviews foundational concepts that support today’s lesson.

T: (Write 10 ones = \_\_\_\_\_ ten \_\_\_\_\_ ones.) Say the number sentence.

S: 10 ones = 1 ten 0 ones.

T: (Write 20 ones = 1 ten \_\_\_\_\_ ones.) Say the number sentence.

S: 20 ones = 1 ten 10 ones.

T: (Write 24 ones = 1 ten \_\_\_\_\_ ones.) Say the number sentence.

S: 24 ones = 1 ten 14 ones.

T: (30 ones = 2 tens \_\_\_\_\_ ones.) Say the number sentence.

S: 30 ones = 2 tens 10 ones.

Repeat the process for 32, 38, 40, 41, 46, 50, 63, and 88.

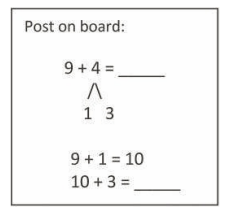
Lesson 18

Fluency Practice (12 Minutes)

* Making the Next Ten to Add 2.4A, 2.4B (3 minutes)
* Sprint: Addition Crossing a Ten 2.4A, 2.4B (9 minutes)

**Making the Next Ten to Add (3 minutes)**

Note: This fluency exercise reviews foundations that lead into today’s lesson.

T: When I say 9 + 4, you say 10 + 3. Ready? 9 + 4. 

S: 10 + 3.

T: Answer.

S: 13.

Continue with the following possible sequences:

19 + 4, 29 + 4, 79 + 4, 9 + 6, 19 + 6, 29 + 6, 8 + 3, 18 + 3, 48 + 3, 8 + 5, 18 + 5, 88 + 5, 7 + 6, 27 + 6, 7 + 4, 17 + 4, and 67 + 4.

**Sprint: Addition Crossing a Ten (9 minutes)**

Materials: (S) Addition Crossing a Ten Sprint

Note: This Sprint reviews completing or crossing a ten when adding a single-digit number to a two-digit number.

Lesson 19

Fluency Practice (10 Minutes)

* Addition Fact Flash Cards 2.4A (2 minutes)
* Adding Ones to Make Tens 2.4A, 2.4B (4 minutes)
* Adding Tens and Ones 2.4A, 2.4B (4 minutes)

**Addition Fact Flash Cards (2 minutes)**

Materials: (T) Addition flash cards (Fluency Template)

Note: This is a teacher-directed, whole-class activity. By practicing addition facts, students gain fluency adding within 20.

**Adding Ones to Make Tens (4 minutes)**

Note: Students practice changing ones for tens in preparation for today’s lesson.

T: What is 1 more than 29 ones?

S: 30 ones.

T: How many tens are in 30 ones?

S: 3 tens.

T: 2 more than 58 ones.

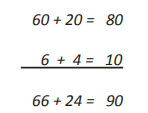
S: 60 ones.

T: How many tens are in 60 ones?

S: 6 tens.

Continue with the following possible sequence: 3 more than 37 ones, 5 more than 75 ones, and 8 more than 92 ones.

**Adding Tens and Ones (4 minutes)**

Note: This fluency activity supports students adding like units by seeing the addends in expanded form. T: (Write 60 + 20 = \_\_\_\_\_.) 

T: 60 + 20 is...?

S: 80.

T: (Write 6 + 4 below 60 + 20.) 6 + 4 is...?

S: 10.

T: 80 + 10 is...?

S: 90. T: (Write 66 + 24 below 6 + 4.) 66 + 24 is...?

S: 90.

Continue with the following possible sequence: 35 + 25, 44 + 26, 57 + 33, 58 + 52, and 66 + 64.

Lesson 20

Fluency Practice (10 Minutes)

* Addition Fact Flash Cards 2.4A (2 minutes)
* Sprint: Addition Crossing a Ten 2.4A, 2.4B (8 minutes)

**Addition Fact Flash Cards (2 minutes)**

Materials: (T) Addition flash cards (Lesson 19 Fluency Template)

Note: By practicing addition facts, students gain fluency adding within 20.

**Sprint: Addition Crossing a Ten (8 minutes)**

Materials: (S) Addition Crossing a Ten Sprint

Note: This Sprint reviews crossing the ten when adding a two-digit and a one-digit number.

Lesson 21

Fluency Practice (10 Minutes)

* Addition Fact Flash Cards 2.4A (2 minutes)
* Place Value 2.2A (5 minutes)
* Rename the Units: Choral Response 2.2A (5 minutes)

**Addition Fact Flash Cards (2 minutes)**

Materials: (T) Addition flash cards (Lesson 19 Fluency Template)

Note: By practicing addition facts, students gain fluency adding within 20.

**Place Value (5 minutes)**

Note: Practicing place value skills solidifies understanding the reason for bundling.

T: (Write 103.) Say the number.

S: 103.

T: Which digit is in the tens place?

S: 0.

T: (Underline 0.) What’s the value of the 0?

S: 0.

T: State the value of the 1.

S: 1 hundred.

T: State the value of the 3.

S: 3 ones.

Repeat using the following possible sequence: 173, 281, and 428.

**Rename the Units: Choral Response (5 minutes)**

Note: This fluency activity reviews foundational concepts that support today’s lesson.

T: (Write 10 ones = \_\_\_\_\_ ten \_\_\_\_ ones.) Say the number sentence.

S: 10 ones = 1 ten 0 ones.

T: (Write 20 ones = 1 ten \_\_\_\_\_ ones.) Say the number sentence.

S: 20 ones = 1 ten 10 ones.

T: (Write 24 ones = 1 ten \_\_\_\_\_ ones.) Say the number sentence.

S: 24 ones = 1 ten 14 ones.

T: (30 ones = 2 tens \_\_\_ ones.) Say the number sentence.

S: 30 ones = 2 tens 10 ones.

Continue with the following possible sequence: 32, 38, 40, 41, 46, 50, 63, and 88.

Lesson 22

Fluency Practice (11 Minutes)

* Addition Fact Flash Cards 2.4A (2 minutes)
* Subtraction from Tens 2.4A, 2.4B (5 minutes)
* Crossing a Ten 2.4A, 2.4B (4 minutes)

**Addition Facts Flash Cards (2 minutes)**

Materials: (T) Addition flash cards (Lesson 19 Fluency Template)

Note: By practicing addition facts, students gain fluency adding within 20.

**Subtraction from Tens (5 minutes)**

Materials: (S) Personal white board

Note: This allows students to see how their take-from-ten facts help them to solve many, many problems.

T: I say a basic fact. You add 10 to the whole and continue until I say to stop. So, after 10 − 6, you would then solve 20 − 6. S: 30 − 6, 40 − 6, 50 − 6.

T: Yes, go as high as you can before I give the signal to stop. Let’s begin. 10 − 6.

S: (Work.)

T: (Stop everyone when you see that all students have solved at least two problems.)

Continue with the following possible sequence: 10 − 8, 11 − 2, 12 − 4, and 11 − 5.

**Crossing a Ten (4 minutes)**

Note: Crossing a Ten prepares students for making a multiple of 10 as they solve problems with up to four addends.

T: (Write on board: 8 + \_\_\_\_ = 10.)

How many more does 8 need to make 10?

S: 2 more.

T: Complete the number sentence.

S: 8 + 2 = 10.

T: 10 + 1.

S: 11.

T: 8 + 2 + 1.

S: 11.

T: 8 + 3.

S: 11.

Continue with the following possible sequence: 7 + 3, 7 + 3 + 1, 7 + 4, 7 + 5, 9 + 1, 9 + 1 + 1, 9 + 1 + 4, and 19 + 1 + 4.

Lesson 23

Fluency Practice (13 Minutes)

* Take from the Ten 2.4A (2 minutes)
* Adding to 1 Hundred 2.4D (2 minutes)
* Sprint: Subtraction Patterns 2.4A, 2.4B (9 minutes)

**Take from the Ten (2 minutes)**

Note: Students practice subtracting from the ten as the foundation for subtracting from the hundred in the lesson.

T: 16 − 9. Take 9 from the ten or the ones?

S: Ten. T: Say the number sentence.

S: 10 − 9 = 1.

T: Now add back the ones.

S: 1 + 6 = 7.

T: Say the complete number sentence for 16 − 9. S: 16 − 9 = 7.

Continue with the following possible sequence: 15 − 7, 14 − 8, 13 − 6, 18 − 9, 12 − 7, and 16 − 7.

**Adding to 1 Hundred (2 minutes)**

Note: Students practice adding to 1 hundred in preparation for the lesson.

T: What is the number sentence for 10 more than 100? S: 100 + 10 = 110.

T: 25 more than 100. S: 100 + 25 = 125.

T: 34 more than 100. S: 100 + 34 = 134.

Continue with the following possible sequence: 42 more, 50 more, 67 more, 69 more, 70 more, 78 more, and 88 more.

**Sprint: Subtraction Patterns (9 minutes)**

Materials: (S) Subtraction Patterns Sprint

Note: Students are given the opportunity to use mental math strategies when crossing tens to subtract.

Lesson 24

Fluency Practice (11 Minutes)

* Subtraction Fact Flash Cards 2.4A (3 minutes)
* Adding to 1 Hundred 2.4A, 2.4B (3 minutes)
* Take from a Ten or from the Ones 2.4A, 2.4B (4 minutes)

**Subtraction Fact Flash Cards (3 minutes)**

Materials: (T) Subtraction fact flash cards set 1 (Fluency Template)

Note: By practicing subtraction facts, students gain fluency subtracting within 20.

**Adding to 1 Hundred (3 minutes)**

Note: Students practice adding to 1 hundred in preparation for the lesson.

T: What is the number sentence for 15 more than 100? S: 100 + 15 = 115.

T: 30 more than 100...? S: 100 + 30 = 130.

T: 41 more than 100...? S: 100 + 41 = 141.

Continue with the following possible sequence: 45 more, 60 more, 62 more, 68 more, 80 more, 84 more, and 89 more.

**Take from a Ten or from the Ones (4 minutes)**

Note: This fluency activity helps students know when to unbundle a ten to subtract. This is a foundational skill for the lesson.

T: For every number sentence I say, you tell me if I take from a ten or the ones. When I say 46 − 5, you say take from the ones, but if I say 46 − 7, you say take from a ten. Ready?

T: 46 − 6.

S: Take from the ones.

T: 46 − 9.

S: Take from a ten.

Continue with the following possible sequence: 56 − 5, 52 − 4, 63 − 6, 67 − 5, 65 − 4, 68 − 8, and 70 − 3.

Lesson 25

Fluency Practice (11 Minutes)

* Subtraction Fact Flash Cards 2.4A (3 minutes)
* Zap to Zero 2.4A, 2.4B (3 minutes)
* Rename the Units: Choral Response 2.2A (5 minutes)

**Subtraction Fact Flash Cards (3 minutes)**

Materials: (T) Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)

Note: By practicing subtraction facts, students gain fluency subtracting within 20.

**Zap to Zero (3 minutes)**

Note: Practice using place value concepts to mentally subtract helps lay a foundation for this lesson’s content.

T: (Write 184.) If I say zap the digit 8 to zero, you say subtract 80. Ready?

T: Zap the digit 8 to zero.

S: Subtract 80.

T: What is the number sentence?

S: 184 − 80 = 104.

T: Start again with 184. Zap the digit 1 to zero.

S: Subtract 100.

T: What is the number sentence?

S: 184 − 100 = 84.

Continue with the following possible sequence: 173 and 256.

**Rename the Units: Choral Response (5 minutes)**

Note: This fluency activity reviews foundations that lead into today’s lesson.

T: (Write 30 ones = \_\_\_\_tens.) Say the number sentence.

S: 30 ones = 3 tens.

T: (Write 20 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 20 ones = 1 ten 10 ones.

T: (Write 24 ones = 1 ten \_\_\_\_ ones.) Say the number sentence. S: 24 ones = 1 ten 14 ones.

Continue with the following possible sequence: 27, 30, 32, 38, 40, 41, 46, 50, 63, and 88.

Lesson 26

Fluency Practice (13 Minutes)

* Subtraction Fact Flash Cards 2.4A (3 minutes)
* Subtraction from Tens 2.4A, 2.4B (3 minutes)
* Sprint: Subtraction Patterns 2.4A, 2.4B (8 minutes)

**Subtraction Fact Flash Cards (2 minutes)**

Materials: (T) Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)

Note: By practicing subtraction facts, students gain fluency subtracting within 20.

**Subtraction from Tens (3 minutes)**

Materials: (S) Personal white board

Note: This fluency activity allows students to see how their take-from-ten facts help them to solve many problems. It also prepares them for today’s Sprint.

T: When I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 10 − 5 = 5, you would solve 20 − 5, and then...?

S: 30 − 5 = 25, 40 − 5 = 35, 50 − 5 = 45.

T: Yes, as high as you can before I give the signal to stop. Let’s begin. 10 − 5.

S: (Work.)

T: (Stop everyone when you see that all students have solved at least two problems.)

Continue with the following possible sequence: 10 − 8 and 11 − 2.

**Sprint: Subtraction Patterns (8 minutes)**

Materials: (S) Subtraction Patterns Sprint

Note: Students are given the opportunity to use mental math strategies when crossing tens to subtract.

Lesson 27

Fluency Practice (14 Minutes)

* Subtraction Fact Flash Cards 2.4A (3 minutes)
* Subtraction from Tens 2.4A, 2.4B (3 minutes)
* Sprint: Subtraction from a Ten or a Hundred 2.4A, 2.4B (9 minutes)

**Subtraction Facts Flash Cards (2 minutes)**

Materials: (T) Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)

Note: By practicing subtraction facts, students gain fluency subtracting within 20.

**Subtraction from Tens (3 minutes)**

Materials: (S) Personal whiteboard

Note: This allows students to see how their take-from-ten facts help them to solve many, many problems. It also prepares them for today’s Sprint.

T: When I say a basic fact, you add ten to the whole and continue until I say to stop. So, after 10 − 8, you would solve 20 − 8, and then...?

S: 30 − 8, 40 − 8, 50 − 8.

T: Yes. Solve as many as you can on your personal whiteboard before I give the signal to stop. Let’s begin. 10 − 8.

S: (Work.)

When every student has completed at least 2 problems, stop the class and give the next expression. Continue with the following possible sequence: 100 − 80, 10 − 6, 100 − 60, and 100 − 59.

**Sprint: Subtraction from a Ten or a Hundred (9 minutes)**

Materials: (S) Subtraction from a Ten or a Hundred Sprint

Note: Students are given the opportunity to use mental math strategies when subtracting from 10 or 100.

Lesson 28

Fluency Practice (14 Minutes)

* Subtraction Fact Flash Cards 2.4A (3 minutes)
* Rename the Units: Choral Response 2.2A (6 minutes)
* Take from the Tens or Ones 2.4A, 2.4B (2 minutes)

**Subtraction Facts Flash Cards (2 minutes)**

Materials: (T) Subtraction fact flash cards set 1 (Lesson 24 Fluency Template)

Note: By practicing subtraction facts, students gain fluency subtracting within 20.

**Rename the Units: Choral Response (6 minutes)**

Note: This fluency activity reviews foundations that will lead into today’s lesson.

T: (Write 10 ones = \_\_\_\_\_ ten.) Say the number sentence.

S: 10 ones = 1 ten.

T: (Write 20 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 20 ones = 1 ten 10 ones.

T: (Write 24 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 24 ones = 1 ten 14 ones.

Continue with the following possible sequence: 27, 30, 32, 38, 40, 41, 46, 50, 63, and 88.

T: (Write 100 = 9 tens \_\_\_\_ ones.) Say the number sentence.

S: 100 = 9 tens 10 ones.

T: (Write 101 = 9 tens \_\_\_\_ ones.) Say the number sentence.

S: 101 = 9 tens 11 ones.

T: 9 tens 11 ones is...?

S: 101.

T: 9 tens 12 ones is...?

S: 102.

Continue with the following possible sequence: 103, 104, 105, 106, 107, 108, 109, and 110.

**Take from the Tens or Ones (2 minutes)**

Note: This fluency activity helps students know when to unbundle a ten to subtract. This is a foundational skill for the lesson.

T: For every number sentence I say, you tell me if I take from the tens or the ones. When I say 46 − 5, you say take from the ones, but if I say 46 − 7, you say take from the tens. Ready?

T: 46 − 6.

S: Take from the ones.

T: 46 − 9.

S: Take from the tens.

Continue with the following possible sequence: 52 − 1, 52 − 4, 63 − 6, 64 − 5, 65 − 4, 68 − 8, and 70 − 3.

Lesson 29

Fluency Practice (10 Minutes)

* Crossing a Ten 2.4A, 2.4B (5 minutes)
* Rename the Units: Choral Response 2.2A (6 minutes)

**Crossing a Ten (5 minutes)**

Note: Crossing a Ten reviews making a multiple of 10 to solve problems with up to four addends.

T: (Write on the board: 8 + \_\_\_\_ = 10.) How many more does 8 need to make ten?

S: 2 more.

T: Give the complete number sentence.

S: 8 + 2 = 10.

T: 10 + 1.

S: 11.

T: 8 + 2 + 1.

S: 11.

T: 8 + 3.

S: 11.

Continue with the following possible sequence: 7 + 3, 7 + 3 + 1, 7 + 4, 7 + 5, 9 + 1, 9 + 1 + 1, 9 + 1 + 4, and 19 + 1 + 4.

**Rename the Units: Choral Response (5 minutes)**

Note: This fluency activity reviews foundations that lead into today’s lesson.

T: (Write 10 tens = \_\_\_\_\_ hundred.) Say the number sentence.

S: 10 tens = 1 hundred.

T: (Write 11 tens = 1 hundred \_\_\_\_\_ ten.) Say the number sentence.

S: 11 tens = 1 hundred 1 ten.

T: (Write 14 tens = 1 hundred \_\_\_\_\_ tens.) Say the number sentence.

S: 14 tens = 1 hundred 4 tens.

Repeat the process for teen numbers of tens up to 20 tens.

Lesson 30

Fluency Practice (13 Minutes)

* Find the Difference 2.4A, 2.4B (4 minutes)
* Sprint: Subtraction Crossing a Ten 2.4A, 2.4B (9 minutes)

**Find the Difference (4 minutes)**

Materials: (S) Personal white board

Note: Reviewing subtraction problems in sets prepares students for understanding the importance of the subtraction algorithm.

T: (Write 44 − 3 =\_\_\_\_.) Write a subtraction sentence horizontally or vertically.

Continue with the following possible sequence: 40 − 5, 41 − 5; 57 −6, 50 − 6, 51 − 6; 68 − 7, 60 − 7, and 61 − 7.

**Sprint: Subtraction Crossing a Ten (9 minutes)**

Materials: (S) Subtraction Crossing a Ten Sprint

Note: Students use mental math strategies to mentally unbundle when subtracting.

Lesson 31

Fluency Practice (13 Minutes)

* Find the Total 2.4A, 2.4B (5 minutes)
* Find the Difference 2.4A, 2.4B (4 minutes)

**Find the Total (5 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency prepares students to solve word problems in today’s lesson. T: (Write 32 + 64 =\_\_\_\_.) Solve using any method.

T: Write 1 hundred to change 32 to 132. What is the total now?

S: 196.

Continue with the following possible sequence: 25 + 74, 125 + 74; 58 + 32, 158 + 32; and 32 + 48, 132 + 48.

**Find the Difference (5 minutes)**

Materials: (S) Personal white board Note: Reviewing subtraction problems in sets prepares students to solve word problems in today’s lesson.

T: (Write 48 − 24 =\_\_\_\_.) Write a subtraction sentence horizontally or vertically.

Continue with the following possible sequence: 48 − 24, 40 − 24; 56 − 15, 50 − 15, 52 − 15; 64 − 38, 60 − 38, and 61 − 38