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| **Grade 2 Module 5: Addition and Subtraction within 1,000 with Word Problems within 1000** | | | | |
| **Topic A: Strategies for Adding and Subtracting within 1000** | | | | |
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| **Lesson 2** | [Place Value **(2.2A, 2.4D)**](#PlaceValue2) | [How Many More Hundreds? **(2.4C, 2.4D, 2.7B)**](#HowManyMoreHundreds1) |  |  |
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| **Lesson 4** | [Subtracting Multiples of Hundreds and Tens **(2.4C, 2.4D)**](#SubtractingMultiples1) | [Sprint: Subtracting Multiples of Ten and Some Ones **(2.4C, 2.4D)**](#Sprint2) |  |  |
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| **Lesson 6** | [Compensation with Linking Cubes **(2.4A, 2.4B)**](#Compensation1) | [Compensation with Subtraction **(2.4A, 2.4B)**](#Compensation2) |  |  |
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TEKS Grade 2 Module 5 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) Hundreds place value chart (Fluency Template) (S) Personal white board, hundreds place value chart (Fluency Template)

Note: Practicing place value skills prepares students for adding and subtracting 10 and 100 in today’s lesson.

T: (Project place value chart to the hundreds.) Show 6 ones in chips. Write the number below it.

S: (Draw 6 chips in the ones column, and write 6 below it.)

T: Show 1 chip in the tens column, and write the number below it.

S: (Draw 1 chip in the tens column, and write 1 at the bottom of the tens column.)

T: The Say Ten way?

S: 1 ten 6.

T: Say the number in standard form.

S: 16.

T: Add 1 chip to your tens column. What is 10 more than 16?

S: 26.

T: The Say Ten way?

S: 2 tens 6.

T: Now, add 1 chip to your hundreds column. What is 100 more than 26?

S: 126.

T: The Say Ten way?

S: 1 hundred 2 tens 6.

T: Cross out a chip in the tens column. What is 10 less than 126?

S: 116.

T: The Say Ten way?

S: 1 hundred 1 ten 6.

T: Cross out a chip in the hundreds column. What is 100 less than 116?

S: 16.

Continue with the following possible sequence: 254, 310, and 505.

**More/Less (4 minutes)**

Note:  Giving 10 or 100 more or less prepares students to add and subtract 10 and 100 fluently.

T: For every number I say, you say a number that is 1o more. When I say 5, you say 15. Ready?

T: 5.

S: 15.

T: 10.

S: 20.

Continue with the following possible sequence: 19, 67, 90, 95, 110, 111, 139, 156, 256, 299, 305, and 319.

T: Now, for every number I say, you say a number that is 10 less. When I say 20, you say 10. Ready?

T: 20.

S: 10.

T: 22.

S: 12.

Continue with the following possible sequence: 19, 78, 100, 107, 182, 201, 299, 312, and 321.

T: For every number I say, you say a number that is 100 more. When I say 56, you say 156. Ready?

T: 56.

S: 156.

T: 37.

S: 137.

Continue with the following possible sequence: 80, 8, 88, 288, 300, 333, 566, and 900.

T: Now, for every number I say, you say a number that is 100 less. When I say 150, you say 50. Ready?

T: 150.

S: 50.

T: 159.

S: 59.

Continue with the following possible sequence: 168, 170, 270, 277, 400, 404, and 434.

Lesson 2

Fluency Practice (10 Minutes)

* Place Value 2.2A, 2.4A (6 minutes)
* How Many More Hundreds? 2.4C, 2.4D, 2.7B (3 minutes)

**Place Value (7 minutes)**

Materials: (T) Hundreds place value chart (Lesson 1 Template 1) (S) Personal white board, hundreds place value chart (Lesson 1 Template 1)

Note: Practicing place value skills prepares students for adding and subtracting multiples of 100 in today’s lesson.

T: (Project hundreds place value chart.) Show 1 hundred 5 tens 2 ones in chips on a place value chart. Write the number below it.

S: (Draw 1 hundred 5 tens 2 ones in chips on a place value chart.)

T: Say the number in unit form.

S: 1 hundred 5 tens 2 ones.

T: Say the number in unit form using only tens and ones.

S: 15 tens 2 ones.

T: Say the number in unit form using only hundreds and ones.

S: 1 hundred 52 ones.

T: Say the number in standard form.

S: 152.

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

S: 3 hundreds.

**How Many More Hundreds? (3 minutes)**

Note: Practice with subtracting multiples of 100 prepares students for today’s lesson.

T: If I say 300 – 200, you say 100. To say it in a sentence, you say, “100 more than 200 is 300.” Ready?

T: 300 – 200.

S: 100.

T: Say it in a sentence.

S: 100 more than 200 is 300.

Continue with the following possible sequence: 405 – 305, 801 – 601, 650 – 350, 825 – 125, and 999 – 299.

Lesson 3

Fluency Practice (11 Minutes)

* How Many More to Make 100? 2.4C, 2.4D (2 minutes)
* Sprint: Adding Multiples of Ten and Some Ones 2.4C, 2.4D (9 minutes)

**How Many More to Make 100? (2 minutes)**

Note: Students practice mentally making 100.

T: How many more ones does 8 need to make 10?

S: 2 ones.

T: Say the addition number sentence. S: 8 + 2 = 10.

T: How many more tens does 8 tens need to make 10 tens?

S: 2 tens.

T: Say the addition number sentence starting with 8 tens.

S: 8 tens + 2 tens = 10 tens.

T: How much more does 80 need to make 100?

S: Twenty.

T: Say the addition sentence.

S: 80 + 20 = 100.

Continue with the following sequence: 16 + 4, 16 tens + 4 tens, 160 + 40, and 28 + 2, 28 tens + 2 tens, 280 + 20.

**Sprint: Adding Multiples of Ten and Some Ones (9 minutes)**

Materials: (S) Adding Multiples of Ten and Some Ones Sprint

Note: Students review adding multiples of ten and some ones in preparation for today’s lesson.

Lesson 4

Fluency Practice (11 Minutes)

* Subtracting Multiples of Hundreds and Tens 2.4C, 2.4D (2 minutes)
* Sprint: Subtracting Multiples of Ten and Some Ones 2.4C, 2.4D (9 minutes)

**Subtracting Multiples of Hundreds and Tens (2 minutes)**

Note: Students review fluently subtracting multiples of tens and hundreds in preparation for today’s lesson.

T: What is 2 tens less than 130?

S: 110.

T: Give the subtraction sentence.

S: 130 – 20 = 110.

T: What is 2 hundreds less than 350?

S: 150.

T: Give the subtraction sentence. S: 350 – 200 = 150.

Continue with the following sequence: 6 tens less than 150, 3 hundreds less than 550, and 7 tens less than 250.

**Sprint: Subtracting Multiples of Ten and Some Ones (9 minutes)**

Materials: (S) Subtracting Multiples of Ten and Some Ones Sprint

Note: Students fluently subtract multiples of ten and some ones in preparation for today’s lesson.

Lesson 5

Fluency Practice (10 Minutes)

* Making the Next Hundred 2.4A, 2.4B, 2.4D (4 minutes)
* Making the Next Hundred to Add 2.4A, 2.4B, 2.4D (6 minutes)

**Making the Next Hundred (4 minutes)**

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

T: (Post 170 + \_\_\_ = 200 on the board.) Let’s find missing parts to make the next hundred. I say 170, you say 30. Ready? 170.

S: 30.

T: Give the number sentence.

S: 170 + 30 = 200.

Continue with the following possible sequence: 190, 160, 260, 270, 370, 380, 580, 620, 720, 740, 940, 194, 196, 216, 214, and 224.

**Making the Next Hundred to Add (6 minutes)**

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

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

S: 10 tens + 3 tens.

T: Answer in standard form?

S: 130. T: 90 + 40. S: 130.

Continue with the following possible sequence: 19 tens + 4 tens, 29 tens + 4 tens, 29 tens + 14 tens, 9 tens + 6 tens, 19 tens + 6 tens, 19 tens + 16 tens, 29 tens + 16 tens, 8 tens + 3 tens, 18 tens + 3 tens, 18 tens + 13 tens, 28 tens + 13 tens, 8 tens + 5 tens, 18 tens + 15 tens, and 28 tens + 15 tens.

Lesson 6

Fluency Practice (11 Minutes)

* Compensation with Linking Cubes 2.4A, 2.4B (5 minutes)
* Compensation with Subtraction 2.4A, 2.4B (4 minutes)

**Compensation with Linking Cubes (5 minutes)**

Materials: (S) Linking cubes in three colors

Note: This is a teacher-directed, whole-class activity. With continued practice, students gain automaticity compensating when subtracting.

T: (Show a row of 8 cubes with 5 in yellow and 3 in red and a row of 5 yellow cubes.) What is the difference between 8 and 5?

S: 3.

T: What is a number sentence to represent the difference?

S: 8 − 5 = 3.

T: Now, add 1 green cube to the end of each stick. Has the difference changed?

S: No. T: What is the new number sentence?

S: 9 − 6 = 3.

T: True or false? (Write 8 − 5 = 9 − 6 on the board.)

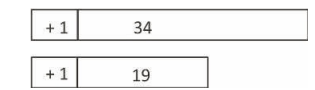
S: True.

Continue with the following possible sequence: 7 − 3 = 8 − 4 and 9 − 4 = 10 − 5.

**Compensation with Subtraction (4 minutes)**

Note: This fluency activity prepares students for the lesson by reviewing compensation when subtracting. Students add the same amount to the minuend and subtrahend to make a multiple of 10 to make the problem easier to solve. Post a strip diagram on the board for visual representation.

T: (Write 34 − 19 = \_\_\_\_\_.) Let’s use the same mental math strategy to subtract larger numbers. How much more does 19 need to make the next ten?

S: 1 more. 

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

S: 35 − 20 = 15. T: 34 − 19 is...?

S: 15.

T: True or false? (Write 34 − 19 = 35 − 20 on board.)

S: True.

T: What are both expressions equal to?

S: 15.

T: 43 − 28. Give me the new number sentence.

S: 45 − 30 = 15.

Continue with the following possible sequence: 52 − 29, 64 − 38, 83 − 27, 74 − 49, 93 − 47, and 95 − 58.

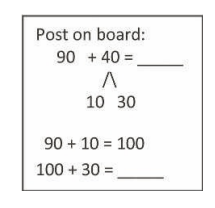
Lesson 7

Fluency Practice (10 Minutes)

* Making the Next Hundred to Add 2.4A, 2.4B, 2.4D (5 minutes)
* Compensation with Subtraction 2.4A, 2.4B (4 minutes)

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

Note: Students review foundations that lead into today’s lesson.

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

S: 10 tens + 3 tens.

T: Answer in standard form?

S: 130.

T: 90 + 40.

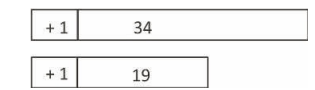
T: 130.

Continue with the following possible sequence: 19 tens + 4 tens, 29 tens + 4 tens, 29 tens + 14 tens, 9 tens + 6 tens, 19 tens + 6 tens, 19 tens + 16 tens, 29 tens + 16 tens, 8 tens + 3 tens, 18 tens + 3 tens, 18 tens + 13 tens, 28 tens + 13 tens, 8 tens + 5 tens, 18 tens + 15 tens, and 28 tens + 15 tens.

**Compensation with Subtraction (5 minutes)**

Note: This fluency activity prepares students for today’s lesson by reviewing compensation when subtracting. Students add the same amount to the minuend and subtrahend to make a multiple of 10, thus making the problem easier to solve. Post the strip diagram on the board for visual representation.

T: (Write 34 − 19 = \_\_\_\_\_.) Let’s use the same mental math strategy to subtract larger numbers. How much more does 19 need to make the next ten?

S: 1 more. 

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

S: 35 − 20 = 15. T: 34 − 19 is...?

S: 15.

T: True or false? (Write 34 − 19 = 35 − 20 on board.)

S: True.

T: What are both expressions equal to?

S: 15.

T: 43 − 28. Give me the new number sentence.

S: 45 − 30 = 15.

Continue with the following possible sequence: 52 − 29, 64 − 38, 83 − 27, 74 − 49, 93 − 47, and 95 − 58.

Lesson 8

Fluency Practice (12 Minutes)

* Add Common Units 2.4D (3 minutes)
* Sprint: Two-Digit Addition 2.4A. 2.4B (9 minutes)

**Add Common Units (3 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency activity prepares students for understanding the importance of the written addition method.

T: 2 puppies plus 1 puppy is…?

S: 3 puppies.

T: 3 dogs, 2 puppies, plus 1 puppy is…?

S: 3 dogs 3 puppies.

T: (Project 303.) Say the number in unit form.

S: 3 hundreds 3 ones.

T: (Write 303 + 202 = \_\_\_\_.) Say the addition sentence and answer in unit form.

S: 3 hundreds 3 ones + 2 hundreds 2 ones = 5 hundreds 5 ones.

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

S: (Write 303 + 202 = 505.)

Repeat this process for the following possible sequence: 404 + 203, 660 + 110, 707 + 220, 770 + 202, and 440 + 340.

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

Materials: (S) Two-Digit Addition Sprint

Note: Students review two-digit addition in preparation for adding three-digit numbers in today’s lesson.

Lesson 9

Fluency Practice (10 Minutes)

* Making the Next Ten to Add 2.4A, 2.4B (2 minutes)
* Add Common Units 2.2A, 2.4D (2 minutes)
* More Tens and Ones 2.4A, 2.4B, 2.4D (6 minutes)

**Making the Next Ten to Add (2 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, 9 + 6, 19 + 6, 8 + 3, 18 + 3, 8 + 5, 18 + 5, 7 + 6, 27 + 6, 7 + 4, 17 + 4, 9 + 7, 19 + 7, 8 + 6, and 18 + 6.

**Add Common Units (2 minutes**)

Materials: (S) Personal white board

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

T: (Project 545.) Say the number in unit form.

S: 5 hundreds 4 tens 5 ones.

T: (Write 545 + 232 = \_\_\_.) Say the addition sentence, and answer in unit form.

S: 5 hundreds 4 tens 5 ones + 2 hundreds 3 tens 2 ones = 7 hundreds 7 tens 7 ones.

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

S: (Write 545 + 232 = 777.)

Repeat the process, and continue with the following possible sequence: 440 + 225, 603 + 303, 211 + 644, 670 + 330, and 671 + 321.

**More Tens and Ones (6 minutes)**

Note: Students review adding tens and ones to prepare for today’s lesson.

T: What is 3 tens more than 6 tens?

S: 9 tens.

T: Give the number sentence in unit form.

S: 6 tens + 3 tens = 9 tens.

T: Give the number sentence in standard form.

S: 60 + 30 = 90.

T: What is 4 tens more than 6 tens? Give the answer in tens.

S: 10 tens.

T: Give the answer in hundreds.

S: 1 hundred.

T: Give the number sentence in standard form.

S: 60 + 40 = 100.

Continue with the following possible sequence: 4 tens more than 6 tens 3 ones, 5 tens more than 5 tens, 5 tens more than 6 tens, 5 tens more than 6 tens 4 ones, 2 tens more than 8 tens, and 3 tens more than 8 tens.

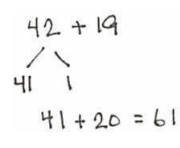
Lesson 10

Fluency Practice (13 Minutes)

* Compensation 2.4A, 2.4B (4 minutes)
* Sprint: Addition Crossing Tens 2.4A, 2.4B (9 minutes)

**Compensation (4 minutes)**

Note: This fluency activity reviews the mental math strategy of compensation. By making a multiple of 10, students solve a much simpler addition problem. Draw a number bond for the first problem on the board to help students visualize the decomposition.



T: (Write 42 + 19 = \_\_\_\_\_.) Let’s use a simplifying 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.

**Sprint: Addition Crossing Tens (9 minutes)**

Materials: (S) Addition Crossing Tens Sprint

Note: This Sprint builds fluency with adding when crossing the next ten using mental strategies.

Lesson 11

Fluency Practice (10 Minutes)

* Place Value 2.2A, 2.2B (3 minutes)
* Say Ten Counting 2.2A (3 minutes)
* Compensation 2.4A, 2.4B, 2.4D (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 the unit form with only tens and ones.

S: 15 tens 7 ones.

T: Say the unit form with only hundreds and ones.

S: 1 hundred 57 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 157?

S: 15 tens.

T: What digit is in the ones place?

S: 7.

T: What is the value of the digit in the tens place?

S: 50.

T: What is 1 less than 157?

S: 156.

T: What is 1 more than 157?

S: 158.

Continue with the following possible sequence: 10 less? 10 more? 100 more? and 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.

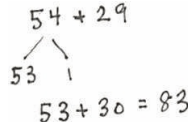
T: When we make a ten, let’s say the number in tens and ones. Ready? 6 ones + 5 ones.

S: 1 ten 1 one.

Continue 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.

**Compensation (4 minutes)**

Note: This fluency activity reviews the mental math strategy compensation. By making a multiple of 10, students solve a much simpler addition problem. Draw a number bond for the first problem on the board to help students visualize the decomposition.



T: (Write 54 + 29 = \_\_\_\_\_.) Let’s use a mental math strategy to add. How much more does 29 need to make the next ten?

S: 1 more.

T: Where can 29 get 1 more?

S: From the 54.

T: Take 1 from 54 and give it to 29. Say the simplified number sentence with the answer.

S: 53 + 30 = 83. T: 39 + 46. Say the simplified number sentence with the answer.

S: 40 + 45 = 85.

Continue with the following possible sequence: 65 + 39, 79 + 46, 128 + 52, 145 + 38, and 155 + 98.

Lesson 12

Fluency Practice (12 Minutes)

* Compensation 2.4D (4 minutes)
* Sprint: Compensation Addition 2.4D (8 minutes)

**Compensation (4 minutes)**

Note: This fluency activity reviews compensation, the mental math strategy. By making a multiple of 10, students solve a much simpler addition problem. Draw a number bond for the first problem on the board to help students visualize the decomposition.

T: (Write 61 + 99 = \_\_\_\_\_.) Let’s use a mental math strategy to add. How much more does 99 need to make 100?

S: 1 more.

T: Where can 99 get 1 more?

S: From the 61.

T: Take 1 from 61, and give it to 99. Say the simplified number sentence with the answer.

S: 60 + 100 = 160.

T: 99 + 46. Say the simplified number sentence with the answer.

S: 100 + 45 = 145.

Continue with the following possible sequence: 99 + 38, 98 + 56, 47 + 98, 26 + 98, 54 + 99, 54 + 199, and 73 + 199.

**Sprint: Compensation Addition (8 minutes)**

Materials: (S) Compensation Addition Sprint

Note: Students review compensation when adding to gain automaticity.

Lesson 13

Fluency Practice (12 Minutes)

* Making the Next Ten 2.4A, 2.4B (5 minutes)
* Making the Next Hundred 2.4A, 2.4B, 2.4D (5 minutes)
* Subtracting Multiples of Hundreds and Tens 2.4A, 2.4B, 2.4D (2 minutes)

**Making the Next Ten (5 minutes)**

Materials: (S) Personal white board

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

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

S: 10 + 3.

T: Give the number sentence with the answer.

S: 10 + 3 = 13.

T: Write the related addition sentence starting with 9 + 4.

S: 9 + 4 = 13.

Continue with the following possible sequence: 19 + 4, 9 + 6, 19 + 6, 8 + 3, 18 + 3, 8 + 5, 18 + 5, 7 + 6, 17 + 6, 7 + 4, 17 + 4, 9 + 5, 19 + 5, 8 + 6, 18 + 6, 8 + 7, and 17 + 8.

**Making the Next Hundred (5 minutes)**

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

T: (Write 170 on the board.) Let’s find the missing part to make the next hundred. What is the next hundred?

S: 200.

T: If I say 170, you say the number needed to make 200. Ready? 170. S: 30.

T: Give the addition sentence.

S: 170 + 30 = 200.

Continue with the following possible sequence: 190, 160, 260, 270, 370, 380, 580, 620, 720, 740, 940, 194, 196, 216, 214, and 224.

**Subtracting Multiples of Hundreds and Tens (2 minutes)**

Note: Students review subtracting multiples of tens and hundreds fluently in preparation for today’s lesson.

T: What is 2 tens less than 130?

S: 110.

T: Give the subtraction sentence.

S: 130 – 20 = 110.

T: What is 2 hundreds less than 350?

S: 150.

T: Give the subtraction sentence.

S: 350 – 200 = 150.

Continue with the following possible sequence: 6 tens less than 150, 3 hundreds less than 550, 7 tens less than 250, 6 tens less than 340, and 4 hundreds less than 880.

Lesson 14

Fluency Practice (12 Minutes)

* Grade 2 Fluency Practice Sets 2.4A (5 minutes)
* Using the Nearest Ten to Subtract 2.4A, 2.4B (5 minutes)
* Subtract Common Units 2.4A, 2.4B, 2.4D (2 minutes)

**Grade 2 Fluency Practice Sets (5 minutes)**

Materials: (S) Grade 2 Fluency Practice Sets

Note: During Topic C and for the remainder of the year, each day’s fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Fluency Practice Sets or Sprints. Five options are provided in this lesson for the Fluency Practice Set, with Set A being the most simple addition fluency exercise of the grade to Set E being the most complex. Start all students on Set A. Keep a record of student progress so students can progress to more complex sets when they are ready.

Students complete as many problems as they can in 120 seconds. Reaching 100% accuracy and completion is recommended before moving to the next level. Collect any Fluency Practice Sets that have been completed within the 120 seconds, and check the answers. The next time Fluency Practice Sets are used, students who have successfully completed their set today can be provided with the next level.

Assign early finishers a counting pattern and start number. Celebrate improvement, as well as advancement. Students should be encouraged to compete with themselves rather than their peers. Discuss possible strategies to solve the problems with students. Notify caring adults of each student’s progress.

**Using the Nearest Ten to Subtract (5 minutes)**

Note: Students use bonds of 10 when subtracting as a mental strategy to help subtract fluently with larger numbers.

T: (Post 16 – 9 on the board.) Raise your hand when you know 16 – 9.

S: 7.

T: (Write in the bond.) 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, 13 − 7, 23 − 7, 25 − 7, 25 − 9, 26 − 9, 27 − 9, 27 − 19, 37 − 9, 37 − 19, 35 − 19, 45 − 19, 47 − 18, and 48 − 29.

**Subtract Common Units (2 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency exercise 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.

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

T: Write the subtraction sentence on your board.

Repeat the process, and continue with the following possible sequence: 88 − 33, 66 − 44, 266 − 44, 55 − 33, and 555 − 33.

Lesson 15

Fluency Practice (12 Minutes)

* Grade 2 Fluency Practice Sets 2.4A (5 minutes)
* Get to 10, 20, or 30 2.2A, 2.5A (4 minutes)
* Count by Ten or One with Dimes and Pennies 2.2A, 2.5A (3 minutes)

**Grade 2 Fluency Practice Sets (5 minutes)**

Materials: (S) Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)

Note: During Topic C and for the remainder of the year, each day’s fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Fluency Practice Sets or Sprints. In Lesson 14, Practice Sets are provided, and the process is explained in detail.

**Get to 10, 20, or 30 (4 minutes)**

Materials: (S) 3 dimes and 10 pennies

Note: This activity uses dimes and pennies to help students become familiar with coins, while simultaneously providing practice with missing addends to tens.

For the first two minutes:

* Step 1: Lay out 0–10 pennies in 5-group formation, and ask students to identify the amount shown (e.g., 9 cents).
* Step 2: Ask for the addition sentence to get to a dime (e.g., 9 cents + 1 cent = 1 dime).

For the next two minutes:

* Repeat Steps 1 and 2, and then add a dime and ask students to identify the amount shown  (e.g., 1 dime 9 cents + 1 cent = 2 dimes).

**Count by Ten or One with Dimes and Pennies (3 minutes)**

Materials: (T) 10 dimes and 10 pennies

Note: This activity uses dimes and pennies as abstract representations of tens and ones to help students become familiar with coins, while simultaneously providing practice with counting forward and back by tens or ones.

* First minute: Place and take away dimes in a 5-group formation as students count along by ten.
* Second minute: Begin with 2 pennies. Ask how many ones there are. Instruct students to start at 2. Add and subtract 10 while placing and taking away dimes.
* Third minute: Begin with 2 dimes. Ask how many tens there are. Instruct students to begin at 20. Add and subtract 1 while placing and taking away pennies

Lesson 16

Fluency Practice (12 Minutes)

* Sprint: Subtraction from Teens 2.4A (8 minutes)
* Coin Drop 2.4A (2 minutes)
* More and Less 2.4A, 2.4B (2 minutes)

**Sprint: Subtraction from Teens (8 minutes)**

Materials: (S) Subtraction from Teens Sprint

Note: Students practice subtraction from teens to gain mastery of the sums and differences within 20.

**Coin Drop (2 minutes)**

Materials: (T) 10 dimes, 10 pennies, can

Note: In this activity, students practice adding and subtracting ones and tens using coins in preparation for Module 7.

T: (Hold up a penny.) Name my coin.

S: A penny.

T: How much is it worth?

S: 1 cent.

T: Listen carefully as I drop coins in my can. Count along in your minds.

Drop in some pennies and ask how much money is in the can. Take out some pennies and show them. Ask how much money is still in the can. Continue adding and subtracting pennies for a minute or so. Then, repeat the activity with dimes and then with dimes and pennies.

**More and Less (2 minutes)**

Materials: (T) 10 dimes, 10 pennies

Note: In this activity, students practice adding and subtracting ones and tens using coins.

T: Let’s count by tens. (Move dimes to the side while counting.)

S: 10, 20, 30, 40, 50, 60.

T: How many dimes are shown?

S: 6 dimes.

T: What is the value of 6 dimes?

S: 60 cents.

T: What is 5 cents more? (Move 5 pennies.)

S: 65 cents.

T: Give the number sentence.

S: 60 cents + 5 cents = 65 cents.

T: What is 10 cents less? (Move 1 dime.)

S: 55 cents.

T: Give the number sentence.

S: 65 cents − 10 cents = 55 cents.

Continue to repeat this line of questioning with a similar sequence of numbers.

Lesson 17

Fluency Practice (12 Minutes)

* Sprint: Subtraction from Teens 2.4A (8 minutes)
* Coin Drop 2.4A (2 minutes)
* More and Less 2.4A, 2.4B (2 minutes)

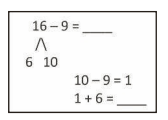
**Sprint: Subtract Crossing the Ten (8 minutes)**

Materials: (S) Subtract Crossing the Ten Sprint

Note: Students practice subtracting crossing the ten to prepare for the lesson and gain mastery of the sums and differences within 20

**Using the Nearest Ten to Subtract (2 minutes)**

Note: Reviewing the Grade 1 skill of counting up and down to 10 to subtract gives students a mental strategy to subtract fluently with larger numbers.



T: (Write 16 − 9 on the board.) Raise your hand when you know

the answer to 16 − 9.

S: 7.

T: (Write in the bond.) 10 − 9 is…?

S: 1.

T: 1 + 6 is...?

S: 7.

Continue with the following possible sequence: 13 − 8, 14 − 9, 15 − 7, 16 − 7, 13 − 9, 12 − 7, 22 − 7, 25 − 7, 25 − 8, 26 − 8, 27 − 8, 27 − 18, 37 − 8, 37 − 18, 35 − 18, 45 − 18, 47 − 19, and 48 − 29.

**Subtract Common Units (2 minutes)**

Materials: (S) Personal white board

Note: Reviewing this mental math fluency activity prepares students for understanding the importance of the

subtraction algorithm and place value.

T: (Project 55.) Say the number in unit form.

S: 5 tens 5 ones.

T: (Write 55 − 22 = \_\_\_\_\_\_.) Say the subtraction sentence, and answer in unit form.

S: 5 tens 5 ones − 2 tens 2 ones = 3 tens 3 ones.

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

Continue with the following possible sequence: 66 − 33, 77 − 44, 177 − 44, 88 − 33, and 188 − 33.

Lesson 18

Fluency Practice (10 Minutes)

* Grade 2 Fluency Practice Sets 2.4A (5 minutes)
* Get the Ten Out and Subtract 2.4A, 2.4B (5 minutes)

**Grade 2 Fluency Practice Sets (5 minutes)**

Materials: (S) Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)

Note: During Topic C and for the remainder of the year, each day’s fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Fluency Practice

Sets or Sprints. In Lesson 14, Practice Sets are provided, and the process is explained in detail.

**Get the Ten Out and 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 expression 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 expressions 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.

Lesson 19

Fluency Practice (12 Minutes)

* Grade 2 Fluency Practice Sets 2.4A (5 minutes)
* Take from the Ten 2.4A (3 minutes)
* Skip-Counting by Twos 2.7A (4 minutes)

**Grade 2 Fluency Practice Sets (5 minutes)**

Materials: (S) Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)

Note: During Topic C and for the remainder of the year, each day’s fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Fluency Practice Sets or Sprints. In Lesson 14, Practice Sets are provided, and the process is explained in detail.

**Take from the Ten (3 minutes)**

Materials: Personal white board

Note: Students practice taking from the ten to subtract fluently within 20.

T: I say, 11 − 9. You write, 10 − 9 + 1. Wait for my signal. Ready?

T: 12 − 8. Show me your personal white board on my signal.

S: 10 − 8 + 2.

T: Write your answer.

S: 4.

Continue with the following possible sequence: 13 − 9, 14 − 8, 12 − 9, 11 − 8, 15 − 9, 11 − 7, 16 − 8, 17 − 9, and 13 − 7.

**Skip-Counting by Twos (4 minutes**)

Note: Students practice counting by twos in anticipation of learning the foundations of multiplication and

division in Module 6.

T: On my signal, count by ones from 0 to 20 in a whisper. Ready? (Tap the desk while students are

counting; knock on the twos. For example, tap, knock, tap, knock, …)

T: Did anyone notice what I was doing while you were counting? I was tapping by ones, but I knocked

on every other number. Let’s count again, and try knocking and tapping with me.

S: 1 (tap), 2 (knock), 3 (tap), 4 (knock), 5 (tap), 6 (knock), …

T: Now, let’s count only when we knock. Ready?

S: (Tap), 2 (knock), (tap), 4 (knock), (tap), 6 (knock), (tap), 8 (knock), …

Continue this routine up to 20 and back down again.

Lesson 20

Fluency Practice (12 Minutes)

* Grade 2 Fluency Practice Sets 2.4A (5 minutes)
* Take from the Ten 2.4A (3 minutes)
* Skip-Counting by Twos 2.7A (4 minutes)

**Grade 2 Fluency Practice Sets (5 minutes)**

Materials: (S) Grade 2 Fluency Practice Sets (Lesson 14 Fluency Practice Sets)

Note: During Topic C and for the remainder of the year, each day’s fluency activity includes an opportunity for review and mastery of the sums and differences with totals through 20 by means of the Fluency Practice Sets or Sprints. In Lesson 14, Practice Sets are provided, and the process is explained in detail.

**Take from the Ten (3 minutes)**

Materials: Personal white board

Note: Students practice taking from the ten to subtract fluently within 20.

T: I say, 11 − 9. You write, 10 − 9 + 1. Wait for my signal. Ready?

T: 12 − 8. Show me your personal white board on my signal.

S: 10 − 8 + 2.

T: Write your answer.

S: 4.

Continue with the following possible sequence: 14 − 9, 13 − 8, 15 − 9, 11 − 8, 15 − 8, 12 − 9, 16 − 7, 18 − 9, and 14 − 8.

**Skip-Counting by Twos (4 minutes)**

Note: Students practice counting by twos in anticipation of learning the foundations of multiplication and

division in Module 6.

T: On my signal, count by ones from 0 to 20 in a whisper. Ready? (Tap the desk while students are

counting; knock on the twos. For example, tap, knock, tap, knock, …)

T: Did anyone notice what I was doing while you were counting? I was tapping by ones, but I knocked

on every other number. Let’s count again, and try knocking and tapping with me.

S: 1 (tap), 2 (knock), 3 (tap), 4 (knock), 5 (tap), 6 (knock), …

T: Now, let’s count only when we knock. Ready?

S: (Tap), 2 (knock), (tap), 4 (knock), (tap), 6 (knock), (tap), 8 (knock), …

Continue this routine up to 20 and back down again.