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| **Grade 2 Module 8: Time, Shapes and Fractions as Equal Part of Shapes** | | | | |
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TEKS Grade 2 Module 8 Fluencies

Lesson 1

Fluency Practice (12 Minutes)

* Rename for the Larger Unit 2.2A (3 minutes)
* Sprint: Adding Across a Ten 2.4B (9 minutes)

**Rename for the Larger Unit (3 minutes)**

Note: This fluency activity reviews place value foundations.

T: I’ll tell you a number of ones. Make as many tens as you can, and then tell how many tens and ones.

If there are no ones, only say the tens. Ready?

T: 10 ones.

S: 1 ten.

T: 30 ones.

S: 3 tens.

T: 41 ones.

S: 4 tens 1 one.

Continue with the following possible sequence: 50 ones, 54 ones, 80 ones, 85 ones, 99 ones, 100 ones,

105 ones, and 120 ones.

**Sprint: Adding Across a Ten (9 minutes)**

Materials: (S) Adding Across a Ten Sprint

Note: This Sprint gives practice with the grade level fluency of adding within 20 and applies it to larger

Numbers.

Lesson 2

Fluency Practice (9 Minutes)

* Sprint: Make a Hundred to Add 2.4B (9 minutes)

**Sprint: Make a Hundred to Add (9 minutes**)

Materials: (S) Make a Hundred to Add Sprint

Note: Students review compensation to make a hundred when adding to gain automaticity.

Lesson 3

Fluency Practice (5 Minutes)

* Grade 2 Fluency Differentiated Practice Sets 2.4A (5 minutes)

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

Materials: (S) Fluency Practice Sets

Note: During Topic A and for the remainder of the year, each day’s Fluency Practice 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 Sheet A being the most simple addition fluency of the grade to Sheet E being the most complex. Start all students on Sheet A. Keep a record of student progress so that you can move students to more complex sheets when they are ready.

Students complete as many problems as they can in 120 seconds. We recommend 100% accuracy and completion before moving to the next level. Collect any Practice Sheets 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.

Consider assigning 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 with students. Notify caring adults of each student’s progress.

Lesson 4

Fluency Practice (5 Minutes)

* Addition with Renaming 2.4B (5 minutes)

**Addition with Renaming (5 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem, and reinforce place value understandings by having students say their answers in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 167 + 47 vertically on the board.) Let’s use a chip model to add. On your personal white

board, record your work using the algorithm.

S: (Solve.)

T: 1 hundred 6 tens 7 ones plus 4 tens 7 ones is...?

S: 2 hundreds 1 ten 4 ones!

T: 167 + 47 is...?

S: 214.

Continue with the following possible sequence: 285 + 38, 234 + 67, 317 + 94, and 367 + 55.

Lesson 5

Fluency Practice (12 Minutes)

* Rename for the Smaller Unit 2.2A (3 minutes)
* Sprint: Subtraction Patterns 2.4A, 2.4B (9 minutes)

**Rename for the Smaller Unit (3 minutes)**

Note: This fluency activity reviews using place value understanding to rename units in preparation for

subtraction with chips and the algorithm during Fluency Practice in Lessons 7 and 8.

T: (Write 1 hundred = \_\_\_\_ tens.)

T: I’m going to give you a number in unit form. I want you to rename 1 of the hundreds for 10 tens and

then tell me how many hundreds, tens, or ones. Ready?

T: Say the number sentence.

S: 1 hundred = 10 tens.

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

S: 1 hundred 1 ten = 11 tens.

T: (Write 2 hundreds = 1 hundred \_\_\_\_ tens.) Say the number sentence.

S: 2 hundreds = 1 hundred 10 tens.

T: (Write 2 hundreds 1 ten = 1 hundred \_\_\_\_ tens.) Say the number sentence.

S: 2 hundreds 1 ten = 1 hundred 11 tens.

T: (Write 2 hundreds = 1 hundred 9 tens \_\_\_\_ ones.) Say the number sentence.

S: 2 hundreds = 1 hundred 9 tens 10 ones.

Continue with the following possible sequence: 1 hundred 3 tens, 2 hundreds 3 tens, 3 hundreds 4 tens, and 5 hundreds 7 tens.

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

Materials: (S) Subtraction Patterns Sprint

Note: Students practice subtraction in order to gain mastery of the sums and differences within 20 and

identify relationships with higher numbers.

Lesson 6

Fluency Practice (12 Minutes)

* Rename for the Smaller Unit 2.2A (3 minutes)
* Sprint: Addition and Subtraction Patterns 2.4A (9 minutes)

**Rename for the Smaller Unit (3 minutes)**

Note: This fluency activity reviews place value foundations.

T: (Write 101 = \_\_\_\_ tens \_\_\_\_\_ ones.)

T: I’m going to give you a number in unit form. I want you to rename 1 of the hundreds as 10 tens and

then tell me how many hundreds, tens, or ones. Ready?

S: 10 tens 1 one.

T: (Write 121 = \_\_\_\_\_ tens \_\_\_\_ one.) Say the number sentence.

S: 121 = 12 tens 1 one.

T: 203.

S: 203 = 1 hundred 10 tens 3 ones.

T: 213.

S: 213 = 1 hundred 11 tens 3 ones.

Continue with the following possible sequence: 305, 315; 204, 224; 108, 158; and 908, 968.

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

Materials: (S) Addition and Subtraction Patterns Sprint

Note: Students practice adding and subtracting to gain mastery of the sums and differences within 20.

Lesson 7

Fluency Practice (12 Minutes)

* Subtraction with Renaming 2.4B (7 minutes)
* Grade 2 Fluency Differentiated Practice Sets 2.4A (5 minutes)

**Subtraction with Renaming (7 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 161 − 18 horizontally on the board.) Let’s use a chip model to subtract. On your personal white

board, record your work using the algorithm.

S: (Solve.)

T: 161 − 18 is…?

S: 143.

Continue with the following possible sequence: 152 − 29, 237 − 56, 319 − 28, 463 − 54, and 208 − 57.

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

Materials: (S) Fluency Practice Sets (Lesson 3)

Note: During Topic B and for the remainder of the year, each day’s Fluency Practice 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. The process is detailed, with Practice Sets provided, in Lesson 3.

Lesson 8

Fluency Practice (15 Minutes)

* Rename for the Smaller Unit 2.2A (3 minutes)
* Subtraction with Renaming 2.4B (7 minutes)
* Grade 2 Fluency Differentiated Practice Sets 2.4A (5 minutes)

**Rename for the Smaller Unit (3 minutes)**

Note: This fluency activity reviews place value foundations.

T: (Write 121 = \_\_\_\_ tens \_\_\_\_\_ ones.)

T: I’m going to give you a number in unit form. I want you to rename 1 of the hundreds as 10 tens and

then tell me how many hundreds, tens, or ones. Ready?

S: 12 tens 1 one.

T: (Write 158 = \_\_\_\_\_ tens \_\_\_\_ ones.) Say the number sentence.

S: 158 = 15 tens 8 ones.

T: 203.

S: 203 = 1 hundred 10 tens 3 ones.

T: 213.

S: 213 = 1 hundred 11 tens 3 ones.

Continue with the following possible sequence: 305, 315; 204, 224; 108, 158; and 908, 968.

**Subtraction with Renaming (7 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem, and reinforce place value understandings by having students say the answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 123 − 47 horizontally on the board.) Let’s use a chip model to subtract. On your personal white

board, record your work using the algorithm.

S: (Solve.)

T: 1 hundred, 2 tens, 3 ones minus 4 tens, 7 ones is...?

S: 7 tens, 6 ones!

T: 123 − 47 is...?

S: 76.

Continue with the following possible sequence: 132 − 59, 231 − 65, 300 − 26, 446 − 77, and 506 − 187.

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

Materials: (S) Fluency Practice Sets (Lesson 3)

Note: During Topic B and for the remainder of the year, each day’s Fluency Practice 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. The process is detailed, with Practice Sets provided, in Lesson 3.

Lesson 9

Fluency Practice (15 Minutes)

* Rename for the Larger Unit 2.2A (6 minutes)
* Sprint: Subtraction Patterns 2.4B (9 minutes)

**Rename for the Larger Unit (6 minutes)**

Note: This fluency activity reviews place value foundations.

T: I’m going to tell you a number of ones. Tell me the largest units that can be made. Ready?

T: (Write 12 ones = \_\_\_\_ ten \_\_\_\_ ones.)

T: Say the number sentence. (Point to the board.)

S: 12 ones = 1 ten 2 ones.

T: (Write 29 ones = \_\_\_\_ tens \_\_\_\_ ones.) Say the number sentence.

S: 29 ones = 2 tens 9 ones.

T: (Write 29 ones = 1 ten \_\_\_\_ ones.) Say the number sentence.

S: 29 ones = 1 ten 19 ones.

Continue with the following possible sequence: 58 ones, 97 ones, 100 ones, 130 ones, 148 ones, 254 ones, 309 ones, and 880 ones.

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

Materials: (S) Subtraction Patterns Sprint

Note: Students practice subtracting in order to gain mastery of the sums and differences within 20 and relate those facts to larger numbers.

Lesson 10

Fluency Practice (15 Minutes)

* Rename for the Larger Unit 2.2A (6 minutes)
* Sprint: Addition Patterns 2.4B (9 minutes)

**Rename for the Larger Unit (6 minutes)**

Note: This fluency activity reviews place value foundations needed to bundle when adding multi-digit

numbers.

T: I’m going to give you a number. I want you to bundle and rename the units. Ready?

T: (Write 13 tens = \_\_\_\_ hundred \_\_\_ tens.)

T: Say the number sentence. (Point to the board.)

S: 13 tens = 1 hundred 3 tens.

T: Say 13 tens in standard form.

S: 130.

T: (Write 26 tens 10 ones = \_\_\_\_ hundreds \_\_\_\_ tens.) Say the number sentence.

S: 26 tens 10 ones = 2 hundreds 7 tens.

T: Say the number in standard form.

S: 270.

Continue with the following possible sequence: 34 tens 10 ones, 56 tens 10 ones, 81 tens, 90 tens, 1 hundred 35 tens, 3 hundreds 44 tens, 7 hundreds 28 tens 10 ones, 5 hundreds 34 tens 13 ones, and 3 hundreds 44 tens 24 ones.

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

Materials: (S) Addition Patterns Sprint

Note: Students practice adding in order to gain mastery of the sums and differences within 20 and relate those facts to larger numbers.

Lesson 11

Fluency Practice (10 Minutes)

* Addition with Renaming 2.4B (5 minutes)
* Grade 2 Fluency Differentiated Practice Sets 2.4A (5 minutes)

**Addition with Renaming (5 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem, and reinforce place value understandings by having students say their answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 112 + 159 horizontally on the board.) Let’s use a chip model to add. On your personal white

board, record your work using the vertical method.

S: (Solve.)

T: 112 + 159 is...?

S: 271.

Continue with the following possible sequence: 184 + 135, 385 + 108, 323 + 491, 263 + 178, 589 + 223, and 471 + 289.

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

Materials: (S) Fluency Practice Sets (Lesson 3)

Note: During Topic D and for the remainder of the year, each day’s Fluency Practice 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. The process is detailed, with Practice Sets provided, in Lesson 3.

Lesson 12

Fluency Practice (10 Minutes)

* Rename for the Smaller Unit 2.2A (1 minute)
* Subtraction with Renaming 2.4B (9 minutes)

**Rename for the Smaller Unit (1 minute)**

Note: This fluency activity reviews using place value understanding to rename units in preparation for

subtraction with chips and the algorithm during Fluency Practice in Lessons 13 and 14.

T: I’m going to give you a number of hundreds and tens. I want you to rename 1 of the hundreds for

10 tens and then tell me how many hundreds and tens. Ready?

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

S: 1 hundred 1 ten = 11 tens.

T: (Write 2 hundreds = 1 hundred \_\_\_\_\_ tens.) Say the number sentence.

S: 2 hundreds = 1 hundred 10 tens.

T: (Write 2 hundreds = 1 hundred 9 tens \_\_\_\_\_ ones.) Say the number sentence.

S: 2 hundreds = 1 hundred 9 tens 10 ones.

Repeat the process for 3 hundreds 3 tens and 4 hundreds 4 tens.

**Subtraction with Renaming (9 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem and reinforce place value understandings by having students say their answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

Lesson 13

Fluency Practice (15 Minutes)

* Subtraction with Renaming 2.4B (5 minutes)
* Happy Counting by Fives 2.2C (1 minute)
* Sprint: Adding and Subtracting by 5 2.4B (9 minutes)

**Subtraction with Renaming (9 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem and reinforce place value understandings by having students say their answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 367 − 185 horizontally on the board.) Let’s use a chip model to subtract. On your personal

white board, record your work using the algorithm.

S: (Solve.)

T: 367 – 185 is...?

S: 182.

Continue with the following possible sequence: 456 – 274, 625 – 295, 817 – 319, 528 – 229, 804 – 372, and 905 – 253.

**Happy Counting by Fives (1 minute)**

T: Let’s do some Happy Counting!

T: Let’s count by fives, starting at 0. Ready? (Rhythmically point up until a change is desired. Show a

closed hand, and then point down. Continue, mixing it up.)

S: 0, 5, 10, 15, 20. (Switch directions.) 15, 10. (Switch directions.) 15, 20, 25, 30, 35, 40. (Switch

directions.) 35, 30, 25. (Switch directions.) 30, 35, 40, 45. (Switch directions.) 40, 35, 30. (Switch

directions.) 35, 40, 45, 50, 55, 60. (Switch directions.) 55, 50, 45, 40, 35. (Switch directions.) 40, 45,

50. (Switch directions.) 45, 40, 35, 30, 25, 20, 15. (Switch directions.) 20, 25, 30, 35, 40, 45, 50, 55, 60.

**Sprint: Adding and Subtracting by 5 (9 minutes)**

Materials: (S) Adding and Subtracting by 5 Sprint

Note: Students add and subtract by 5 to gain automaticity counting by fives in preparation for counting minutes in the lesson.

Lesson 14

Fluency Practice (6 Minutes)

* Subtraction with Renaming 2.4B (5 minutes)
* Happy Counting by Fives 2.2C (1 minute)

**Subtraction with Renaming (5 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem, and reinforce place value understandings by having students say their answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 300 – 118 horizontally on the board.) Let’s use a chip model to subtract. On your personal

white board, record your work using the algorithm.

S: (Solve.)

T: 300 – 118 is...?

S: 182.

Continue with the following possible sequence: 500 – 276, 700 – 347, 803 – 239, 506 – 271, 800 – 108, and 900 – 507.

**Happy Counting by Fives (1 minute)**

T: Let’s do some Happy Counting!

T: Let’s count by fives, starting at 0. Ready? (Rhythmically point up until a change is desired. Show a

closed hand, and then point down. Continue, mixing it up.)

S: 0, 5, 10, 15, 20. (Switch directions.) 15, 10. (Switch directions.) 15, 20, 25, 30, 35, 40.

(Switch directions.) 35, 30, 25. (Switch directions.) 30, 35, 40, 45. (Switch directions.) 40, 35, 30.

(Switch directions.) 35, 40, 45, 50. (Switch directions.) 45, 40, 35. (Switch directions.) 40, 45, 50.

(Switch directions.) 45, 40, 35, 30, 25, 20, 15.

Lesson 15

Fluency Practice (12 Minutes)

* Tell Time on the Clock 2.9G (3 minutes)
* Skip Count by Fives on the Clock 2.9G (9 minutes)

**Tell Time on the Clock (3 minutes)**

Materials: (T) Analog clock for demonstration (S) Personal white board

T: (Show an analog demonstration clock.) Start at 12 and count by 5 minutes on the clock.

(Move finger from 12 to 1, 2, 3, 4, etc., as students count.)

S: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60.

T: I’ll show a time on the clock. Write the time on your personal white board. (Show 3:05.)

S: (Write 3:05.)

T: (Show 2:35.)

S: (Write 2:35.)

Repeat process, varying the hour and 5-minute interval so that students read and write a variety of times to the nearest 5 minutes.

**Skip Count by Fives on the Clock (9 minutes)**

Materials: (T) A “clock” made from a 24-inch ribbon marked

off at every 2 inches



T: (Display the ribbon as a horizontal number line—example

pictured above.) Count by fives as I touch each mark on the

ribbon.

S: (Starting with 0, count by fives to 60.)

T: (Make the ribbon into a circle resembling a clock.) Now I’ve

shaped my ribbon to look like a …

S: Circle! Clock!

T: Let’s call it a clock. Again, count by fives as I touch each mark

on the clock.

S: (Starting with 0, skip-count by fives to 60.)

T: This time, the direction my finger moves on the clock will

show you whether to count up or down. (While explaining,

demonstrate sliding a finger forward and backward around

the clock.)

T: As I slide to the marks, you count them by fives.

Starting at 12, slide forward to 4 as students count on. On a clock, 12 represents both 0 and 60. We are not stating 0 so that students count on effectively.

S: 5, 10, 15, 20.

T: How many minutes is that?

S: 20 minutes!

T: (Starting from 4, slide a finger forward to 9. Do not restate 20. Count on.)

S: 25, 30, 35, 40, 45.

T: How many minutes is that?

S: 45 minutes!

T: (Keep a finger at 9.) What if I slide back one mark, then how many minutes?

S: 40 minutes!

T: Good. What if I slide forward one mark, then how many minutes?

S: 45 minutes!

T: Nice job. Let’s count back from 50. (Start from 50 and

slide back 5 times.)

S: 45, 40, 35, 30, 25.

T: How many minutes now?

S: 25 minutes!

Continue. Notice which switches or numbers students find

most difficult, and use their cues to guide the practice provided.

Lesson 16

Fluency Practice (10 Minutes)

* Subtraction with Renaming 2.4B (5 minutes)
* Grade 2 Fluency Differentiated Practice Sets 2.4A (5 minutes)

**Subtraction with Renaming (5 minutes)**

Materials: (S) Personal white board, hundreds place value chart (Lesson 4 Fluency Template)

Note: This fluency activity reviews the application of a chip model while recording with the algorithm. Allow students work time between each problem, and reinforce place value understandings by having students say their answer in both unit form and in standard form. Students use their personal white boards and a place value chart to solve.

T: Slide the place value chart template into your personal white board.

T: (Write 600 – 356 horizontally on the board.) Let’s use a chip model to subtract. On your personal

white board, record your work using the algorithm.

S: (Solve.)

T: 600 − 356 is...?

S: 244.

Continue with the following possible sequence: 406 − 218, 507 − 269, 314 − 185, 672 − 274, and 842 − 296.

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

Materials: (S) Fluency Practice Sets (Lesson 3)

Note: During Topic D and for the remainder of the year, each day’s Fluency Practice 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. The process is detailed, with Practice Sets provided, in Lesson 3.