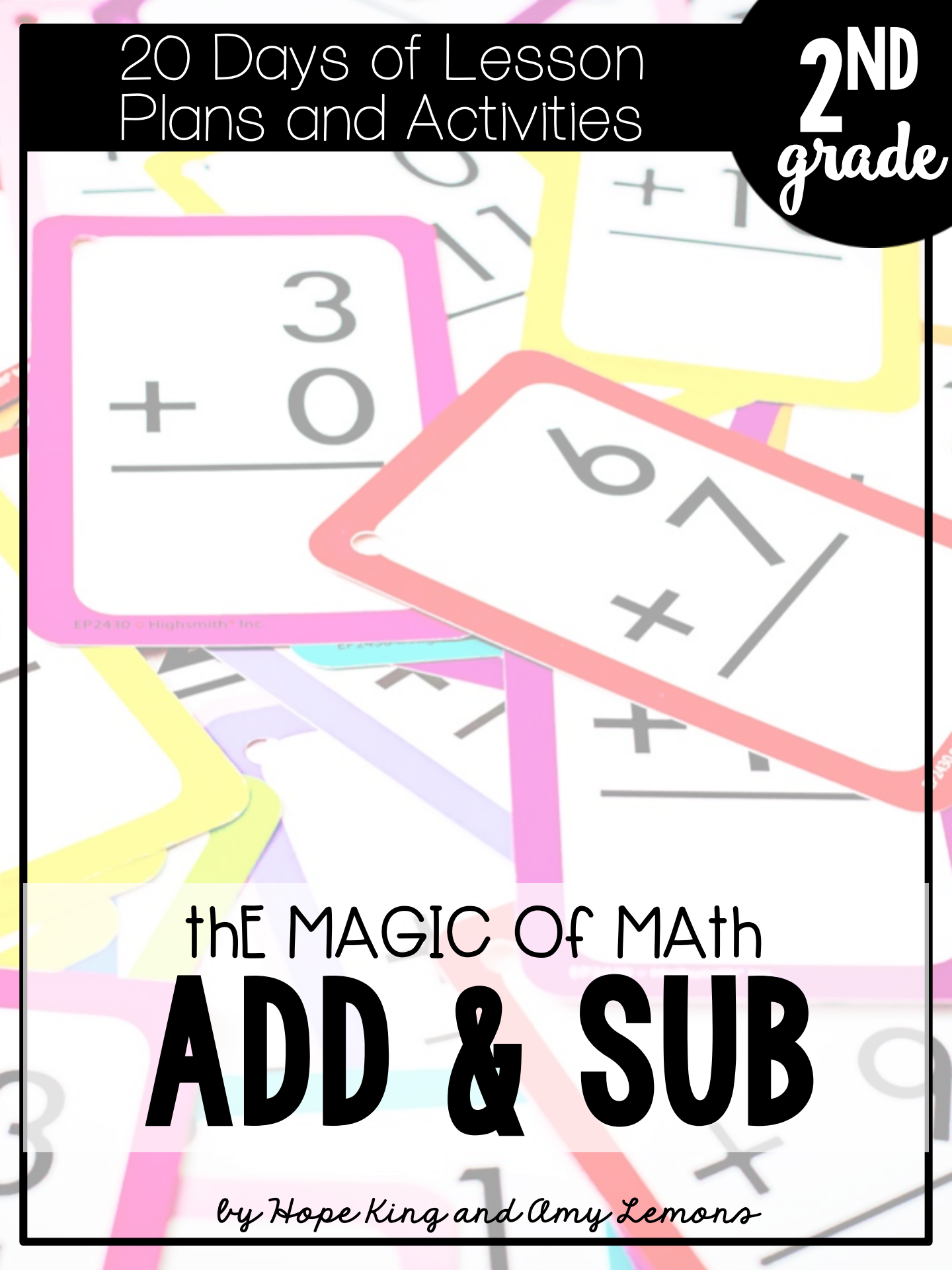


20 Days of Lesson  
Plans and Activities

**2<sup>ND</sup>**  
*grade*



3  
+  
0

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EP2430 - Highsmith Inc.

THE MAGIC OF MATH  
**ADD & SUB**

*by Hope King and Amy Lemons*

# DAILY LESSON PLANS

-20 Days of Lesson Plans for:

Addition Strategies and Basic Facts (to 20)

Subtraction Strategies and Basic Facts (within 20)

2 Digit Addition (without regrouping): Based on Place Value,

Breaking Apart Addends, Adding up to 4 2-Digit Numbers

2 Digit Subtraction (without regrouping): Based on Place Value,

Breaking Apart Numbers, Using Base Ten Blocks, Using a

Number Line

## ADDITION FLUENCY

## SUBTRACTION WITHOUT REGROUPING

Day 1 ADDITION WITH

Day FOUR

| STANDARD   | OBJECTIVE   | MATERIALS   |
|--|---|-------------|
| TEKS: 24AC, 27C<br>CC: 2.OA.A.1, 2.OA.B.2, 2.NBT.B.9 | I can add fluently within 20. Today's strategy: counting on +1, +2, or +3 | shark snatz |

| STANDARD   | OBJECTIVE |
|--|-----------|
| TEKS: 24BCD<br>CC: 2.NBT.B.5, 2.NBT.B.6, 2.NBT.B.7 | I can     |

| STANDARD   | OBJECTIVE                                    | MATERIALS    |
|--|--|--------------|
| TEKS: 24BCD, 22F<br>CC: 2.NBT.B.5, 2.NBT.B.7, 2.MD.B.6 | I can add and subtract based on place value. | number lines |

| VOCABULARY WORDS                 | WORD PROBLEM  |
|----------------------------------|---|
| addend, add, sum, plus, equation | There were 8 students at Swans students joined were in the softball |

| VOCABULARY WORDS          |
|---------------------------|
| BREAK APART ONES, ADDENDS |

| VOCABULARY WORDS        | WORD PROBLEM   |
|-------------------------|--|
| NUMBER LINE, DIFFERENCE | Rodney had 85 cents. He spent 33 cents of the candy store. How much money does Rodney have left? |

| MINILESSON   | ACTIVITY   | INTERACTIVE NOTEBOOKS   |
|--|--|---|
| <p>Quickly allow students to make their shark hats.</p> <p>Use the pieces to create the class number line. (of fish) Write an addition problem on the board and introduce snatching the largest number and counting up +1, +2, or +3 on the number line. This is a great time to allow students time to begin realizing it doesn't matter which number you begin with in an addition equation.</p> <p>Write a problem (adding 1, 2, or 3) on the board. The students will write the problem on their individual whiteboard. The students in the class will "snatch" the greatest number by circling it in their problem. Then have them count on 1, 2, or 3 (depending on the problem). Select a student to show the problem on the number line. They will begin on the largest number and count on 1, 2, or 3.</p> <p>Tell students that we have to answer the problems quickly so that we can get to the fish before another shark does.</p> | <p>To practice identifying the greater number and counting on, the students will create the shark snatcher craft.</p> <p>They will draw an equation and cut it apart. They will place the greatest number in the mouth of the shark and count on for the second number (which should be a 1, 2, or 3). They will write the answer to their equation.</p> <p>Partner: The students will play shark attack. The students will cut the strips to the game and place them into a container or paper bag. They draw a fact and use the count on strategy to add. If they get the answer correct, they may keep the strip. If they get the answer wrong, they must place the strip back. If they pull a "SHARK ATTACK" they must pull all of their strips back. The student with the most strips at the end of the designated time is declared the winner.</p> | <p>Students can act out in this. They also cut out flashcards to use during example to these fact</p> |

| MINILESSON  | ACTIVITY  |
|---|---|
| <p>Using a pocket chart or your white board, model an addition problem with a 2-digit number plus a 1-digit number. Model how to break apart ones to add numbers together. For example: <math>25 + 7 = ?</math> I can break apart the 7 into <math>5 + 2</math> so that I can add the 5 onto the 25 to make 30. Now I just add <math>30 + 2 = 32</math>.</p> <p>The goal is to make the nearest ten and use the basic addition strategies that we know to add larger numbers. Do several of these problems together using the number and break apart cards.</p> <p>Students can either use student white boards or their math spirals to also solve the problems.</p> | <p>Break: Student card senten They r cards-digit draw sta ad Partner break add c sheet that these 1 so that of 50</p> |

| MINILESSON  | ACTIVITY   | INTERACTIVE NOTEBOOKS   |
|---|--|---|
| <p>Review subtracting with a number line using the number lines from yesterday. Call out subtraction problems and discuss as a class. Students use their number lines to subtract with you.</p> | <p>Hoppin' Back to Subtract: Students have three subtraction problems to solve. Students can use either their number line or the number line provided on the printable. Students solve the subtraction problem by hopping backwards. Using words, students described what they did to hop back and solve. For example: I hopped back 10 spaces and landed on 33. Then, I hopped back 9 spaces and landed on 24. So, <math>43 - 19 = 24</math>. When finished subtracting and describing, students can make their grasshopper to display with their work. (There is also a blank template that can be used with different numbers and subtraction sentences.)</p> | <p>I Can Use a Number Line to Subtract: Students use their number lines with the flap-ups to hop back and subtract. Underneath the flaps, students will explain the hops they made to get to their answer. Students also write the difference underneath each flap.</p> |

# DAILY WORD PROBLEMS

20 Word Problems that fit the skills included

| WORD PROBLEM- DAY FOUR   | WORD PROBLEM- DAY ONE   | WORD PROBLEM- DAY FOUR  |
|--|---|---|
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Erik watches 24 minutes of TV in the morning. He watches the same amount of TV in the afternoon. How many minutes did he spend watching TV? | Sophia has 15 cents. She uses 4 cents to pay for some gum. Her friend gives her 6 more cents. How much money does she have now? |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |
| Rodney had 85 cents. He spent 33 cents at the candy store. How much money does Rodney have left? | Rodney had 32 rocks to add to her collection. She has 7 rocks. How many rocks does she have now?  | Erin has 13 pencils to school. He has used 6 more pencils. How many more pencils does he have to use?                           |

## DAILY WORD PROBLEMS

Erik watches 24 minutes of TV in the morning. He watches the same amount of TV in the afternoon. How many minutes did he spend watching TV?

$$\begin{array}{r} 11 \dots \\ 11 \dots \\ \hline 48 \end{array}$$

$$24 + 24 = 48$$

$$\begin{array}{r} 24 \\ + 24 \\ \hline 48 \end{array}$$

OR

$$\begin{array}{r} 20 + 4 \\ 20 + 4 \\ \hline 40 + 8 = 48 \end{array}$$

Each day your students can solve word problems in their math spirals. Allowing students to solve problems in their own way helps us to know how they are thinking! Going through these problems together and providing support will help your students understand the process.

Robby eats 3 pieces of candy. Susan eats 3 pieces of candy. How many pieces of candy did they eat together?

AND Robby eat together

Robby eats 3 pieces of candy. Susan eats 3 pieces of candy. How many pieces of candy did they eat together?

AND Robby eat together

# QUICK ASSESSMENTS

| ADDITION & SUBTRACTION strategies  |  | 2-digit SUBTRACTION strategies  |  |            |  |        |  |       |       |  |   |
|--|--|---|--|------------|--|--------|--|-------|-------|--|---|
| name: _____  |  | name: _____   |  |            |  |        |  |       |       |  |   |
| <p>1. Find the correct sum using the 10's Partner strategy. (Show your work.)</p> <p><math>4 + 9 =</math></p>  | <p>2. When subtracting zero from a number, the answer will always be _____</p> <p>a. 0<br/>b. The whole<br/>c. 1</p>   | <p>3. Solve the problems:</p> <p><math>1 + 1 =</math><br/><math>2 + 2 =</math><br/><math>3 + 3 =</math><br/><math>4 + 4 =</math><br/><math>5 + 5 =</math></p> | <p>4. What word starts a subtraction problem?</p> <p>a. the c<br/>a. sub<br/>pro<br/>b. the c<br/>an a</p>   |            |  |        |  |       |       |  |   |
| <p>5. When adding zero to a number _____</p> <p>a. stays the same<br/>b. always is 0</p>   | <p>6. Use the equation to fill in the chart.</p> <table border="1"> <tr><td colspan="2">EQUATION</td></tr> <tr><td colspan="2"><math>12 - 7 =</math></td></tr> <tr><td colspan="2">WHOLE:</td></tr> <tr><td>PART:</td><td>PART:</td></tr> </table> | EQUATION  |  | $12 - 7 =$ |  | WHOLE: |  | PART: | PART: | <p>1. Find the correct sum.</p> <p><math>42 + 26 =</math></p> <p>a. 66<br/>b. 68<br/>c. 48<br/>d. 86</p> | <p>2. How many ones are in 37?</p> <p>a. 3<br/>b. 7<br/>c. 10<br/>d. 17</p> |
| EQUATION   |  |   |  |            |  |        |  |       |       |  |   |
| $12 - 7 =$   |  |   |  |            |  |        |  |       |       |  |   |
| WHOLE:   |  |   |  |            |  |        |  |       |       |  |   |
| PART:  | PART:  |   |  |            |  |        |  |       |       |  |   |
| <p>9. Show how you would use the friends of 10 strategy to solve <math>10 - 6 =</math> _____</p>   | <p>10. What do all of these problems have in common?</p> <p><math>5 - 5 =</math><br/><math>6 - 6 =</math><br/><math>60 - 60 =</math><br/><math>12 - 12 =</math></p>  | <p>5. Solve this problem by breaking apart the ones:</p> <p><math>45 + 9</math></p> <p>_____ + _____ = _____</p>  | <p>6. What is the word for the answer to a subtraction problem?</p> <p>a. the difference<br/>b. the minus sign<br/>c. the answer to a subtraction problem</p>  |            |  |        |  |       |       |  |   |
| <p>9. Show how you would break apart the addends (using expanded form) to solve this problem:</p> <p><math>34 + 28</math></p> <p>_____ + _____ = _____</p> | <p>10. Find the correct sum.</p> <p><math>63 + 34 =</math></p> <p>a. 97<br/>b. 99<br/>c. 87<br/>d. 77</p>  | <p>11. Solve this problem by breaking apart the ones:</p> <p><math>56 + 8</math></p> <p>_____ + _____ = _____</p>   | <p>12. Which is the correct way to break apart the addends to solve the problem: <math>35 + 28</math></p> <p>a. <math>30 + 5</math> and <math>20 + 7</math><br/>b. <math>30 + 5</math> and <math>20 + 8</math></p> |            |  |        |  |       |       |  |   |

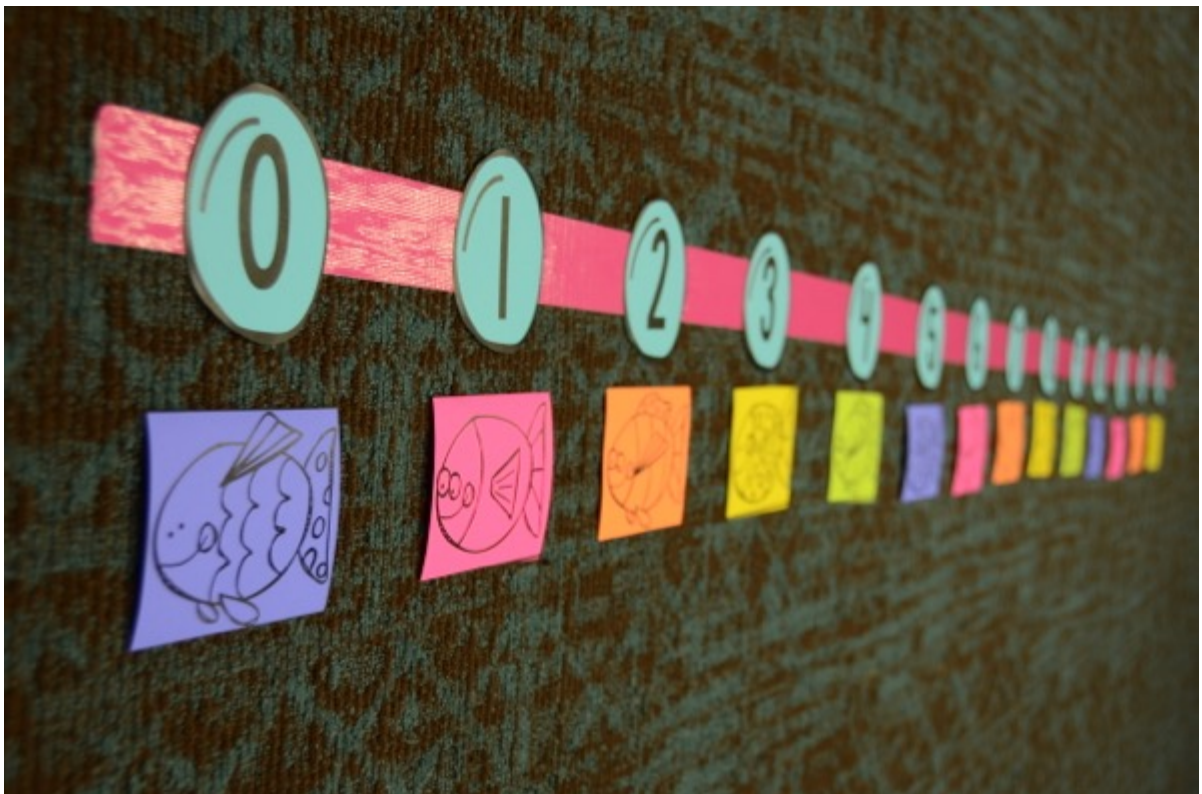
**WEEK ONE:**

addition

strategies

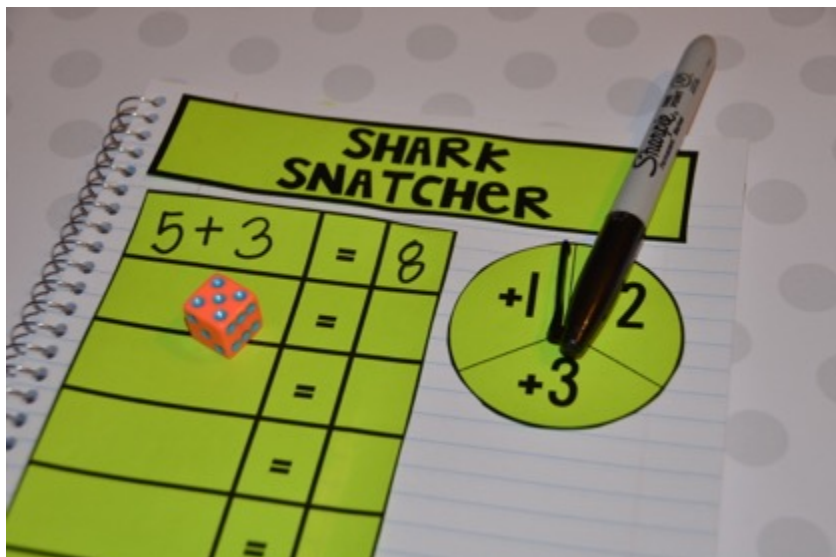
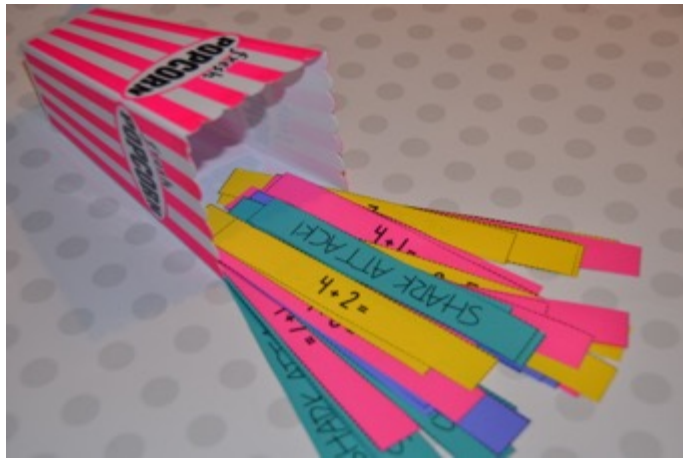
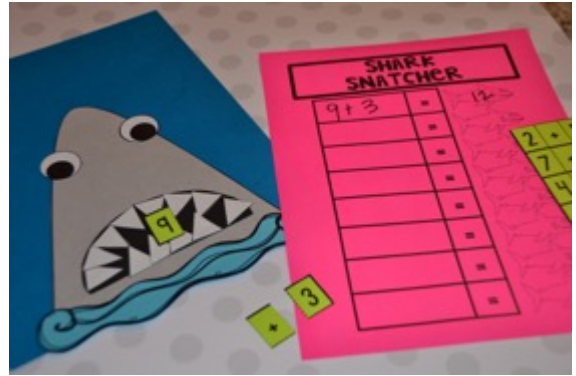
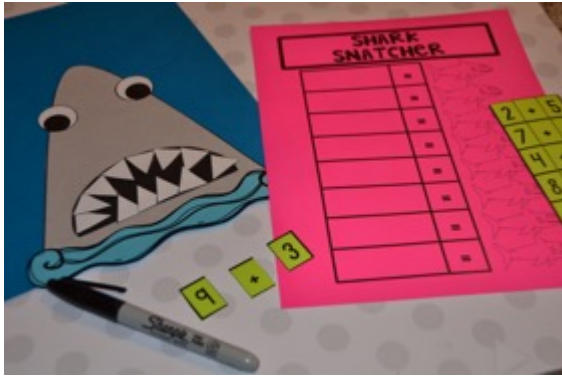
# DAY ONE

Strategy: Counting on with a number line



# DAY ONE

Activity and Interactive Notebooks:



# DAY TWO

Strategy: Doubles

|            |               |
|------------|---------------|
| $0+0 = 0$  | OH!           |
| $1+1 = 2$  | oooo!         |
| $2+2 = 4$  | More!         |
| $3+3 = 6$  | Kicks!        |
| $4+4 = 8$  | That's GREAT! |
| $5+5 = 10$ | Again!        |
| $6+6 = 12$ | That's swell! |
| $7+7 = 14$ | Let's         |
| $8+8 = 16$ |               |



**POPPING THROUGH DOUBLES**      **THROUGH PLUS ONE**

|            |            |            |
|------------|------------|------------|
| $1+2 = 3$  | $3+2 = 5$  | $8+7 = 15$ |
| $8+9 = 17$ | $6+7 = 13$ | $5+6 = 11$ |
| $5+4 = 9$  | $4+3 = 7$  |            |

**POPPING THROUGH DOUBLES**

A red popcorn bucket with a yellow sticker. The sticker has a drawing of a popcorn bucket and the number 2+3. The bucket is on a white surface with a blue and white striped pattern.

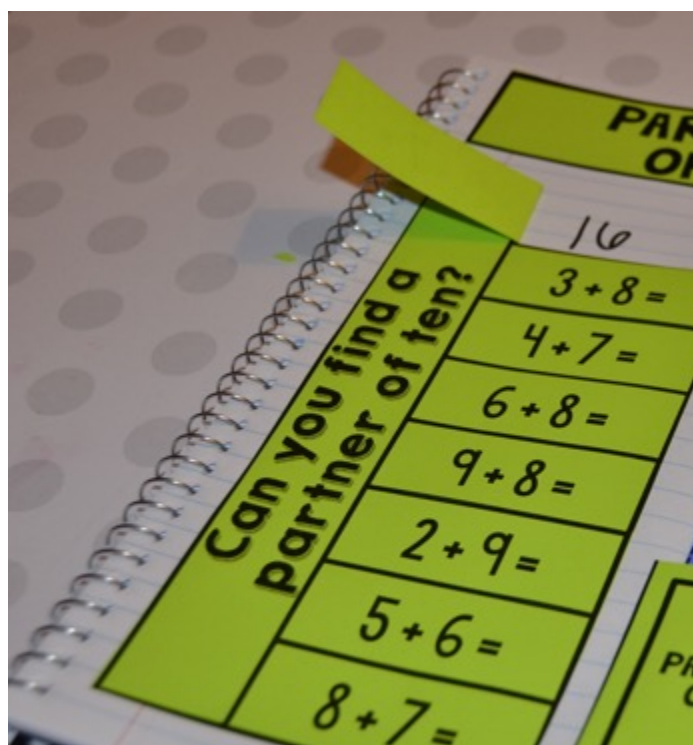


# DAY THREE

Strategy: Partners of Ten



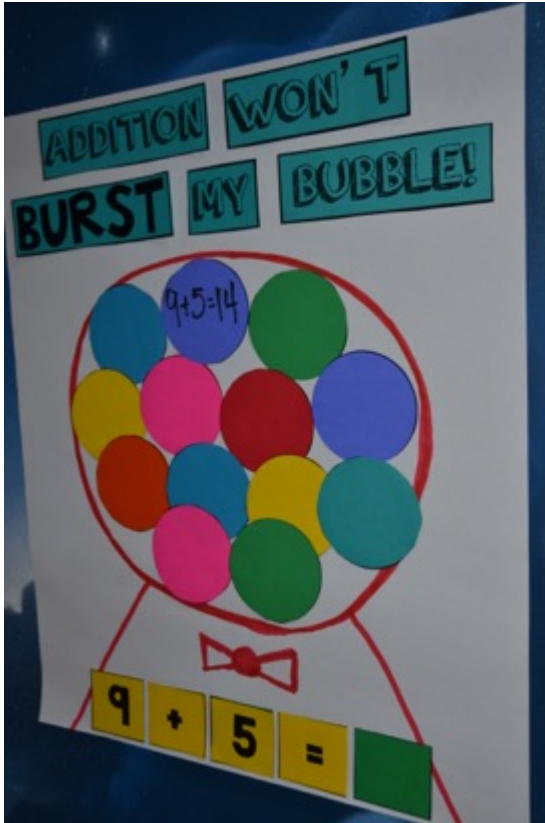
# DAY THREE



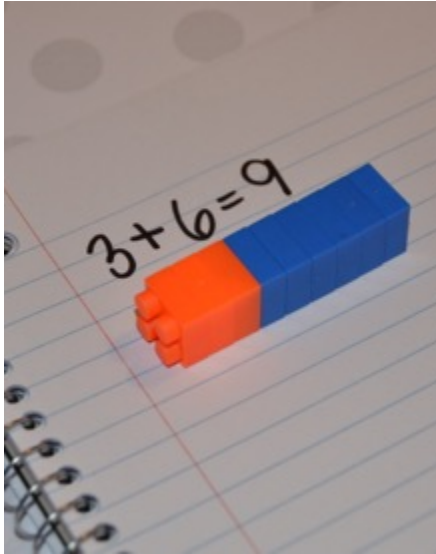
Strategy: Partners of Ten

# DAY FOUR

Strategy: Plus 0 and 9



# DAY FIVE



Strategy: Flipping Addends

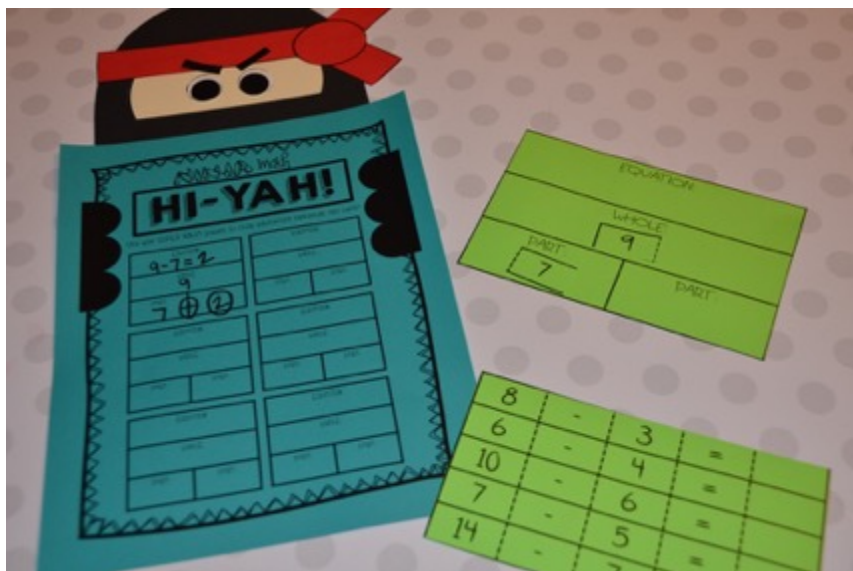
**WEEK TWO:**

subtraction

strategies

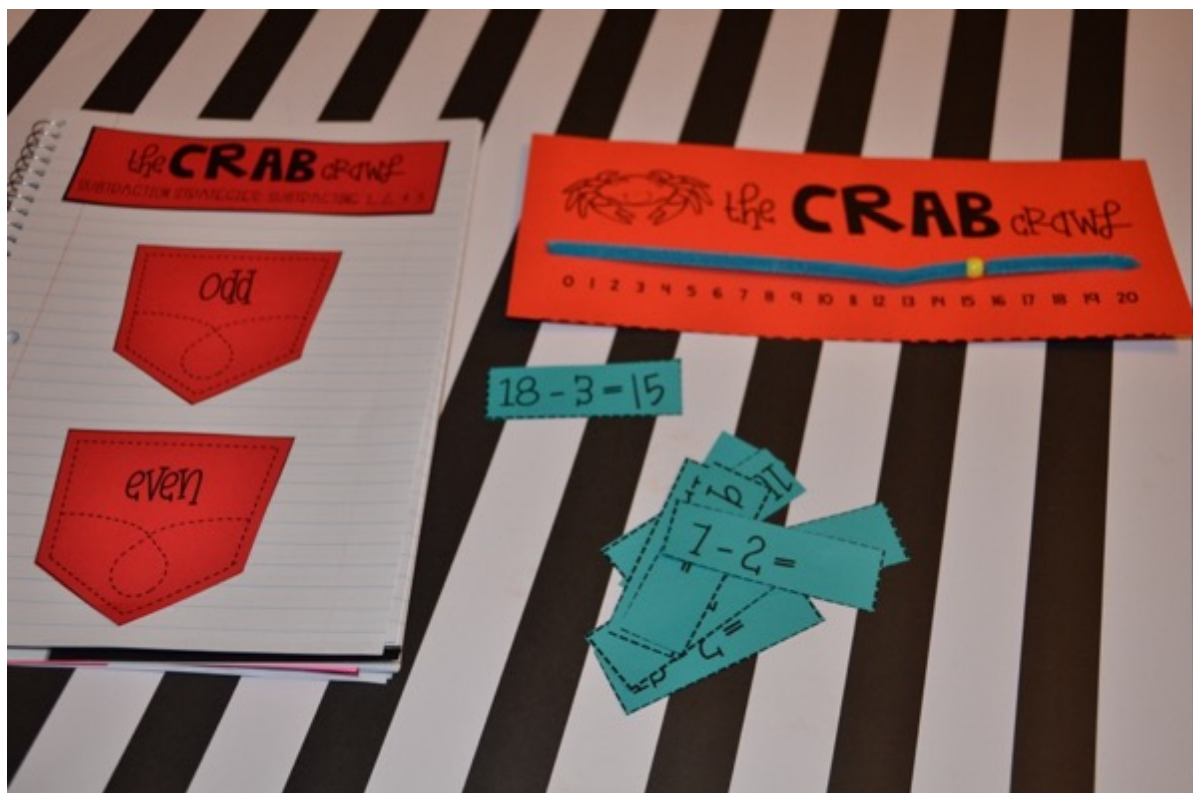
# DAY ONE

Strategy: Part Part  
Whole



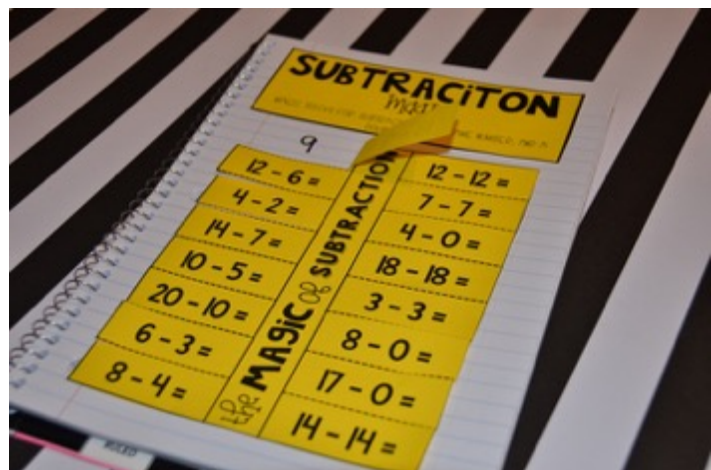
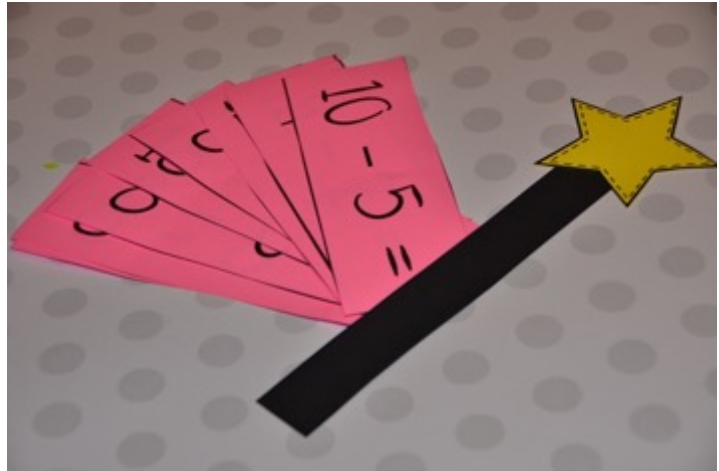
# DAY TWO

Strategy: Counting Back with a Number Line



# DAY THREE

Strategy:  
Subtracting  
Doubles,  
Subtracting the  
Same Number,  
Subtracting Zero





# DAY FOUR

Strategy: Subtracting Friends of Ten









# DAY FIVE

Strategy: All Strategies

addition & subtraction STRATEGIES

DIRECTIONS: ROLL THE DIE. ANSWER THE FIRST UNFINISHED PROBLEM FOR THAT NUMBER. THE FIRST TO 25 WINS!

|   |           |             |            |            |            |            |
|---|-----------|-------------|------------|------------|------------|------------|
| <br>Count on or back | $8 + 3 =$ | $9 - 2 =$   | $15 - 3 =$ | $7 + 2 =$  | $5 + 3 =$  | $6 - 1 =$  |
| <br>All things 10    | $7 + 6 =$ | $10 - 4 =$  | $8 + 9 =$  | $10 - 7 =$ | $10 - 3 =$ | $4 + 7 =$  |
| <br>Double Trouble   | $5 + 5 =$ | $8 - 4 =$   | $9 + 9 =$  | $8 + 8 =$  | $10 - 5 =$ | $18 - 9 =$ |
| <br>Doubles + 1     | $8 + 9 =$ | $5 + 4 =$   | $7 + 6 =$  | $4 + 5 =$  | $3 + 4 =$  | $5 + 6 =$  |
| <br>+0 or -0       | $8 + 0 =$ | $4 - 0 =$   | $7 - 0 =$  | $6 + 0 =$  | $0 + 4 =$  | $2 - 0 =$  |
| <br>The Same Game  | $4 - 4 =$ | $12 - 12 =$ | $5 - 5 =$  | $9 - 9 =$  | $7 - 7 =$  | $3 - 3 =$  |

# WEEK THREE:

2-digit  
addition  
strategies

# DAY ONE

54 + 8

6 2

60 + 2 = 62

The anchor chart illustrates the process of adding 54 and 8. The number 54 is written on a pink sticky note, and 8 is on another pink sticky note. A yellow arrow points from the 8 to the 4 in 54, and another yellow arrow points from the 4 to the 6 in 60. Below this, the numbers 6 and 2 are written on green sticky notes. At the bottom, the equation 60 + 2 = 62 is written on blue sticky notes.

Minilesson: Anchor Chart

Break Apart Ones to Add

|   |   |
|---|---|
| $46 + 9$<br>$\swarrow \quad \nearrow$<br>$4 \quad 5$<br>$50 + 5 = 55$ | $19 + 5$<br>$\swarrow \quad \nearrow$<br>$1 \quad 4$<br>$20 + 4 = 24$ |
| $58 + 6$<br>$\swarrow \quad \nearrow$<br>$2 \quad 4$<br>$30 + 4 = 34$ | $26 + 6$<br>$\swarrow \quad \nearrow$<br>$4 \quad 2$<br>$30 + 2 = 32$ |
| $37 + 7$<br>$\swarrow \quad \nearrow$<br>$3 \quad 4$<br>$40 + 4 = 44$ |   |

37 7

The activity sheet is an orange-bordered grid containing several addition problems. Each problem is shown with a ten-frame diagram where the ones are broken apart. For example, 46 + 9 is shown as 40 + 6 + 9, which is then simplified to 50 + 5 = 55. The numbers 37 and 7 are highlighted in green sticky notes.

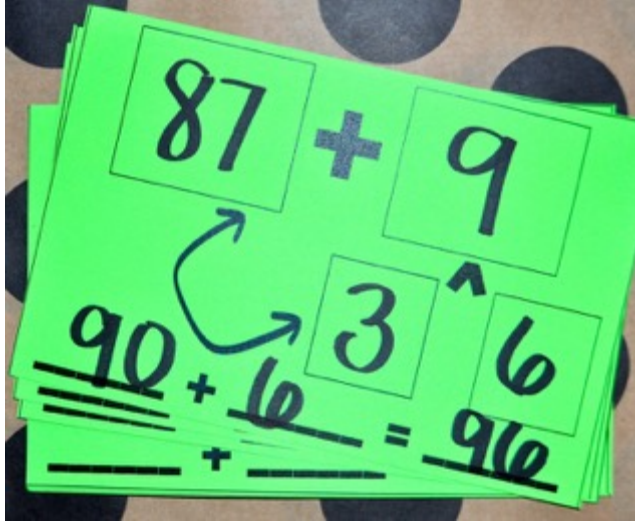
Activity: Break Apart Ones to Add

Interactive Notebooks: Match Equation to Sum

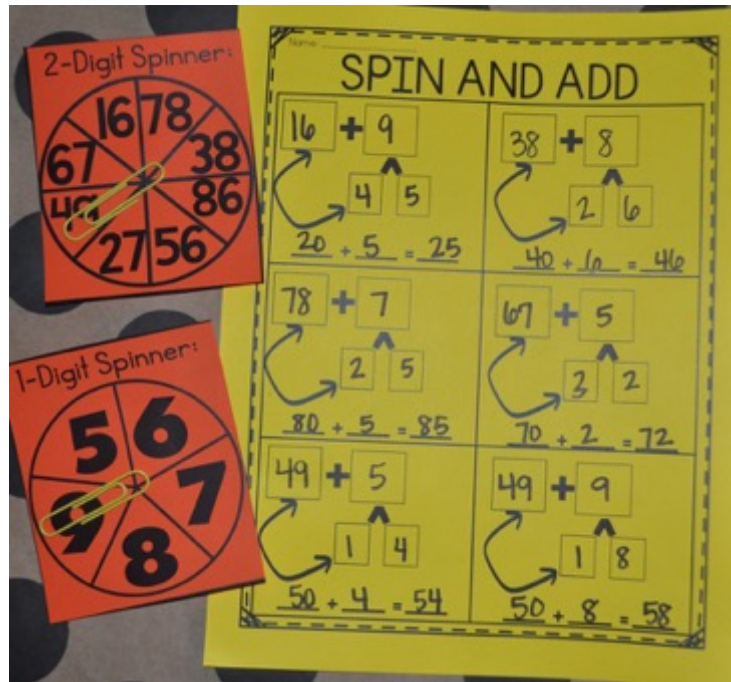
|          |  |               |    |
|----------|--|---------------|----|
| $57 + 6$ | $57 + 6$<br>$\swarrow \quad \nearrow$<br>$3 \quad 3$ | $60 + 3 = 63$ | 63 |
| $79 + 5$ | $79 + 5$<br>$\swarrow \quad \nearrow$<br>$1 \quad 4$ | $80 + 4 = 84$ | 84 |
| $68 + 9$ | $68 + 9$<br>$\swarrow \quad \nearrow$<br>$2 \quad 7$ | $70 + 7 = 77$ | 77 |

The interactive notebook page features three rows of math problems. Each row starts with an addition problem written inside a pink mug icon. Next to it is a ten-frame diagram showing the decomposition of the second number. To the right of the diagram is the final sum equation. Finally, the sum is written inside a pink circle icon.

# DAY TWO

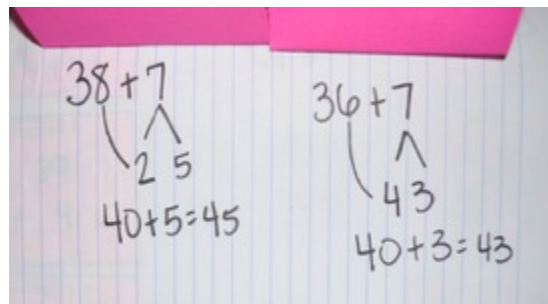
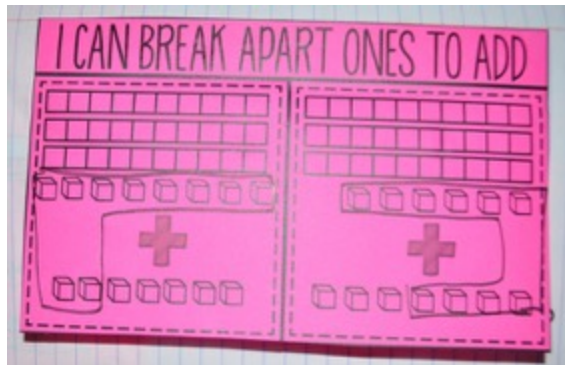


Minilesson: Breaking Apart Ones Cards



Activity: Spin and Add

Interactive Notebooks:  
Break Apart Ones to Add



# DAY THREE

**Break Apart Addends**

EXAMPLE:  $45 + 24 = ?$

|        |     |          |
|--------|-----|----------|
| 40     | + 5 |          |
| 20     | + 4 |          |
| 40 + 5 |     | 20 + 4   |
| 60     |     | + 9 = 69 |

$63 + 25 =$

|    |     |          |
|----|-----|----------|
| 60 | + 3 |          |
| 20 | + 5 |          |
| 80 |     | + 8 = 88 |



Activity: Addition Bee

Minilesson: Break Apart Addends Chart

**Break Apart Addends**

|                  |                  |                  |
|------------------|------------------|------------------|
| $23$             | $57 + 36$        | $34 + 22$        |
| Draw it          | Draw it          | Draw it          |
| EXPAND AND SOLVE | EXPAND AND SOLVE | EXPAND AND SOLVE |

Interactive Notebooks: I Can Break Apart Addends

$34 + 22$

Draw it

EXPAND AND SOLVE

|               |                |        |
|---------------|----------------|--------|
| $40 + 5$      | $50 + 7$       | $80$   |
| $20 + 3$      | $30 + 6$       | $+ 13$ |
| $60 + 8 = 68$ | $80 + 13 = 93$ | $93$   |

$50 + 6 = 56$

# DAY FOUR

**Add 'Em up!**

**FIRST:** Line up your numbers by tens and ones.

|  |    |    |    |
|--|----|----|----|
|  | 53 | 22 | 14 |
|  | 53 | 22 | 14 |
|  |    |    | 9  |

**NEXT:** Add the ones place.

|  |    |    |    |
|--|----|----|----|
|  | 53 | 22 | 14 |
|  | 53 | 22 | 14 |
|  |    |    | 9  |

**LAST:** Add the tens place.

|  |    |    |    |
|--|----|----|----|
|  | 53 | 22 | 14 |
|  | 53 | 22 | 14 |
|  |    |    | 9  |
|  | 8  | 9  |    |

**Add 'Em up!**

**FIRST:** Add the ones place.

$$53 + 22 + 14 = ?$$
$$3 + 2 + 4 = 9$$

9 ONES

**NEXT:** Add the tens place.

$$53 + 22 + 14 = ?$$
$$5 + 2 + 1 = 8$$

8 TENS

**LAST:** Find your sum.

$$53 + 22 + 14 = 89$$

Minilesson: Lining Up to Add

**Food Facts**

10-25-33-11

| TENS                         | ONES                         |
|------------------------------|------------------------------|
| 32<br>24<br>11<br>+ 22<br>89 | 14<br>41<br>+ 23<br>73       |
| 53<br>21<br>14<br>+ 11<br>99 | 26<br>31<br>10<br>+ 12<br>78 |
| 34<br>33<br>+ 12<br>79       | 45<br>20<br>21<br>+ 3<br>89  |
| 10<br>25<br>33<br>+ 11<br>79 | 40<br>37<br>+ 22<br>99       |

Activity: Food Facts

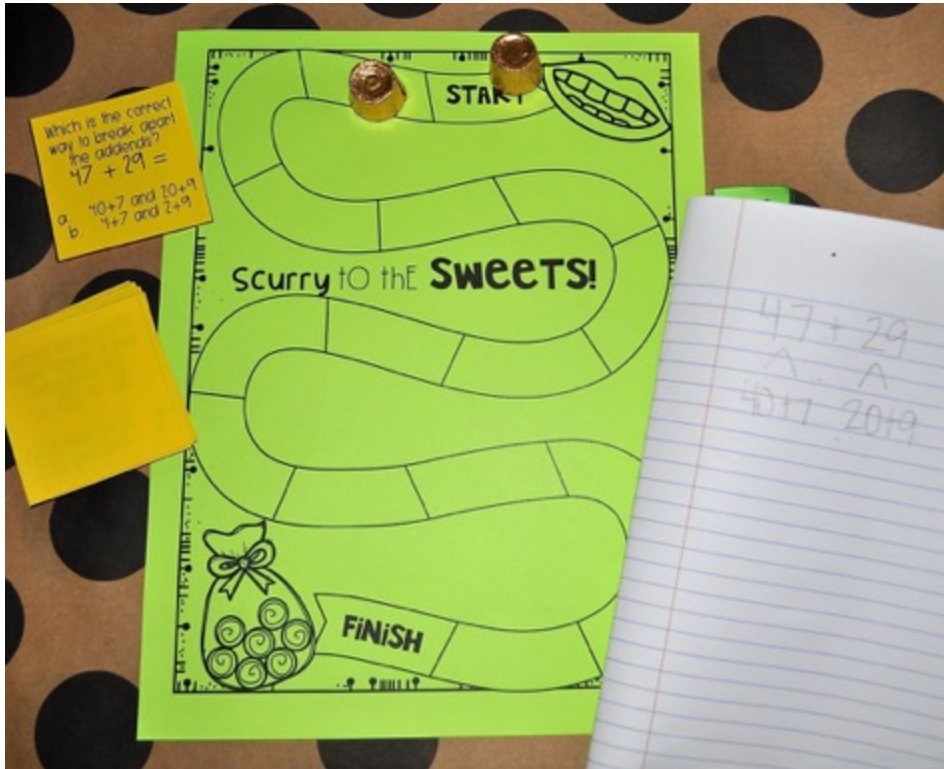
**EVEN SUMS**

**ODD SUMS**

44, 24, 22, 53, 40, 37, 20, 50, 26

Interactive Notebooks:  
Even and Odd Sums

# DAY FIVE



Activity: Addition Board Game

2-digit **ADDITION** strategies

name: \_\_\_\_\_

|  |  |   |  |
|--|--|---|--|
| 1. Find the correct sum.<br>$42 + 26 =$<br>a. 66<br>b. 68<br>c. 48<br>d. 86  | 2. How would you break apart the ones to solve this problem?<br>$42 + 9$<br>a. $2+7$<br>b. $4+5$<br>c. $2+1$ | 3. Solve the problem:<br>$42$<br>$22$<br>$+ 33$<br>$97$                                     | 4. What does the word "sum" mean?<br>a. the answer to a subtraction problem.<br>b. the answer to an addition problem.<br>c. the numbers you are adding together. |
| 5. Solve this problem by breaking apart the ones.<br>$45 + 9$<br>$45 + 9$<br>$54 + 4 = 58$                                       | 6. What is an "addend"?<br>a. the answer<br>b. the plus sign<br>c. the numbers being added together.         | 7. Find the correct sum.<br>$53 + 36 =$<br>a. 78<br>b. 86<br>c. 92<br>d. 89                 | 8. Solve the problem:<br>$60$<br>$22$<br>$4$<br>$+ 13$<br>$99$   |
| 9. Show how you would break apart the addends (using expanded form) to solve this problem:<br>$34 + 28$<br>$30 + 4 \quad 20 + 8$ | 10. Find the correct sum.<br>$63 + 34 =$<br>a. 97<br>b. 94<br>c. 87<br>d. 77                                 | 11. Solve this problem by breaking apart the ones:<br>$56 + 8$<br>$56 + 8$<br>$64 + 4 = 68$ | 12. Which is the correct way to break apart the addends to solve the problem:<br>$35 + 28$<br>a. $30+5$ and $20+7$<br>b. $30+5$ and $20+8$                       |

Assessment: Addition Strategies



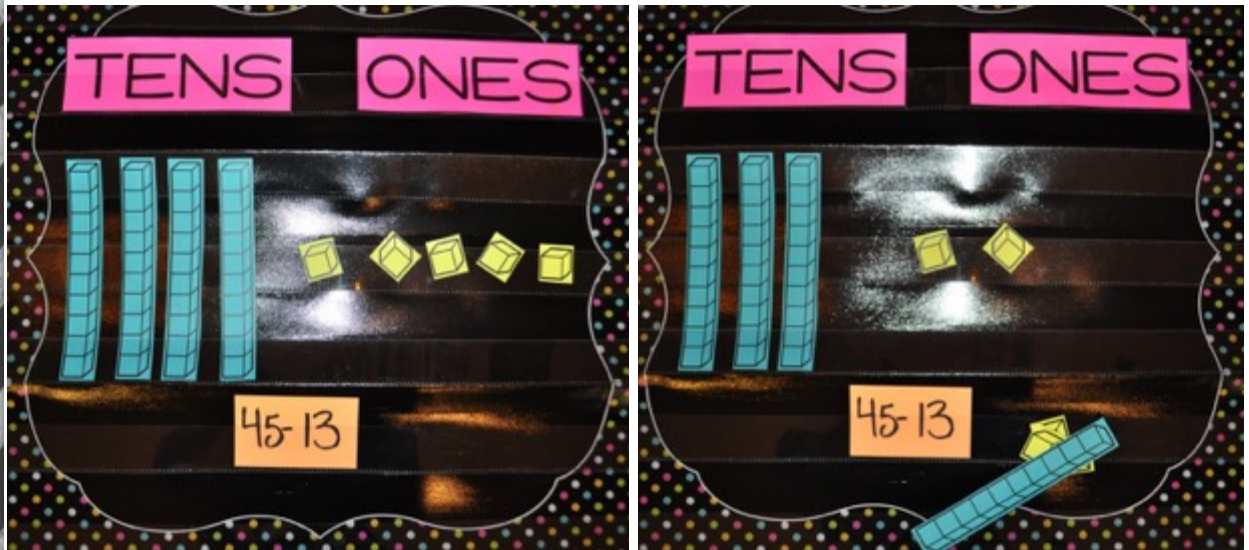
**WEEK FOUR:**

2-digit

subtraction

strategies

# DAY ONE

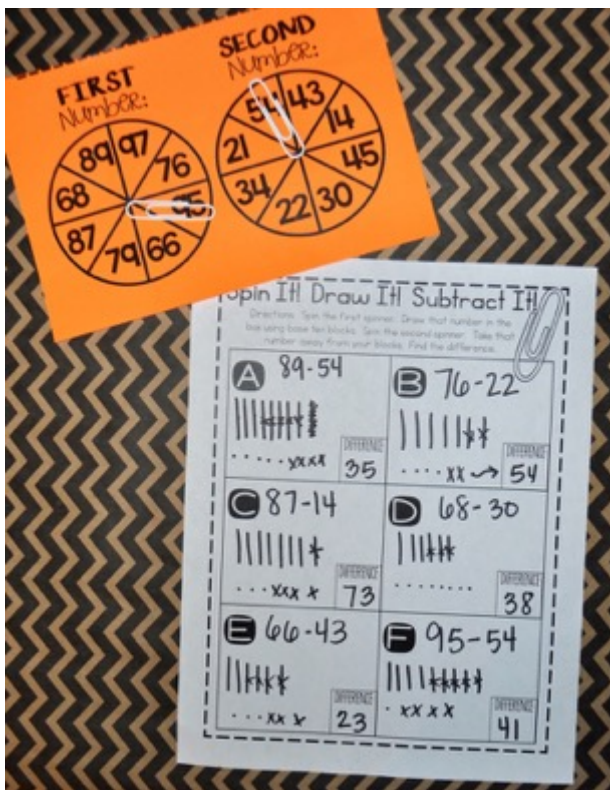
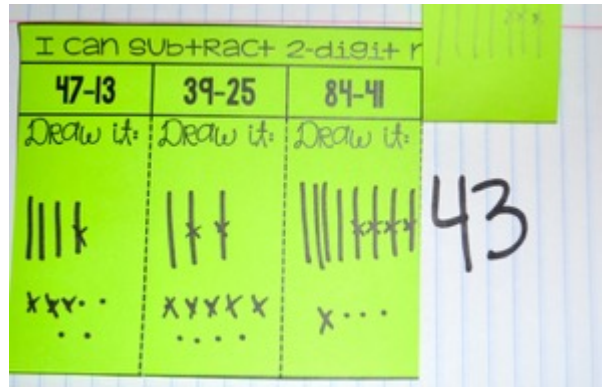
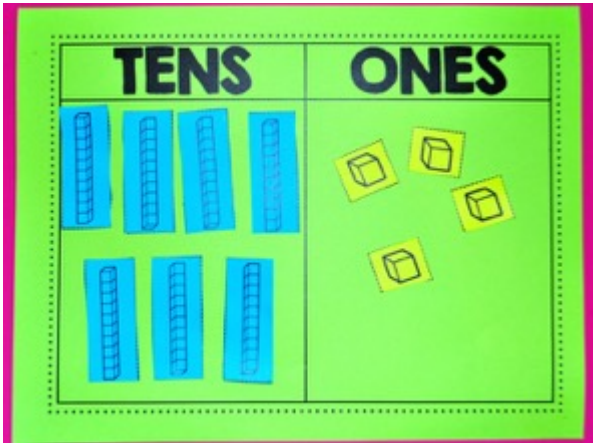


Minilesson: 2 Digit Subtraction



# DAY ONE

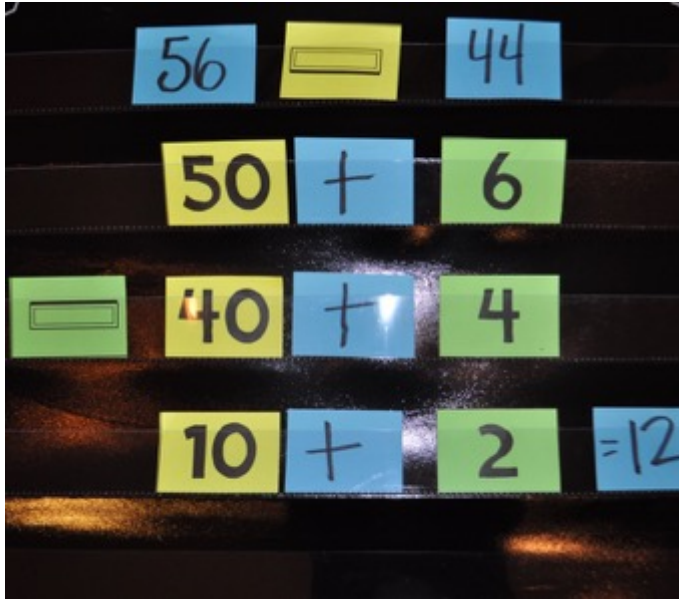
Minilesson: Using Place Value to Subtract



Interactive Notebooks: I Can Subtract 2 Digit Numbers

Activity: Spin It! Draw It! Subtract It!

# DAY TWO



Minilesson: Use a pocket chart to display subtraction problems using the break apart strategy.

Activity: Students play "Grab the Corn"



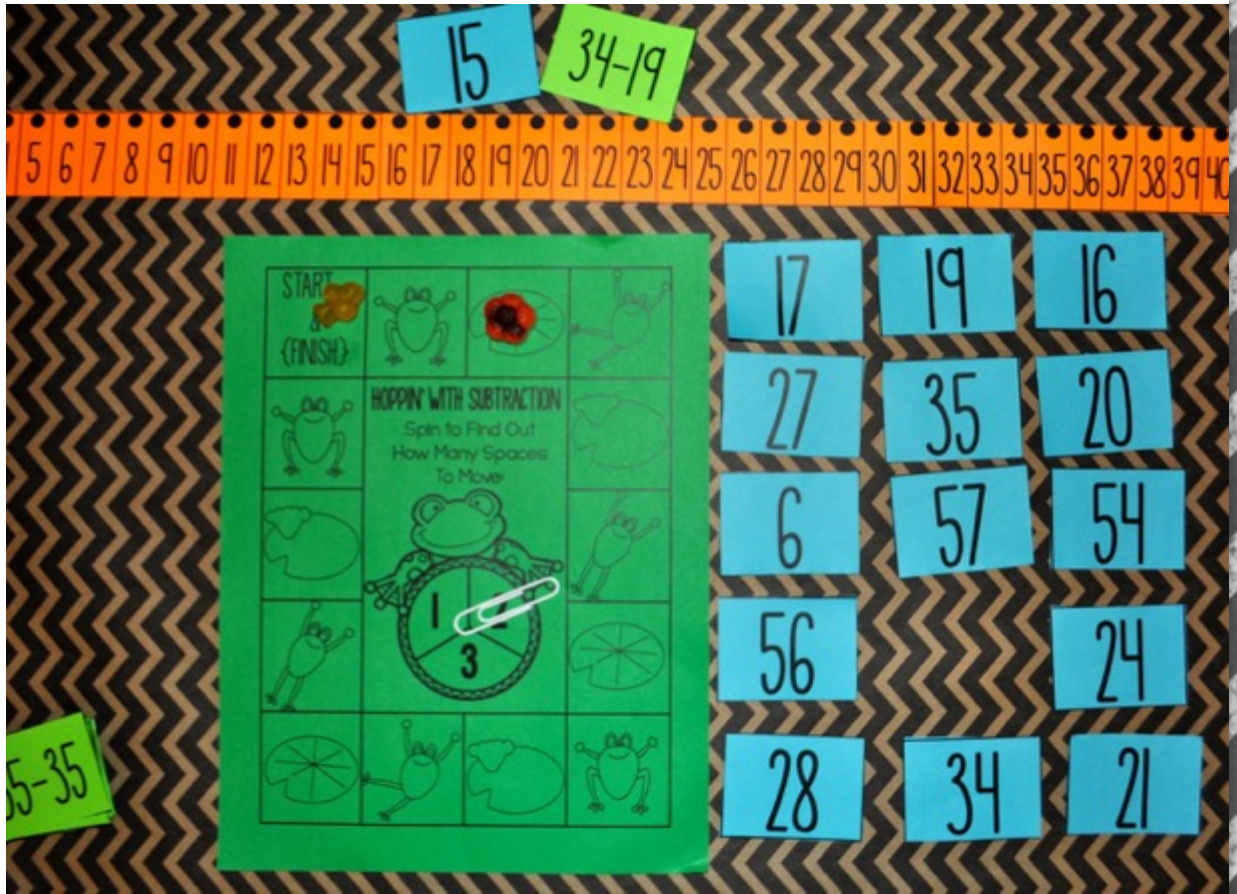
Interactive Notebooks: Students solve the subtraction problems

# DAY THREE



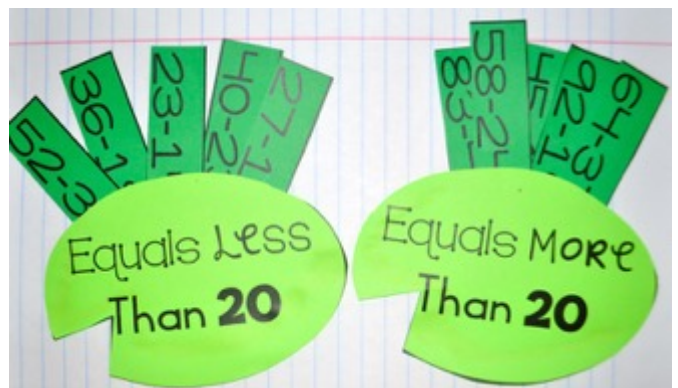
Minilesson: There are teacher and student number lines provided.

# DAY THREE



Activity: Hoppin' With Subtraction

Interactive Notebooks:  
Sorting Subtraction Problems



# DAY FOUR

Activity: Hoppin' Back to Subtract

Hoppin' Back to Subtract

I hop back 10 and land on 33. Then I hop back 9 more and land on 24.

43-19

I hop back 10 and land on 31. Then I hop back 8 more and land on 23.

41-18

I hop back 10 to land on 30. I hop back 6 more and land on 24.

40-16

Hop back 10 to 22.

Hop back 8 to (14).

I CAN USE A NUMBER LINE +

Explain how to solve using a number line:

**46-27**

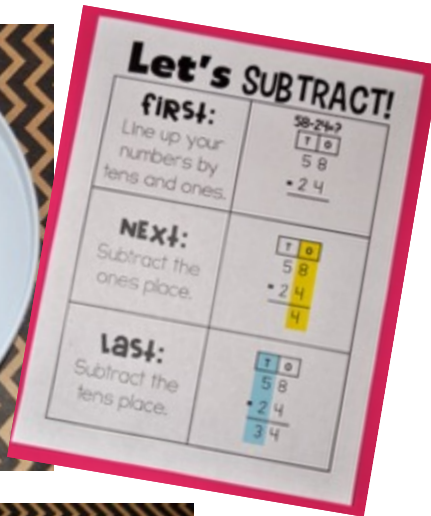
Explain how to solve using a number line:

**53-39**

Interactive Notebooks: I Can Use a Number Line to Subtract

# DAY FIVE

Minilesson:  
Solving Problems



Activity: Students play a game of memory with a partner.

Assessment: Students take a subtraction without regrouping assessment.

**2-digit SUBTRACTION strategies**

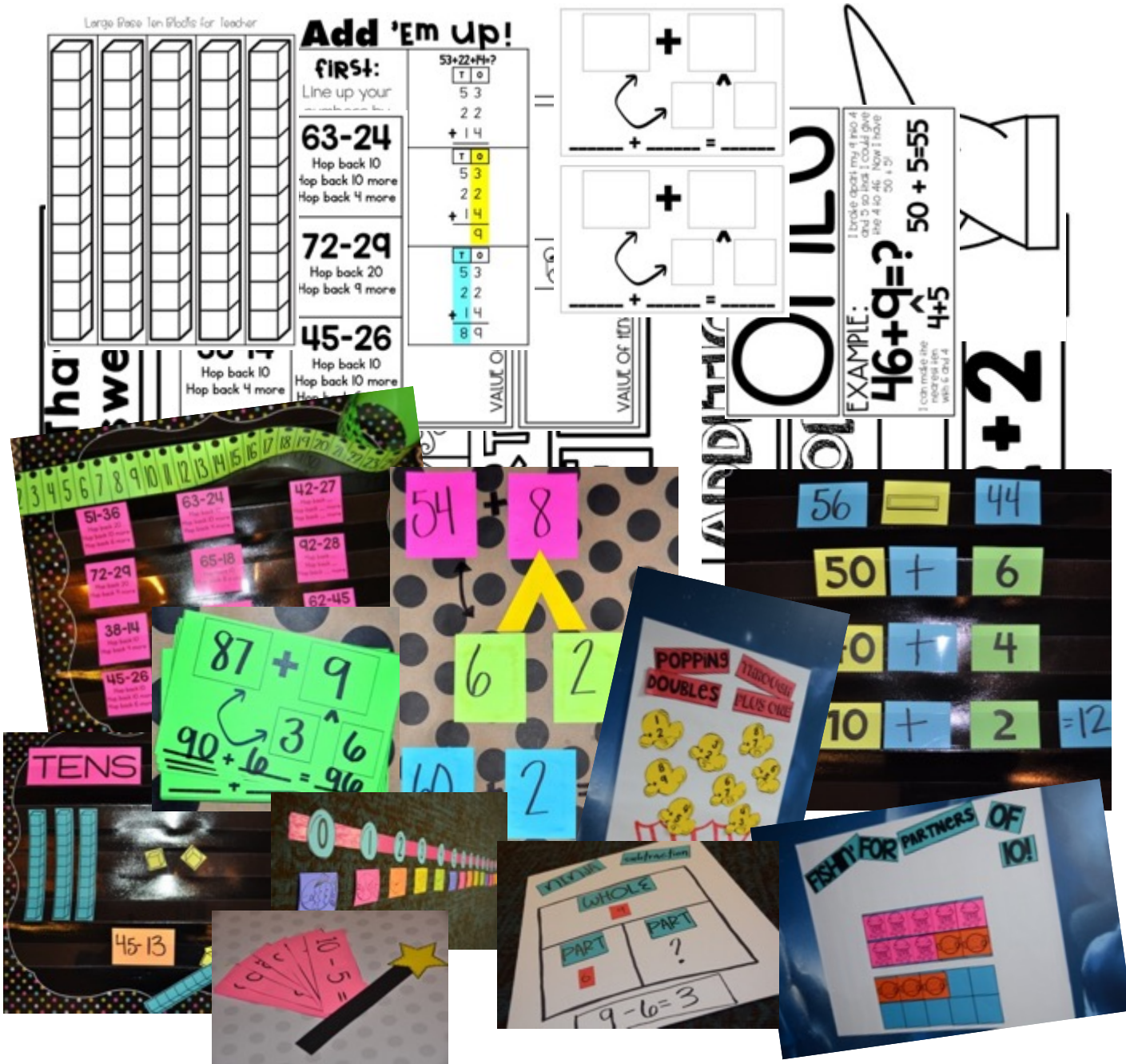
name: \_\_\_\_\_

|  |  |   |   |
|--|--|---|---|
| <p>1. Solve this problem by drawing base ten blocks.</p> <p><math>37-14</math></p> <p>    *x*x<br/>*...<br/>23</p>         | <p>2. Solve this problem by breaking apart the numbers.</p> <p><math>58-36=</math></p> <p><math>50+8</math><br/><math>30+6</math><br/><math>20+2</math><br/>22</p> | <p>3. Solve the problem:</p> <p><math>96</math><br/><math>-42</math><br/>54</p>                                   | <p>4. Use your number line to hop back. Find the answer: <math>35-17=</math></p> <p>a. 28<br/>b. 19<br/>c. 18<br/>d. 9</p>                            |
| <p>4. Use your number line to hop back. Find the answer: <math>45-17=</math></p> <p>a. 8<br/>b. 18<br/>c. 25<br/>d. 28</p> | <p>6. What is the "difference?"</p> <p>a. the numbers being subtracted<br/>b. the minus sign<br/>c. the answer to a subtraction problem</p>                        | <p>7. Solve this problem by drawing base ten blocks:</p> <p><math>58-36</math></p> <p>    *x*x<br/>*x*<br/>22</p> | <p>8. Solve the problem:</p> <p><math>73</math><br/><math>-22</math><br/>51</p> <p>Choose the correct difference:</p> <p>a. 4<br/>b. 53<br/>c. 51</p> |



# MINILESSONS

- Ideas and materials on how to teach the concepts
- Easy to print and prep



# FUN ACTIVITIES

Easy to Print Activities, Games, and Fun Stuff that help students stay engaged during your math block



# INTERACTIVE NOTEBOOKS

Activities that are easy to cut and glue into math spirals/interactive notebooks

EQUATION:

WHOLE:

PART:      PART:

|    |   |   |   |  |
|----|---|---|---|--|
| 9  | - | 7 | = |  |
| 8  | - | 3 | = |  |
| 6  | - | 4 | = |  |
| 10 | - | 6 | = |  |
| 7  | - | 5 | = |  |
| 14 | - | 7 | = |  |

**RAB** *CRWIF*

TECHNIQUES: SUBTRACTING 1, 2, 4

odd

even

**RACITON** *magic*

SUBTRACTING 0, THE SAME NUMBER, AND A DOUBLED TRICK

**the MAGIC OF SUBTRACTION**

|   |           |
|---|-----------|
| = | 12 - 12 = |
| = | 7 - 7 =   |
| = | 4 - 0 =   |
| = | 18 - 18 = |
| = | 3 - 3 =   |
| = | 8 - 0 =   |
| = | 17 - 0 =  |
| = | 14 - 14 = |

|         |
|---------|
| 0 - 0 = |
| 0 - 3 = |
| 0 - 8 = |
| 0 - 6 = |

**P FLOP**

|   |   |
|---|---|
| 9 | 7 |
| 8 | 3 |
| 9 | 8 |

Equals More Than 20

TAKE A BITE OUT OF S

Can you partner c

|         |
|---------|
| 0 + 8 = |
| 9 + 8 = |
| 2 + 9 = |
| 5 + 6 = |
| 8 + 7 = |

**HI-YAH!**

**EVEN ODD**

SUNS SUNS

46-27

32-14

46-27

53-39

Hop back 10 to 22.

Hop back 8 to (14).

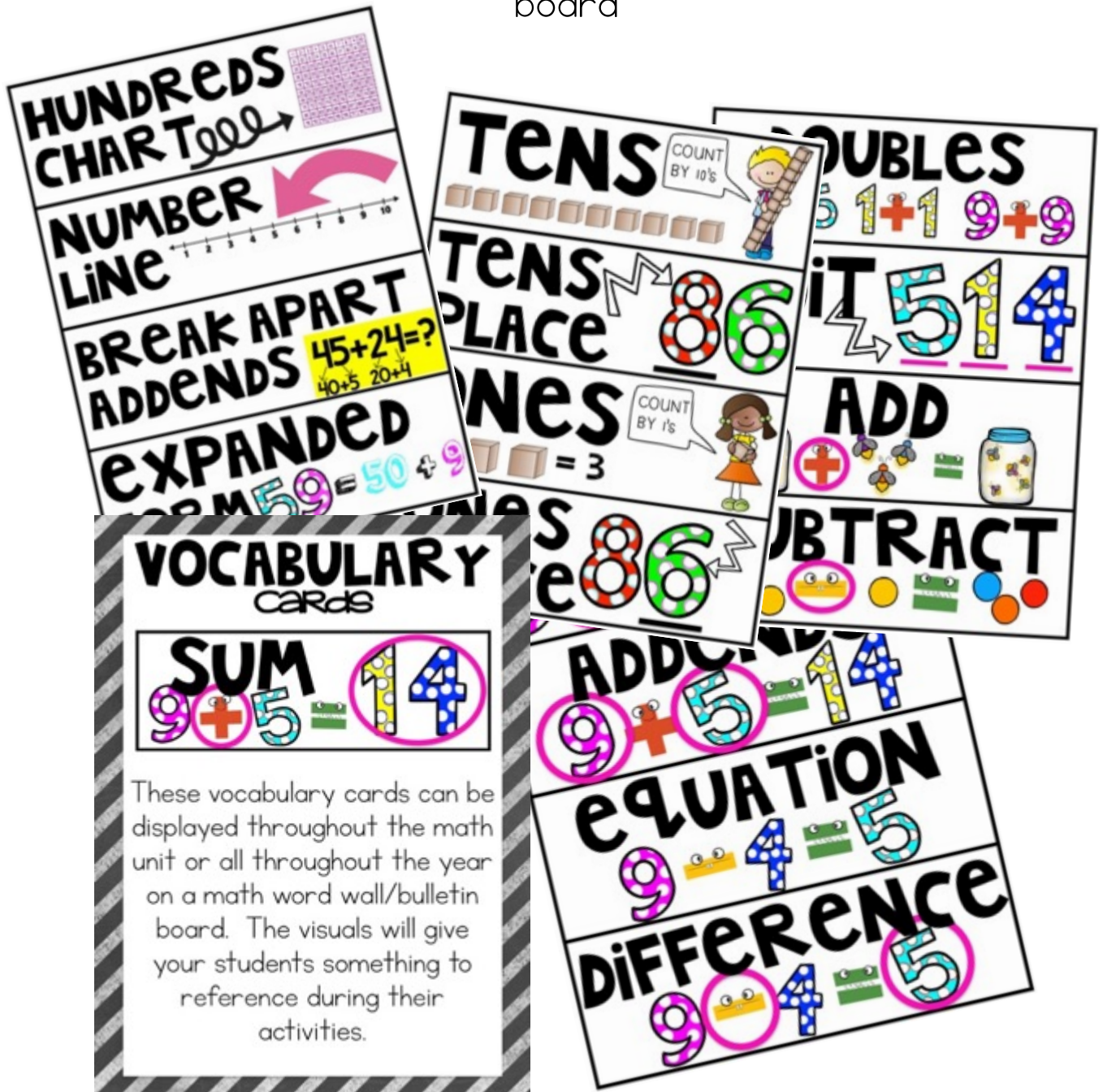
Explain how to solve using a number line.

Explain how to solve using a number line.

I CAN USE A NUMBER LINE

# VOCABULARY CARDS

Cards that you can display on a math word wall or bulletin board



# I CAN STATEMENTS

I Can Statements can be displayed throughout the unit.

**I CAN:**

**ADD FLUENTLY WITHIN 20**  
 $9 + 5 = 14$

**SUBTRACT FLUENTLY WITHIN 20**  
 $11 - 4 = 7$

**ADD UP TO 4 2-DIGIT NUMBERS USING MENTAL MATH AND PLACE VALUE STRATEGIES**  
 $21 + 13 + 31 + 4$

**SOLVE ONE-STEP WORD PROBLEMS**  
JENN HAS TWO FIREFLIES. SHE FOUND THREE MORE. HOW MANY FIREFLIES DOES JENN HAVE ALTOGETHER?  
 $2 + 3 = 5$

**SOLVE MULTI-STEP WORD PROBLEMS**  
KEENAN HAD FOUR GUMBALLS. HE COOKED ONE. THEN HIS FRIEND MARK GAVE HIM TWO MORE. HOW MANY GUMBALLS DOES KEENAN HAVE?  
 $4 - 1 + 2 = 5$

**ADD AND SUBTRACT BASED ON PLACE VALUE**  
 $12 + 25 = 10 + 20 + 2 + 5 = 30 + 7 = 37$

**ADDITION AND SUBTRACTION UNKNOWN**  
4

**i CAN statements**

**I CAN:**

**ADD FLUENTLY WITHIN 20**  
 $9 + 5 = 14$

I Can Statements can be posted throughout the math unit so that your students understand what their focus and objective is for the day.

# MATH TOOLS

## Printable Manipulatives

**Tens Frame**

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Card Template**

|     |     |
|-----|-----|
| A   | 2 ♣ |
| ♥ A | ♣ 2 |
| 4 ♥ | ♠ 4 |

**Number Tiles 0-9**

|   |   |   |
|---|---|---|
| 2 | 3 | 4 |
| 7 | 8 | 9 |
| 2 | 3 | 4 |
| 7 | 8 | 9 |
| 2 | 3 | 4 |
| 7 | 8 | 9 |

**Spinner**

**Dice**

### FACT FLUENCY in a fun way!

When working on fact fluency, it is important for students to see numbers in multiple ways. We can't give them a fact fluency test every single day and expect ALL of our students to master those facts. We have to come up with new and engaging ways for our students to master math facts! Using things that you have around the classroom like number magnets, number bean bags, spinners, dice, etc. will allow your students to be engaged while practicing math facts. We have also included templates of spinners, dice, cards, tiles, etc. that can be printed for fact fluency practice.

