# Grade 2 Unit 2: Subtract within 100

Content Area: **Math**
Course(s): **Math Grade 2**
Time Period: **MP2**
Length: **45**
Status: **Published**

## NJSLS Math

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| MATH.2.OA.A.1 | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| MATH.2.OA.B.2 | With accuracy and efficiency, add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. |
| MATH.2.NBT.B.5 | With accuracy and efficiency, add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| MATH.2.NBT.B.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations. |

## Unit Focus

- Use place value understanding and properties of operations to subtract.
- Represent and solve problems involving addition and subtraction.

## Standards for Math Practice

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| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |

## Critical Knowledge & Skills

| NJSLS Math | Suggested Math Practices | Critical Knowledge and Skills |
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| 2.NBT.B.5 (M) With accuracy and efficiency, add and subtract within | MP.2 Reason abstractly and | Concepts: |

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| 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | quantitatively.<br><br>MP.7 Look for and make use of structure.<br><br>MP.8 Look for and express regularity in repeated reasoning. | • No new concepts introduced<br><br>Students will be able to:<br><br>• With accuracy and efficiency, add and subtract within 50 using strategies based on place value.<br><br>• With accuracy and efficiency, add and subtract within 50 using strategies based on properties of operations.<br><br>• With accuracy and efficiency, add and subtract within 50 using strategies based on the relationship between addition and subtraction.<br><br>Learning Goal 1:<br><br>• Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 50. |
| 2.NBT.B.9 (**M**) Explain why addition and subtraction strategies work, using place value and the properties of operations. (Clarification: Explanations should be supported by drawings or objects.) | MP.2 Reason abstractly and quantitatively.<br><br>MP.3 Construct viable arguments and critique the reasoning of others.<br><br>MP.4 Model with mathematics.<br><br>MP.5 Use appropriate tools strategically. | Concepts:<br><br>• No new concepts introduced<br><br>Students will be able to:<br><br>• Explain, using objects and drawings, why addition and subtraction strategies based on place value work.<br><br>• Explain, using objects and drawings, why addition and subtraction strategies based on properties of operations work. |

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| | MP.7 Look for and make use of structure.<br><br>MP.8 Look for and express regularity in repeated reasoning. | Learning Goal 2:<br><br>• After applying addition and subtraction strategies based on place value and the properties of operations, explain why these strategies work using drawings or objects [for example, 37 + 12 equals 30 + 7 + 10 + 2 (place value) which equals 30 + 10 + 7 + 2 (property of operations)]. |
| 2.OA.A.1 (**M**) Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br><br>  Climate Change Example: Students may solve two-step word problems involving a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods. They may add and subtract within 100 while using drawing or equations to represent the climate change related issue. | MP.1 Make sense of problems and persevere in solving them.<br><br>MP.2 Reason abstractly and quantitatively.<br><br>MP.3 Construct viable arguments and critique the reasoning of others.<br><br>MP.4 Model with mathematics.<br><br>MP.5 Use appropriate tools strategically.<br><br>MP.8 Look for and express regularity in repeated reasoning. | Concepts:<br><br>• No new concepts introduced<br><br>Students will be able to:<br><br>• Count on and put together to add to solve one- and two-step word problems.<br><br>• Take from or take apart to subtract to solve one- and two-step word problems.<br><br>• Use drawings and equations to represent the problem.<br><br>Learning Goal 3:<br><br>• Add and subtract within 100 to solve 1- and 2-step word problems with unknowns in any position. |
| 2.OA.B.2 (**M**) With accuracy and efficiency, add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. | MP.2 Reason abstractly and quantitatively.<br><br>MP.7 Look for and make use of structure<br><br>MP.8 Look for and express | Concepts:<br><br>• No new concepts introduced.<br><br>Students will be able to:<br><br>• Add within 10 using mental strategies with accuracy and efficiency. |

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| | regularity in repeated reasoning. | • Subtract within 10 using mental strategies with accuracy and efficiency.<br><br>Learning Goal 4:<br><br>• Fluently add and subtract within 10 using mental strategies. |

## School/District Formative Assessment Plan

- Topic 5-1 through 5-8 Quick Check (found in Savvas Realize).
- Topic 6-1 through 6-7 Quick Check (found in Savvas Realize).
- Topic 7-1 through 7-8 Quick Check (found in Savvas Realize).

## School/District Summative Assessment Plan

- Topic 5 Assessment
- Topic 6 Assessment
- Topic 7 Assessment

## Focus Mathematical Concepts

Pre-requisite skills

- Compose tens when adding two-digit numbers, if necessary (1.NBT.C.4).
- When adding two-digit numbers, one adds tens and tens, ones and ones (1.NBT.C.4).
- Add a two-digit number and a one-digit number within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (1.NBT.C.4).
- Add a two-digit number and a multiple of 10, within 100, using strategies based on place value,

properties of operations, and/or the relationship between addition and subtraction (1.NBT.C.4).

- Subtract multiples of 10 from multiples of 10 using strategies based on place value or properties of operations (multiples of 10 less than or equal to 90) (1.NBT.C.6).
- Explain the reasoning used when subtracting multiples of 10 from multiples of 10 (multiples of 10 less than or equal to 90) (1.NBT.C.6).
- Represent a word problem using objects, drawings, or equations using a symbol for the unknown (1.OA.A.1).
- Solve addition and subtraction word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (1.OA.A.1).
- Add and subtract within 20 using strategies such as counting on, making ten, and decomposing a number leading to a ten (1.OA.C.6).
- Add and subtract within 20 using strategies such as relationship between addition and subtraction, and using easier or known sums within 10 (1.OA.C.6).
- Add and subtract within 10 with accuracy and efficiency (1.OA.C.6).

Common Misconceptions

- Students may think that the 4 in 46 represents 4, not 40. Students need many experiences representing two and three digit numbers with manipulatives that group (base ten blocks) and those that do not group, such as counters, etc.

Number Fluency

- 2.OA.B.2 Add and subtract within 20 using mental strategies; Know single digit sums from memory.
- 2.NBT.B.5 Add and subtract within 100.

## District/School Tasks

- Pick A Project (found in Savvas Realize)
- Performance Tasks (found in Savvas Realize)

## District/School Primary and Supplementary Resources

- Envisions by Savvas

- STAR Renaissance

## Instructional Best Practices/Open Educational Resources

Illustrative Mathematics

Desmos

Numeracy Tasks

Building Thinking Classrooms Tasks

Open Middle Math Tasks

Resources from Dr. Eric Milou

## Career Awareness, Exploration, Preparation, and Training

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| WRK.9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |

## Life Literacies & Key Skills

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| TECH.9.4.2.CT.3 | Use a variety of types of thinking to solve problems (e.g., inductive, deductive). |
| TECH.9.4.2.IML.2 | Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). |

## Interdisciplinary Connections

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| ELA.RI.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. |
| SCI.2-ESS1-1 | Use information from several sources to provide evidence that Earth events can occur quickly or slowly. |
| ELA.RI.IT.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. |
| SCI.2-ESS2-2 | Develop a model to represent the shapes and kinds of land and bodies of water in an area. |
| ELA.W.WR.2.5 | Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. |
| ELA.W.SE.2.6 | Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. |

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| ELA.SL.II.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| ELA.SL.UM.2.5 | Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |