

Number Theory

Addition, Subtraction, and Place Value

2nd Grade

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Executive Summary

This unit is designed to build number theory. Through games and activities students will practice different strategies to solve addition and subtraction problems. In unit one students will specifically practice Make-a-Ten strategy, doubles strategy, Math Mountains, patterns in odd and even totals, using manipulatives such as hot and cold cubes. In unit two students will continue building on these strategies by using place value. Students will use base 10 blocks to help them identify the value of each digit and write numbers in expanded form. These units align with the Minnesota K-12 Academic Standards under Numbers and Operations in second grade.

Unit 1:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.

2.1.2.5. Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits. commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Unit 2:

2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

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Day One & Two: Pre-Assessment and Introduce Math Mountains

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will be able to identify the total and partners of a math mountain and find the missing number.

Materials: Student whiteboards

Procedure:

Unit 1 Pretest: Give pretest to discover what the students already know.

I. Write two equations for each Math Mountain.

Write the unknown addend (partner).

2. $5 + \square = 11$ $13 - 8 = \square$ $15 - 6 = \square$

Add in any order. Write the total.

3. $5 + 3 + 5 = \square$ $7 + 8 + 3 = \square$ $2 + 9 + 7 = \square$

4. $8 + 2 + 3 + 4 = \square$ $2 + 6 + 6 + 8 = \square$

5. **Stretch Your Thinking** Write a word problem to match this drawing.

Make a drawing. Write an equation.
Solve the problem.

Show your work.

1. In the morning, Nick makes 8 animals out of clay. In the afternoon, he makes some more clay animals. Altogether, he makes 15 clay animals. How many did he make in the afternoon?

clay animal

label

2. Carrie sees some birds in a tree. 8 fly away. 5 are left. How many birds were in the tree in the beginning?

bird

label

Launch:

1. Draw a blank math mountain on the whiteboard. Tell students a story about the Tiny Tumblers. Every day Tiny Tumblers came out to play with their friends. Some Tiny Tumblers played on one side of the mountain and some played on the other side of the mountain.
 2. Ask students if they know what this drawing on the board is called.
 3. Discuss Math Mountains. The total number at the top of the Math Mountain tells how many in all; the partners (addends) at the bottom tell two numbers that add to the total on the top.
 4. Discuss and show how Math Mountains can make addition and subtraction sentences.
 5. Discuss and show that each Math Mountain has two addition sentences and two subtraction sentences.
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Day Two: Math Mountains with Odd and Even Numbers

Launch:

1. Brody and Natalie wanted to play outside in the snow and they needed to wear mittens to keep their hands warm. Both of them had set their mittens on the bench by the door. When they went to put them on, they realized that they each had the same number of mittens. How many mittens did they each have? Why do all mittens come in 2s? What are two mittens called? Can you buy just one mitten?

Explore:

1. Review what students learned yesterday about Math Mountains.
2. Give students one chip. Discuss if they can make a pair. Explain since a pair cannot be made that this group is odd. Continue with numbers 1-10.
3. In partners determine if numbers 25, 28, 33, and 36 are odd or even.
4. When using Math Mountains discuss what happens when the total is odd. Will the partners be odd or even? Discuss what happens when the total is even. Will the partners be odd or even?
5. Students will come up with a Math Mountains using only odd partners. Students will do the same using only even partners.

Share:

1. Each group will come up and write one Math Mountain using either only odd or only even partners.

Summarize:

1. Review the different parts of a Math Mountain. Discuss how odd and even partners affect the total of a Math Mountain.

Assess/Analyze:

1. Ask children to draw one Math Mountain with two even partners.
-

Day Three: Hot and Cold Cubes for Addition and Subtraction

Standard: Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark: 2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective: Students will be able to use hot cubes to represent and solve addition and subtraction sentences.

Materials: Red snap cubes

Procedure:

Launch:

1. Tell students *edited* version of “The Chefs Amazing Soup” (<http://bfc.sfsu.edu/>)

The Chefs Amazing Soup (Adding and Subtracting Integers)

In a far-off land, there was once a team of amazing chefs who cooked up the most wonderful soups ever imagined. They prepared their mixtures over a huge cauldron, and their work was very delicate and complex. During the cooking process, they frequently had to change the temperature of the cauldron in order to bring out certain flavors and cook the soup to perfection. They adjusted the temperature of the soups either by adding special hot cubes or by removing some of the hot cubes that were already in the cauldron. For each hot cube that was put into the cauldron, the temperature went up one degree; for each hot cube removed, the temperature went down one degree.

2. Today we are going to use another strategy to help us solve addition and subtraction problems. We are going to use something called “hot cubes.” What color do you think of when you think of something being hot?
3. We are going to use red cubes to show our number. If we are adding do you think our number is going to get hotter (bigger) or cooler (smaller)? What about if we subtract?

Explore:

1. Today we are going to use our hot cubes with our partners to help the Chefs make their Amazing Soup.
2. First we are going to start with 3 hot cubes in our cauldron (students should move 3 red cubes to the front away from the rest). What is the temperature of our soup? (3 degrees) Now we need to get our temperature to 9 degrees, are we going to add more hot cubes or

take some out? How many do we need to add? (Students should physically add or take away hot cubes)

3. Can anyone write what we just did as an addition problem?
4. Now our soup is at 9 degrees but it's a little too hot, we need to get it to 5 degrees, are we going to add more hot cubes or take some out? How many do we need to take out?
5. Can anyone write what we just did as an addition problem?
6. Continue adding and subtracting hot cubes until students have a strong understanding.

Share:

1. Partners will come to the board and use hot cubes to solve the addition and subtraction sentences on the board and explain how they solved. Using the Smartboard and infinite cloner students can physically move hot cubes to match the number sentences.
2. Continue until each group has had a chance at the Smartboard.

Summarize:

1. Today we learned another strategy to use to solve addition and subtraction number sentences. If I am adding is my answer going to get bigger or smaller? If I'm subtracting is my answer going to get bigger or smaller?
-

Day Four: Math Mountains with Teen Totals

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will be able to find both missing addends in a teen total Math Mountain.

Materials: Student whiteboard

Procedure:

Launch:

1. Remember the other day when we learned about the tiny tumblers on the mountain? Today we are going to continue practicing our math mountains with bigger totals.
2. Ask children to create a Math Mountain that has a teen total using numbers less than 10 for addends. Introduce that teen totals are any numbers between 11-19.
3. Give children time to come up with multiple Math Mountains for the total 13 as a whole group.

Explore:

1. Give students a specific teen total. With their partners they should come up with multiple Math Mountains to find totals for the numbers 12-18.

Share:

1. Draw enough blank Math Mountains on the whiteboard to write all the totals for 12-18. Have partners come to the board to fill in the blank Math Mountains and share their findings.
2. Discuss any patterns they discovered in the Math Mountains.

Summarize:

1. Discuss with students that there are multiple patterns and ways to get the same total.

Assess/Analyze:

1. Give students 11 as a teen total. Students will come up with two different ways to make 11 using Math Mountains.
-

Day Five: Review Make-a-Ten Strategy: Play “Pyramid”

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will be able to successfully Make-a-Ten after playing the game “Pyramid.”

Materials: Deck of cards

Procedure:

Launch:

1. [Youtube- What Makes Ten?](#)
2. Natalie loves to play with her blocks. She wanted to make a house using ten blocks. She used 4 for the bottom of the house. How many would she need to use for the roof? Is there any other way that she could make her house using ten blocks?

Explore:

1. Explain the directions for the game “Pyramid.”
 - Remove all face cards from the deck except for Ace’s and arrange cards into a pyramid with 6 rows, with each row slightly overlapping the previous row. Place remaining cards in a deck face down.
 - The goal is to remove cards in the pyramid by “making ten” with two cards (or remove a ten card as it is already equal to ten). However, you can only remove cards that are completely uncovered. At the start of the game you can only use the bottom row to make ten.
 - If you are unable to make ten with the cards currently uncovered, you can draw 1 card from the deck. Continue to draw until you can make another ten. If you make it through the entire deck, you can flip them over and begin drawing again.
 - The game is over when you can no longer remove cards from your pyramid.

- When you can no longer remove cards, add all the remaining cards to determine your score. The player with the smallest total wins!
2. Students will play the game Pyramid with a partner.

Share:

1. Discuss as a class any strategies students found to win the game.

Summarize:

1. Today we practiced Make-a-Ten playing the game Pyramid. We learned that there are multiple ways to make ten.

Assess/Analyze:

1. Students will write all the different addition facts to make a total of ten on their whiteboards.
-

Day Six and Seven: Relate Unknown Addends and Subtraction

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will be able to use the “make a ten” strategy to solve unknown number sentences.

Materials: 3 dice, 2-color counters (red & yellow), Game board, recording sheet, red & yellow markers, workbook page 16.

Day Six: Procedure:

Launch:

1. Remember yesterday when I told you about Natalie playing with her blocks? Well last night she decided she wanted to use more than ten blocks to build her house now because she wanted it to be bigger. Now she is using 7 blocks for the bottom of the house, 6 blocks for the roof and 2 blocks for a chimney. How many blocks is she using now to build her house?

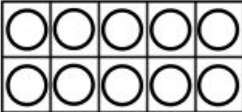
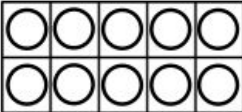
Explore:

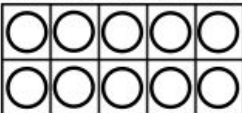
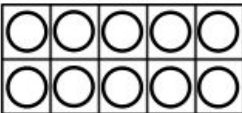
1. With a partner students will practice the Make a Ten strategy playing the game [“Find the 10 Within.”](#)
 - Roll three dice or number cubes
 - Place color counters on the game board to represent the rolled numbers. For example, if you roll 5, 2 & 6. Allow the students to use two sided counters to show those numbers on the double ten frame.
 - Keep track of the rolls by coloring in the ten frame on the recording sheet

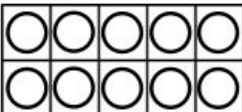
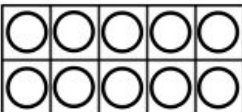
- Fill in the boxes to complete the equations on the recording sheet. The number sentences should reflect what was rolled and what was colored in on the double ten frame.

Find the 10 Within

Name: _____ Date: _____

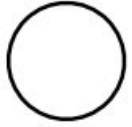
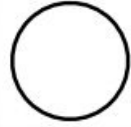
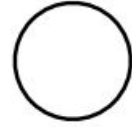
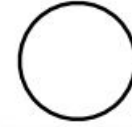
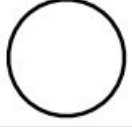
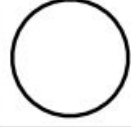
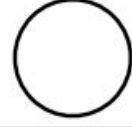
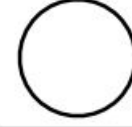
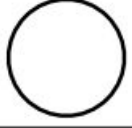
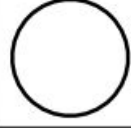
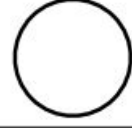

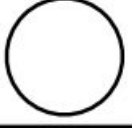
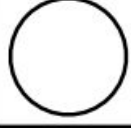
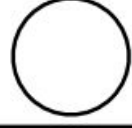
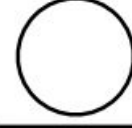




	Roll #1	Roll #2	Roll #3	Sum
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Red	Yellow	Red	
	10 + <input type="text"/> = <input type="text"/>			

	Roll #1	Roll #2	Roll #3	Sum
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Red	Yellow	Red	
	10 + <input type="text"/> = <input type="text"/>			

	Roll #1	Roll #2	Roll #3	Sum
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Red	Yellow	Red	
	10 + <input type="text"/> = <input type="text"/>			

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GAME BOARD

Find the 10 Within

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Share:

1. With their partner, students will come to the smartboard and share 1 way the “Found the 10 Within.” Students should use the smartboard to show their ten’s frame and their $10 + \underline{\quad} = \underline{\quad}$ equation for that problem.

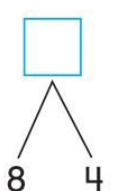
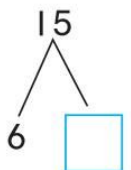
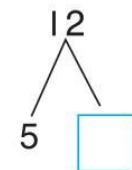
Summarize:

1. Today we practiced using Make a Ten to solve for missing addends. Tomorrow we will continue to work with our partners using Make a Ten.
-

Day Seven: Procedure:

Materials: Problems for Make a Ten relay.

(Math Expressions 2nd Grade Student Activity Book pg. 16)- cut up into individual problems

	P or T ↓		P or T ↓		P or T ↓
1.	$5 + 8 = \square$		$7 + \square = 11$		$11 - 9 = \square$
2.	$4 + 8 = \square$		$9 + \square = 17$		$16 - 8 = \square$
3.	$7 + 9 = \square$		$7 + \square = 12$		$13 - 7 = \square$
4.	$5 + 6 = \square$		$8 + \square = 16$		$14 - 7 = \square$
5.	$7 + 6 = \square$		$9 + \square = 13$		$15 - 7 = \square$
6.	$8 + 3 = \square$		$9 + \square = 18$		$14 - 9 = \square$
7.	$8 + 4 = \square$		$6 + \square = 15$		$12 - 5 = \square$
					

Launch:

1. Natalie was at it again last night with her blocks and she decided that a house wasn't good enough. Now she wanted to also build a garage to go with her house. She wanted to make both her house and garage using ten blocks each. She had 6 blocks on the bottom of her house and 5 blocks on the bottom of her garage. How many blocks would she need to use to make the roof of the house and the roof of the garage? Use your Make A Ten strategy to help you.

Explore:

1. Today you will continue using your Make a Ten strategy with a partner to play a game called Make a Ten Relay.

2. You and your partner will take turns coming to the front of the class grabbing an envelope and returning to your seat. At your seat you will solve the problem in the envelope together. Write your answer on your answer page that matches the problem number on your activity book page.
3. Be sure that you can explain how to use make a ten for each problem.

Share:

1. Write the problems from activity book page 16 on the board.
2. Students will fill in the missing addends and explain how they used Make-a-ten to find the missing number.

Summarize:

1. How can knowing your Make-a-Ten facts help you be better at addition and subtraction? When might you use Make-a-Ten?

Assess/Analyze:

1. Have students explain how to use the Make-a-Ten strategy to find the unknown addend in the equations: $8 + \underline{\quad} = 13$ and $12 - 5 = \underline{\quad}$
-

Day Eight: Odd and Even Numbers Game

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

1. Students will be able to determine if a number is odd or even using patterns.

Materials: Post-it's labeled 1-100

Procedure:

Launch:

1. Does anyone know what a ninja is? How do ninjas move? Today you get to be ninjas. Remember when we talked about odd and even numbers when we worked with Math Mountains? If you look around there are numbers all over the room. The numbers are from 1-100. Yes that means I have 100 numbers stuck all over the room. Your job as a ninja is going to be to collect all of the correct numbers for your team as quickly and quietly, like a ninja, as you can.

Explore:

1. Split class into 2 teams. One team will be the odd ninjas and the other will be the even ninjas.
2. Students will go around the room and collect the correct numbers for their team and place them in a designated location.
3. After students have collected all of the numbers that they think are theirs, have each team look at their numbers to check for any mistakes.

Share:

1. Have students share what patterns they looked for to find their numbers and also their mistakes (if any).

Summarize:

1. Ask for a volunteer to explain a strategy to figure out if a number is odd or even.

Assess/Analyze:

1. Ask students if 15 and 22 are odd or even. Students will write their response on an exit slip.
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Day Nine: Strategies Using Doubles

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will find totals using doubles strategies.

Materials: Dominoes, Doubles Dominoes Game Board



2	4	6	8	10
12	14	16	18	20

Procedure:

Launch:

1. We have been talking about Natalie and her blocks. I forgot to mention that what she is using for blocks is a set of dominoes. She noticed that in the set of dominoes there are some special ones. A few of the dominoes have the same number on each side. She decided that she would find all of these special dominoes to use to build with. How many special dominoes did she have if there are numbers up to 10 on the dominoes.

Explore:

1. Explain that each of the special doubles dominoes represent the doubles addition facts. For example, the domino with 1 dot on each side is $1+1=2$.
2. Go over all of the doubles addition facts with students.
3. Explain the doubles domino game and have students play the game in groups of 3, taking turns drawing dominoes and placing them where they belong on the game board.
4. To play: turn all doubles dominoes upside down. Players take turns flipping one domino over, stating the doubles fact and placing the domino on the correct spot on the game board. The game is over when the last domino is put in the correct spot.

Share:

1. Ask groups to share if there was anything they noticed about all of the totals to the doubles addition equations. Is there something that all of the numbers have in common?

Summarize:

1. Today we learned about doubles addition facts and that they are really special. We also, played a fun game to help practice these facts. Would anyone like to play this game at home to practice the pattern of doubles in addition?

Assess/Analyze:

1. Have students write 3 doubles addition facts on a piece of paper and draw what the doubles dominoes look like to go with the equations.
-

Day Ten: Practice Adding and Subtracting Within 20

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.

Objective: Students will be able to add and subtract fluently within 20 using any of the previously learned addition and subtraction strategies.

Materials: Blank paper, Pencil, counting cubes

Procedure:

Launch:

1. Who has a brother or sister at home? Well my sister and I used to fight all the time when we would play games together about who gets to go first. Do any of you ever fight over who gets to go first in a game? Well there are some games where it is important whether you go first or second. We are going to play a game today where it may or may not be important to go first. You will have to decide for yourselves.

Explore:

1. We have been learning multiple strategies to use when solving addition and today we are going to learn a game called "Twenty." The purpose of this game is to be the first person to get to the number twenty.
2. Starting at "0" students will take turns adding only the numbers 1-5. The person who is able to add a number to get to twenty wins the game.
3. After students have had time to play this way, they will play again practicing subtraction. Students will start at 20 and subtract numbers 1-5. The person who is able to subtract a number to get to zero wins this way.
4. Students will be given time to play with a partner adding to twenty multiple times. Students will look for strategies they can use to win the game.
5. Students will be given time to play with a partner subtracting from twenty multiple times. Students will look for strategies they can use to win the game.
6. Students can use counting cubes to help visualize and solve adding and subtracting hands on.

Share:

1. What were some strategies you or your partner used to to win either game?

Summarize:

1. Today we practiced our addition and subtraction facts, using different strategies we have learned. What strategy worked best for you? Was there any trick to winning either game?

Assess/Analyze:

1. Explain how you would use Make a ten to solve for the addition problem $8 + 4 = \underline{\quad}$
 2. Explain how you would use doubles plus one to add $6 + 7 = \underline{\quad}$
-

Day Eleven: Adding Three and Four Addends

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.1 Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective:

Students will be able to add three or four 1-digit addends using strategies based on addition properties.

Materials: Student whiteboards

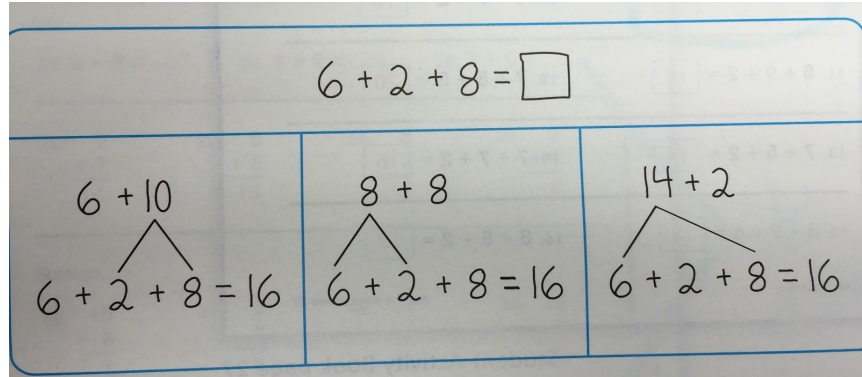
Procedure:

Launch:

1. Share golf story - Last weekend I went to the golf shop to get some new golf balls since I lost so many of mine in the water. There were tons of different colors of golf balls so I thought I would pick out a few different colors. I bought 6 pink golf balls, 2 orange golf balls, and 8 yellow golf balls. We have practiced adding number sentences with two addends, but how can we add a number sentence with three addends?

Explore:

1. Write $6 + 2 + 8 = \underline{\quad}$ on the board. Ask students to find the sum of this problem. Invite students to share their strategies how they found the answer. Ask students if there has been a situation where they needed to add three numbers. Discuss different real world situations where we might need to add three or more numbers together.
2. Discuss different strategies students used such as make ten strategy, doubles, etc.



3. Students will work in pairs and practice using different strategies to solve three and four addend addition problems on their student whiteboards.

Share:

1. After each group has finished, students will be invited to share possible methods and strategies they used to find the answers of various problems.

Summarize:

1. Today we practiced finding the sum of addition problems with three or four addends. Which strategy do you prefer when adding three addends? Why?

Assess/Analyze:

1. Ask students to explain how to find the sum of $4 + 9 + 6 = \underline{\quad}$ to a partner.
-

Day Twelve: Addition Top- It

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.

Objective: Students will demonstrate knowledge of basic addition facts by playing addition Top-It.

Materials: Deck of cards for each pair of students

Procedure:

Launch:

1. How many of you have used a deck of cards to play a card game before? Do you know what the different kinds of cards in a deck are called? Explain that there are face cards in a deck and that they are called the King, Queen, and Jack. Show each of these cards to students. Explain that the card with an “A” on it is called an Ace. We will be using decks of cards to play a game today, but we will not be using the face cards (Kings, Queens, and Jacks) so you will have to take those out. We will use the Ace as the number 1. Has anyone ever played the card game “War”? The game that we will play today is similar to the game “War”.

Explore:

1. Once you have taken out all of the face cards, set them aside and deal the rest of the deck evenly between two partners.
2. Each player flips over 2 cards from their deck and finds the total by adding the numbers together. Whoever has the largest total takes all of the cards and sets them in a pile to the side. If both players have the same total each player puts 3 cards face down and then flips over another 2 cards and finds the total. Whoever has the largest total of these cards gets all of the cards that were put down.
3. The game continues until all of the cards in the 2 players decks are gone. The player with the most cards that they have set to the side wins.
4. Have students pair up and give each pair a deck of cards.
5. Give students time to try out the game.

Share:

1. Was there any strategy you and your partner found to win this game? Did anyone get the same total as their partner? Did you both have the same numbers?

Summarize:

1. Today we learned a fun game to practice our addition facts that anyone can play at school or at home. You can play with a sibling, parent, cousin, grandparent, friend, or anyone that knows how to add. See if you can beat someone older than you!

Assess/Analyze:

1. Write on a piece of paper all of the addition facts that you think helped you in the game today.
-

Day Thirteen and Fourteen: Add To and Take From Word Problems

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.5. Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits. commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.

Objective: Students will be able to make a drawing and write an equation to solve *Add To* and *Take From* word problems.

Materials:

1. Student Activity Book page 31- cut apart and put in separate envelopes

Solve. Show your work.

18. Makala buys 9 plums. That is 7 fewer plums than Trin buys. How many plums does Trin buy?

label

19. Joey has a bag of peanuts. He gives 8 peanuts to Sandy. Now he has 7 peanuts left. How many peanuts are in the bag in the beginning?

label

20. There are 6 elephants, 4 lions, and 4 horses at an animal park. How many animals are at the animal park?

label

21. Clint picks 13 apples. Tim picks 5 fewer apples than Clint picks. How many apples does Tim pick?

label

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Day Thirteen Procedure:

Launch:

1. *This morning when I took attendance I had 16 students in my classroom. Now I have 25 students in my classroom. How many students came to school late?* Write this word problem on the board for students to read and begin solving. Ask students to raise hands if they have seen word problems. Discuss sometimes we see math problems written in words instead of numbers. When we solve word problems we have to determine if we are going to add or subtract so it's important to read the problem carefully.
2. Discuss in *Add To* problems something is added so the quantity changes. In the attendance problem above more students came to school so we added students. Model how to draw a picture to represent the problem and write an equation. ($16 + \underline{\quad} = 25$)
3. Ask students to come up with more examples of *Add To* word problems for the class to solve whole group.

Explore:

1. Take word problems from Student Activity Book page 31. Cut apart each problem and put in separate envelopes.
2. Students will work in groups of 2-3. Each group will practice making a picture to represent each problem and write an equation.

Share:

1. Students will share the different ways they solved various problems. What strategies worked best for you?

Summarize:

1. Today we learned about *Add To* word problems. Turn and talk to your neighbor about what an *Add To* word problem is.

Assess/Analyze:

1. Students will create an *Add To* word problem for a partner to solve.

Day Fourteen Procedure

Launch:

1. *Leighann made 19 bracelets. She gave 8 bracelets away to her students. How many bracelets does she have left?* Write this word problem on the board for students to read and begin solving.

Explore:

1. Yesterday we practiced *Add To* word problems. Today we are going to look at another kind of word problem called *Take From* word problems. In *Take From* word problems something is subtracted so the quantity gets smaller. For *Take From* word problems we use subtraction to find the answer.
2. Ask students to come up with more examples of *Take From* word problems for the class to solve whole group.
3. Students will work in groups of 2-3. Each group will practice making a picture to represent each problem and write an equation.

Share:

1. Students will share the different ways they solved various problems. What strategies worked best for you?

Summarize:

1. Today we learned about *Take From* word problems. Turn and talk to your neighbor about what an *Take From* word problem is.

Assess/Analyze:

1. Students will create a *Take From* word problem for a partner to solve.
-

Day Fifteen: Game & Unit 1 Post Test

Standard:

Demonstrate mastery of addition and subtraction basic facts; add and subtract, one and two digit numbers in real world and mathematical problems.

Benchmark:

2.1.2.2 Demonstrate fluency with basic addition facts and related subtraction facts.

Objective: Students will demonstrate fluency with basic addition and subtraction facts by playing “Pick Up Sticks” and a written assessment.

Materials: Paper, pencils, post test

Procedure:

Launch:

1. I was picking up sticks in my yard the other day so that I could mow my lawn and I was counting them as I went. I got to 15 and then I accidentally dropped them. When I looked down they were in 3 rows and each row had 5 sticks in it. Then I started to think about all the ways I could pick them up. I decided that I could not fit more than 5 sticks in my hand at once and it was easiest to pick them up from only one row at a time. If you were to help pick up the sticks, but you could only pick up to 5 at a time and only from one row at a time taking turns with me, could you be the one to pick up the last stick?
2. Demonstrate playing “Pick Up Sticks” on the board with a student volunteer as your partner.

Explore:

1. Give students time to play a few rounds of “Pick Up Sticks” with a partner. After a while, change the rules to: the person that picks up the last stick loses.

Share:

1. Was there a way to always pick up the last stick? When the rules were changed, was there a way to make your partner pick up the last stick?

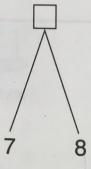
Summarize:

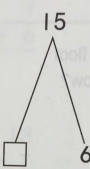
- We have learned several strategies and games to practice addition and subtraction facts. Now you will get to show how much you have learned.

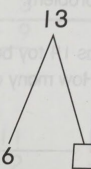
Assess/Analyze:

Unit 1 Post Test:

1. Write two equations for each Math Mountain.







Write the unknown addend (partner).

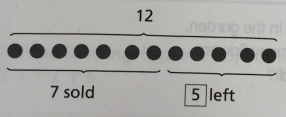
2. $5 + \square = 11$ $13 - 8 = \square$ $15 - 6 = \square$

Add in any order. Write the total.

3. $5 + 3 + 5 = \square$ $7 + 8 + 3 = \square$ $2 + 9 + 7 = \square$

4. $8 + 2 + 3 + 4 = \square$ $2 + 6 + 6 + 8 = \square$


5. **Stretch Your Thinking** Write a word problem to match this drawing.



Make a drawing. Write an equation. Solve the problem.

Show your work.


1. In the morning, Nick makes 8 animals out of clay. In the afternoon, he makes some more clay animals. Altogether, he makes 15 clay animals. How many did he make in the afternoon?



clay animal

label

2. Carrie sees some birds in a tree. 8 fly away. 5 are left. How many birds were in the tree in the beginning?



bird

label

Day Sixteen: Pretest and Introduction to Place Value

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective: Represent numbers to two-hundred and identify values in ones, tens, and hundreds place.

Materials: Book Sir Cumference and All the King's Tens, Base-10 Blocks, Student white boards

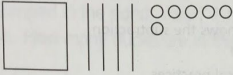
Procedure:

Pretest Unit 2: Give pretest to discover what the students already know.

Unit 2 Quick Quiz 1 Name _____

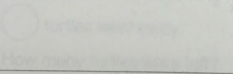
Write the correct answer.

1. What number is shown? Write the number.

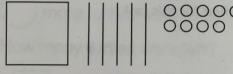


2. Draw the number using hundred boxes, ten sticks, and circles. Then write the number in expanded form.

131




3. What number is shown? Write the number and the number name.



4. Add.

$100 + 5 = \square$

5. Compare. Write $>$, $<$, or $=$.

126  136

Launch:

1. Read students the story: Sir Cumference and All the King's Tens by Cindy Neuschwander. (Helps students to visualize the value of each digit in the place value chart)
 - Visitors to the Royal Palace are grouped by tens and then by hundreds and ultimately by thousands. The illustrations and storyline help students to create a picture of how grouping numbers by ten easily lends itself to counting large numbers and combining them in other mathematical operations.

Explore:

1. After reading the story, have students build numbers using base ten blocks. For each number ask students how many hundreds, tens, and ones, in the number.
2. Once students have mastered building numbers with base ten blocks and identifying the value of each digit, give students the number of hundreds, tens, and ones. Students will write the number on their whiteboard.

Share:

1. Have partners go to the Smartboard and represent a given number using base ten blocks and identify the value of each digit in the number.

Summarize:

1. Today we learned about place value, what are the three place values we discussed today?. In the number 164- What number is in the hundreds place? The tens place? The ones place?

Assess/Analyze:

1. Give students a number with a ones, tens, and hundreds digit. Students will represent the given number using base 10 blocks and tell the value of each digit. (Ex: The 7 in 172 is equal to 70)
-

Day Seventeen: Place Value Path Game

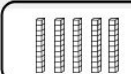

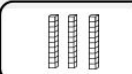


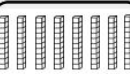
Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective:

1. Students will be able to identify the tens and ones digit in a specific number.
2. Students will also be able to write numbers in base 10 block and standard form.

Materials: Place Value Path sheet, circle counters, and a dice

The Place Value Path

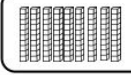

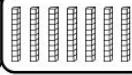
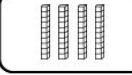

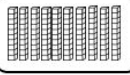
Game 1

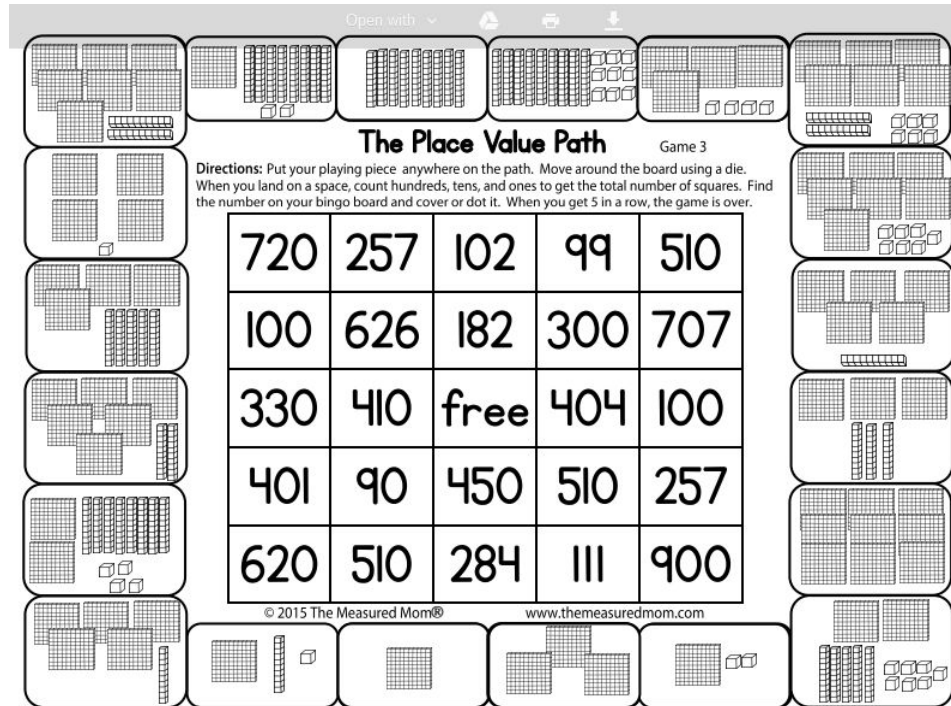
Directions: Put your playing piece anywhere on the path. Move around the board using a die. When you land on a space, count by tens or ones to get the total number of squares. Find the number on your bingo board and cover or dot it. When you get 5 in a row, the game is over. Have fun!

	40	30	5	60	3	
	1	10	70	4	100	
	20	2	free	10	9	
	7	30	3	80	90	
	50	6	60	40	8	

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Procedure:

Launch:

1. Refer back to Sir Cumference and All the King's Tens story to discuss how we can organize numbers into ones, tens, hundreds, and thousands. Review that each digit in a number holds a certain value.

Explore:

1. Write the number 56 on the whiteboard. Students will practice identifying place value by making the number 56 with base 10 blocks. Ask students which number is in the tens and ones digit.
2. Each student will get a Place Value Path playing card and counters to cover their numbers.
3. Students will start playing independently. Each student may start anywhere on the playing board. Roll the dice and move the designated spaces. When you land on a space count the base ten blocks to get the total number. Find the corresponding number in standard form on your bingo card and cover it. When you get five in a row the game is done.

Share:

1. Invite students to share how to represent specific numbers in base ten block form and standard form.

Summarize:

1. Discuss any strategies they discovered while playing Place Value Path. Did it matter where you started on the gameboard?

Assess/Analyze:

1. Ask students to tell a neighbor which place is the tens digit and ones digit in the number 78.

Day Eighteen: Place Value Dice Game

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective:

1. Students will be able to create the biggest number possible by rolling three dice.
3. Students will compare numbers using less than (<), greater than (>), and equal to (=) symbols.

Materials: Place Value Dice Recording sheet and three dice

DICE PLACE VALUE

Directions: Each player rolls three dice. Arrange the three dice in the hundreds, tens, and ones place to create the highest number possible. Draw your dice and write the value. Use a < or > to show who won each round!

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© Still Playing School

Launch:

1. When I was little I used to have a pet alligator name Ralph. He loved to eat anything in sight. He was very greedy and always wanted the biggest number. If I gave him a choice to eat 5 pieces of pizza or 12 cupcakes, he always chose the biggest number. Ralph the alligator always helped me remember a few symbols in math: less than (<) and greater than (>) symbols. The opening of Ralph's mouth is always facing the biggest number, just like these symbols. Show students how to turn these signs into an alligator's mouth to help them remember how to use these symbols.

Explore:

1. Before beginning the game discuss greater than ($>$), less than ($<$), and equal ($=$) to symbols. Remind students that the opening of the greater than and less than symbol is like an alligator's mouth. He always wants to eat the larger number because he is hungry. Tell students they are going to be using these symbols to compare numbers in a game called The Place Value Dice Game.
2. Students will work in partners for this game. Each group will need one Place Value Dice recording sheet and three dice. Students will take turns rolling three dice and arrange the dice in the hundreds, tens, and ones place. The goal for the game is to arrange the dice to make the largest number possible.
3. Players will draw their dice and write the number they created on the Place Value recording sheet. Together both players will determine who created the biggest number. Students will compare numbers and practice writing the correct sign ($<$, $>$, $=$) in the box to make a true number sentence.

Share:

1. Invite students to share some of the number sentences they made during the game. Discuss the biggest and smallest number they made. What would happen if we played with a dice that had nine sides?

Summarize:

1. Turn and talk: What symbol would you use if you and your partner made the same number with the dice? What is the smallest number you made with your dice? What is the biggest number you made with your dice?

Assess/Analyze:

1. Students will pick two numbers and compare them by writing an appropriate symbol ($<$, $>$, or $=$) on their whiteboards.
-

Day Nineteen: Place Value War with 2 and 3 Digit Numbers

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective: Represent numbers to two-hundred and identify values in ones, tens, and hundreds place.

Materials: Deck of cards

Procedure:

Launch:

1. My family and I love to play all kinds of games. However, me and my husband are both very competitive. When we play card and board games we both want to win so bad. Last night we played card games and we played one of my favorite card games, war.

Explore:

1. Last week we played a game called war? Who remembers how to play war?
2. Today we're going to play a different version of this game to help us practice what we've learned about place value.
3. You and your partner will each draw two cards. You will arrange those two cards into what you think is the biggest number so you can beat your partner. For example, if you draw a 2 and a 6 you can make what to numbers? (26, 62) Which would be the bigger number?
4. The winner gets to keep all the cards for that round.
5. Students will have time to play this game with a partner. When teams have mastered this way, they can increase the number of cards they draw to 3 and make the biggest 3 digit number.

Summarize:

1. Think, pair, and share with a neighbor what you learned about place value in this game? What place value should your largest digit go in if you want to make the largest number? What questions do you have about place value?

Assess/Analyze:

1. As an exit slip, give students 2 problems in which they need to identify the digit with the highest value in each number and the value of that digit.
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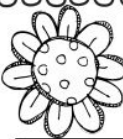
Day Twenty: Place Value & Expanded Form

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective: Students will be able to represent a three digit number with base 10 blocks and write the number in expanded form.

Materials: Roll it-Make it-Expand it game board, 3 dice per group



Name: _____

roll it! make it! expand it!

Roll three dice. Write down each number. Draw the hundreds, tens and ones. Write the expanded notation equation.

Roll It			Make It	Expand It
H	T	O		$--- + --- + --- = ---$
H	T	O		$--- + --- + --- = ---$
H	T	O		$--- + --- + --- = ---$
H	T	O		$--- + --- + --- = ---$
H	T	O		$--- + --- + --- = ---$

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Procedure:

Launch:

1. Tell students a story about me wanting to be a doctor when I was their age and how I loved to pretend to operate on my dolls and stuffed animals. Tell them that today we are going to be doctors and “operate” on numbers.
2. To operate on numbers we need to take them apart but each digit’s value needs to stay the same.

Explore:

1. Show students how to start with a number in the hundreds. Start with the digit in the largest place value (hundreds) and turn all the digits behind it to zero. Move to the tens and do the same, then the ones. Example: 256 changes to $200 + 50 + 6$.
2. Show students how to play Roll it, Make it, Expand it and record answers on their gameboard. Each student should have their own game board but they will play in groups of two.

Share:

1. Write enough 3 digit numbers on the board for each partnership to have a number. With their partner students will come to the board and represent their number with base 10 blocks and write it in expanded form.

Summarize:

1. Think, Pair, Share- What was the greatest value you made in today’s game? What was the least value? What is the greatest possible value you could roll using 3 dice?

Assess/Analyze:

1. On a piece of paper write a 3 digit number in standard form, expanded form, and with base 10 blocks.
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Day Twenty-One: Expanded Form Continued

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective: Students will be able to match a numbers standard form for with its expanded form.

Materials: Expanded & standard form memory cards- cut out

163	530	419	856
100+ 60+ 3	500+ 30+ 0	400+ 10+ 9	800+ 50+ 6
734	371	247	622
700+ 30+ 4	300+ 70+ 1	200+ 40+ 7	600+ 20+ 2

939	828	943	592
900+ 30+ 2	800+ 20+ 8	900+ 40+ 3	500+ 90+ 2
167	856	274	739
100+ 60+ 7	800+ 50+ 6	200+ 70+ 4	700+ 30+ 9

Procedure:

Launch:

1. Remind students of story from yesterday about wanting to be a doctor and how they “operated” on numbers. We will continue “operating” on numbers with a memory game today.

Explore:

1. Who has ever played the game memory? Today you will play memory with a partner. You need to match a numbers standard form with its expanded form. (Quick review of each)

Share:

1. Ask students to come to the board and share some of the matches they made in today's game.

Summarize:

1. Think- Pair- Share with your partner, How did you know if you made a match? What do you know about a numbers standard form and expanded form? What does each one have in common?

Assess/Analyze:

1. Write three matches you made today- include each matches standard form and expanded form.
-

Day Twenty-Two: Distinguishing Digits Puzzle, Unit 2 Post Test

Standard: Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.

Benchmark: 2.1.1.2 Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.

Objective: Students will use what they have learned about place value, greater than, less than, and equal to, expanded and standard form and odd and even to determine mystery digits in numbers.

Materials: Clue cards, Recording sheet, Unit 2 post test

Names: _____	
Distinguishing Digits Puzzle	
1. ____ _	5. _____
2. ____ _	6. ____ _
3. ____ _	7. ____ _
4. _____	8. _____

Problem # 1: Clue 1: There is a 3 in the hundreds place. Clue 2: There is a 5 in the ones place. Clue 3: There is a 2 in the tens place.	Problem # 2: Clue 1: The digit in the ones and tens place is equal. Clue 2: The digit in the hundreds place is the sum of $4 + 4$. Clue 3: The digit in the ones and tens place is greater than the digit in the hundreds place.
Problem # 3: Clue 1: The digits have a sum of 9 and are odd.	Problem # 4: Clue 1: Write 204 in expanded form.

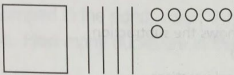
<p>Clue 2: The digits are all less than 9. Clue 3: The smallest digit is in the tens place and the largest digit is in the ones place.</p>	
<p>Problem # 5: Clue 1: Write 536 in expanded form.</p>	<p>Problem # 6: Clue 1: There is a 3 in the ones place. Clue 2: There is a 7 in the hundreds place. Clue 3: There is a 0 in the tens place.</p>
<p>Problem # 7: Clue 1: The digits have a sum of 12 and are even. Clue 2: The digits are all less than 8 and greater than 0. Clue 3: The digits count in order by 2's. Clue 4: The lowest digit is in the ones place.</p>	<p>Problem # 8: Clue 1: Write $400 + 70 + 6$ in standard form.</p>

Unit 2 Post Test:

Unit 2 Quick Quiz 1 Name _____

Write the correct answer.

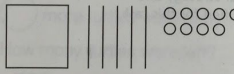
1. What number is shown? Write the number.



2. Draw the number using hundred boxes, ten sticks, and circles. Then write the number in expanded form.

131


3. What number is shown?
Write the number and the number name.



4. Add.

$100 + 5 = \square$

5. Compare. Write $>$, $<$, or $=$.

126  136

Procedure:

Launch:

1. Ever since I was a little kid I have LOVED mysteries. I loved mystery books like The Boxcar Children, I love mystery shows like Scooby-Doo, and I loved mystery games like Clue. I would walk around the house and pretend to be a detective gathering clues and solving mysteries. I even got a detective kit for my Birthday one year. Is there anyone else who really likes solving mysteries?

Explore:

1. Today, we are going to be detectives. You will work in groups of 3.
2. At the front of the room I have 8 envelopes. Each envelope has clues to a mystery number. You need to use the clues to figure out each of the numbers.
3. Students will be given time to complete the puzzle.

Share:

1. At the board, students will share their answers to the clues. Discuss any different or incorrect answers.

Summarize:

1. What was difficult about working in groups of this game? What was helpful about working in groups?
2. How did you and your group use place value to solve for the clues?

Assess/Analyze:

1. Give students the unit 2 post test.