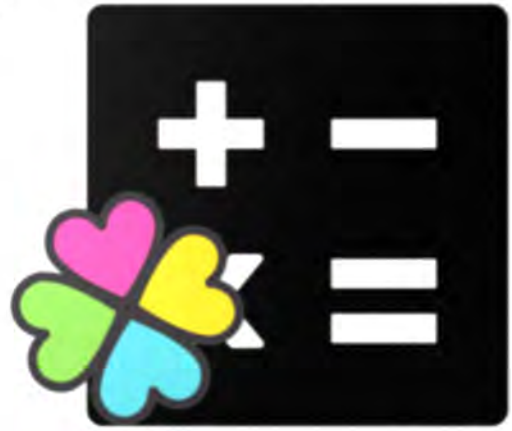


SECOND GRADE

UNIT TWO

ADD & SUBTRACT

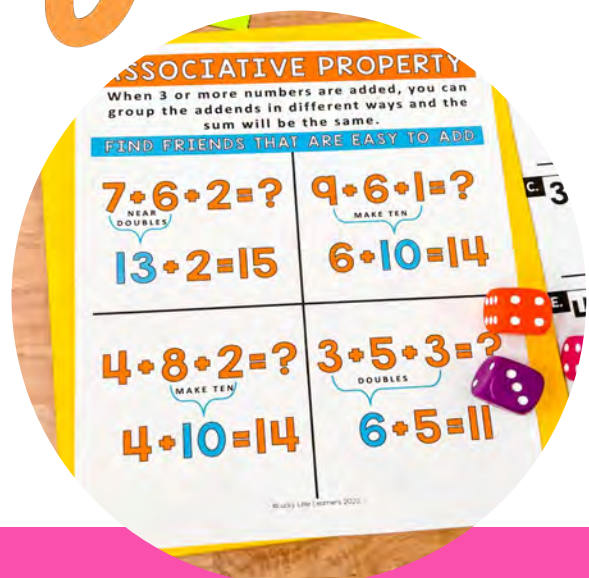


Lucky to Learn
MATH



Why?

This is the hands-on, standards-aligned, collaborative, and engaging fact fluency unit you've been looking for! This resource can also be used as a supplement to other math programs.



Is your current math curriculum dull and lifeless?

This unit is so engaging! It has habitat & biome themed lessons to pique student interest, while also ensuring they master the math.

Looking for resources that are easy to prep?

The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

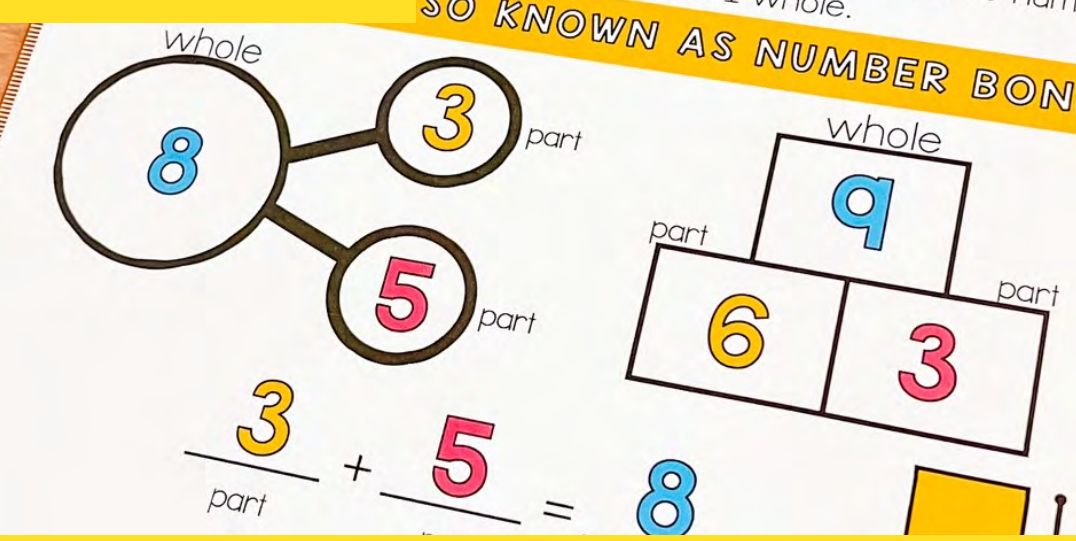
Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

PERFECT FOR

T-PART-WHOLE

in different forms but always include 3 numbers:
2 parts that add up to 1 whole.
SO KNOWN AS NUMBER BONDS.



MATH BLOCK

NUMBER TALKS

BEAR TRACK BUMP

Directions: Each player needs 10 connecting cubes of the same color (i.e. Player one is red, Player two is blue). Players take turns spinning a fact. They have to solve the fact and put their cube on a square with that answer. If the other player already has a cube there, you can bump it off! If you already have a cube there, you can add a second cube and freeze the spot (it cannot be bumped). The first player to run out of cubes wins!

7	8	5	9	4
10	9	6	5	11

SUBTRACT WITH NEAR DOUBLES

USE ON SUBTRACTION FACTS THAT ARE ALMOST DOUBLES!
WE CAN SOLVE SUBTRACTION FACTS BY THINKING OF A RELATED NEAR DOUBLES ADDITION FACT.

$17 - 8 = \underline{\quad}$
THINK ADDITION:
 $8 + \underline{\quad} = 17$

THINK NEAR DOUBLES:
If $8 + 8 = 16$, then $8 + 9 = 17$.

SUPPLEMENTAL PRACTICE

strategy: A way to solve a problem. $6 + 6 + 4 = 16$, $12 + 4 = 16$

difference: The answer to a subtraction sentence. $9 - 5 = 4$

near doubles fact: An addition sentence with two addends that are near one another. $5 + 6 = 11$, $5 + 5 = 10$, $5 + 6 = 11$

sum: The answer when you add. $3 + 1 = 4$

fact family: A set of related facts that contain the same 3 numbers. $4 + 3 = 7$, $3 + 4 = 7$, $7 - 4 = 3$, $7 - 3 = 4$

Associative Property: When 3 or more numbers are added together. $3 + 2 = 5$

turn-around fact: A nickname for two subtraction facts. $9 + 4 = 13$, $4 + 9 = 13$

Additional Materials: Includes a table for 'ADD & SUBTRACT UNIT OVERVIEW' with columns for 'WEEK ONE' and 'WEEK TWO', and a section for 'ADDITIONAL ACTIVITIES & RESOURCES' with optional activities.

INTERVENTIONS

WHAT'S INCLUDED?

- Teaching slides
- Lesson plans
- Warm-ups
- Math chats
- Mini lessons
- Collaborations
- Worksheets
- Differentiation
- And so much more!



SKILLS INCLUDED

Aligned to CCSS & TEKS



ADD & SUBTRACT

UNIT OVERVIEW

WEEK ONE

BASIC ADDITION

- Addition: Part-Part Whole
- Addition: Count-On
- Addition: Doubles
- Addition: Near Doubles

CC:
2.OA.2
2.OA.5

TEKS:
2.4a
2.4d

WEEK TWO

BASIC ADDITION CONTINUED

- Addition: Make Ten
- Addition: Commutative Property
- Adding on a Number Line
- Addition: Associative Property
- Addition Word Problems

CC:
2.OA.1
2.OA.2
2.NBT.5
2.NBT.6
2.MD.6

TEKS:
2.7c
2.2e
2.2f
2.4a
2.4b
2.4c
2.4d

WEEK THREE

BASIC SUBTRACTION

- Subtraction: Part-Part Whole
- Subtraction: Count-Back
- Subtracting on a Number Line
- Subtraction: Count Up
- Subtraction: Doubles

CC:
2.OA.2
2.MD.6

TEKS:
2.4a
2.4d
2.2e
2.2f

WEEK FOUR

BASIC SUBTRACTION CONTINUED

- Subtraction: Near Doubles
- Subtraction: Think Make Ten
- Fact Families
- Subtraction Word Problems
- Addition & Subtraction Review

CC:
2.OA.1
2.OA.2
2.NBT.5
2.NBT.9

TEKS:
2.4a
2.4b
2.4c
2.4d
2.7c

UNIT MATERIALS

PART-PART-WHOLE
These models come in different forms but always include 3 numbers: 2 parts that add up to 1 whole.
THESE ARE ALSO KNOWN AS NUMBER BONDS.

DOUBLES STRATEGY
USE WHEN ADDING THE SAME NUMBER
DOUBLES IN REAL LIFE

$1+1=2$	$6+6=12$
$2+2=4$	$7+7=14$
$3+3=6$	$8+8=16$
$4+4=8$	$9+9=18$
$10+10=20$	

Anchor charts

Binder cover

Lucky to Learn
MATH
UNIT 2
ADD & SUBTRACT
A JOURNEY TO FACT FLUENCY AMONG THE BIOMES

MATH CHAT EXPECTATIONS

- 1 BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 2 THINKING TIME**
When a problem is shown, we won't shout about it yet. We will use silent thinking time to solve the problem on our own.
- 3 TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn.
- 4 STRATEGIES**
When you think of a way to solve the problem, thumbs-up at your chest. Keep thinking of more strategies and raise more fingers for more strategies.
- 5 LET'S CHAT!**
Once we have had plenty of silent thinking time, share our strategies with the class and just listen. All answers are shared and talked about before we move on.

MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

Math Chat posters

Name _____ Date _____

ADDITION AND SUBTRACTION STRATEGY ASSESSMENT

Write a fact family using the numbers below.

5, 12, 7

$5 + \underline{\quad} = 12$
 $12 - \underline{\quad} = 5$
 $7 + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - 7 = \underline{\quad}$

Fill in the missing part of the number bond.

Fill in the missing part of the bar model.

Solve and circle which strategy should be used on the problems below.

$12+3=$ a. Make Ten
 $1+15=$ b. Count-On
 $17+2=$ c. Doubles

$9+5=$

Solve the problem below using the Make Ten strategy. Show your work.

$2+4+4=$

Jan had 5 popcicles in the freezer and 2 in his hands. How many popcicles did Jan have in all? Show your work.

Page picked 10 berries. She ate 7 of them. How many berries does she have now? Show your work.

Solve using the Think, Make Ten strategy. Show your work.

$14-6=$ a. Count-Back
 $9-2=$ b. Doubles

Solve the doubles facts below.

$1+1=$ $6+6=$
 $2+2=$ $7+7=$
 $3+3=$ $8+8=$
 $4+4=$ $9+9=$
 $5+5=$ $10+10=$

Write the doubles fact you would use to help you solve the problem below.

$13-6=$ $7-4=$
 $15-7=$

Unit assessments

MY STRATEGY SCRAPBOOK
ADDITION & SUBTRACTION

MY SUBTRACTION STRATEGY SNAPSHOTS
Directions: Write an example equation in each strategy box.

ON MY TRIP TO THE OCEAN, I LEARNED ABOUT...

COUNT-UP
 COUNT-BACK
 SUBTRACTING ON A NUMBERLINE

ON MY TRIP TO THE WETLANDS, I LEARNED ABOUT...

COUNT-UP
 DOUBLES

ON MY TRIP TO THE FOREST, I LEARNED ABOUT...

NEAR DOUBLES
 THINK MAKE TEN
 FACT FAMILIES

Craftivities

strategy
A way to solve a problem

$6+6+4=$
 $12+4=16$

associative property
Numbers put together in any order the sum will be the same.

$4+8=8+4$
 $12+12$

doubles fact
An addition sentence with two addends that are the same.

$6+6=12$
addends are the same

commutative property
Numbers that switch places.

$9+4=13$
 $4+9=13$

near doubles fact
An addition sentence with two addends that are near one another.

$5+6=11$
 $5+5=10$, so $5+6=11$

associative property
Numbers that are grouped together.

$3+2+1=6$

friends
Two addends that equal ten.

$5+5$

Vocabulary cards

Take away or find the difference.

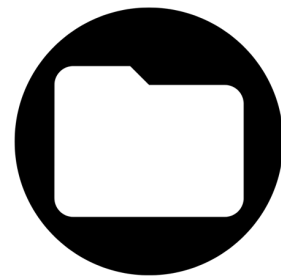
MATH UNIT ICONS

These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

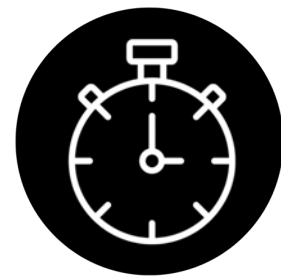
ICON KEY



OBJECTIVE



MATERIALS



WARM UP



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE



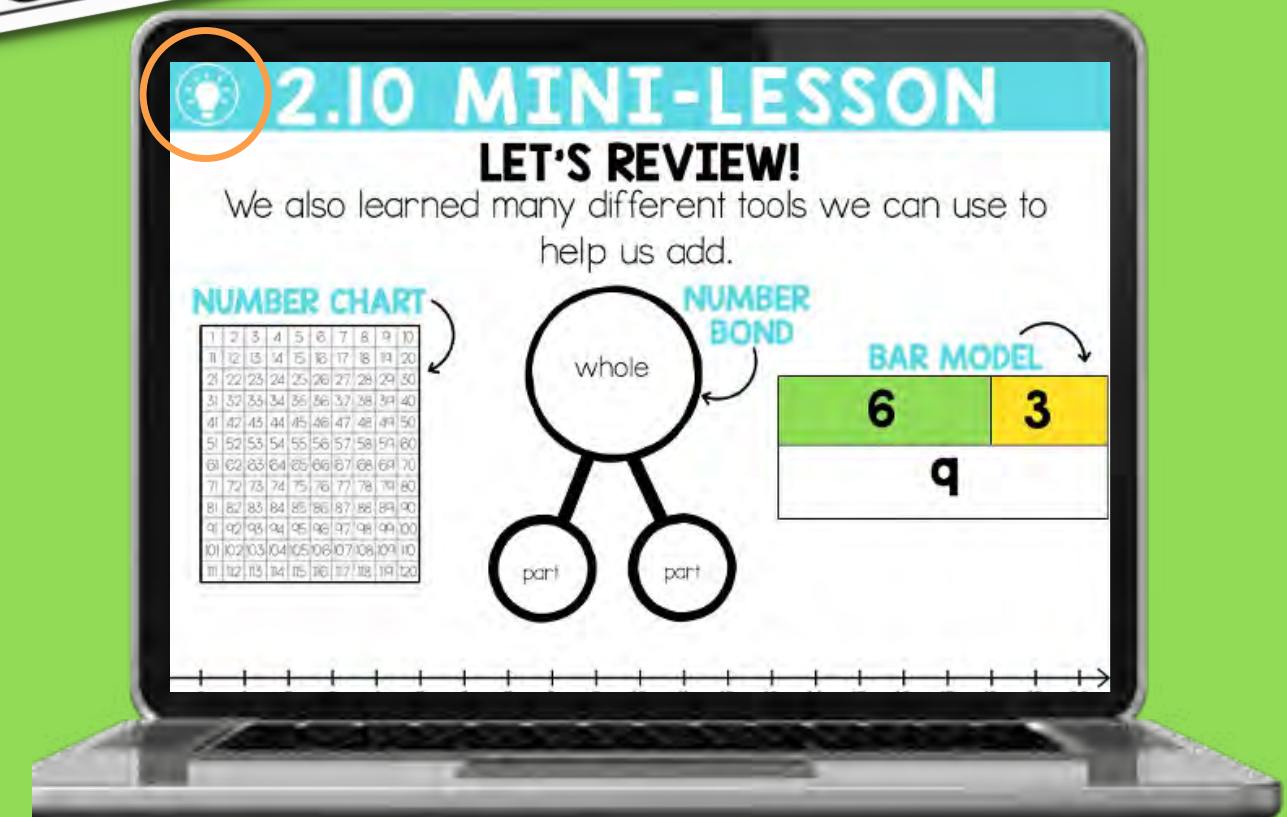
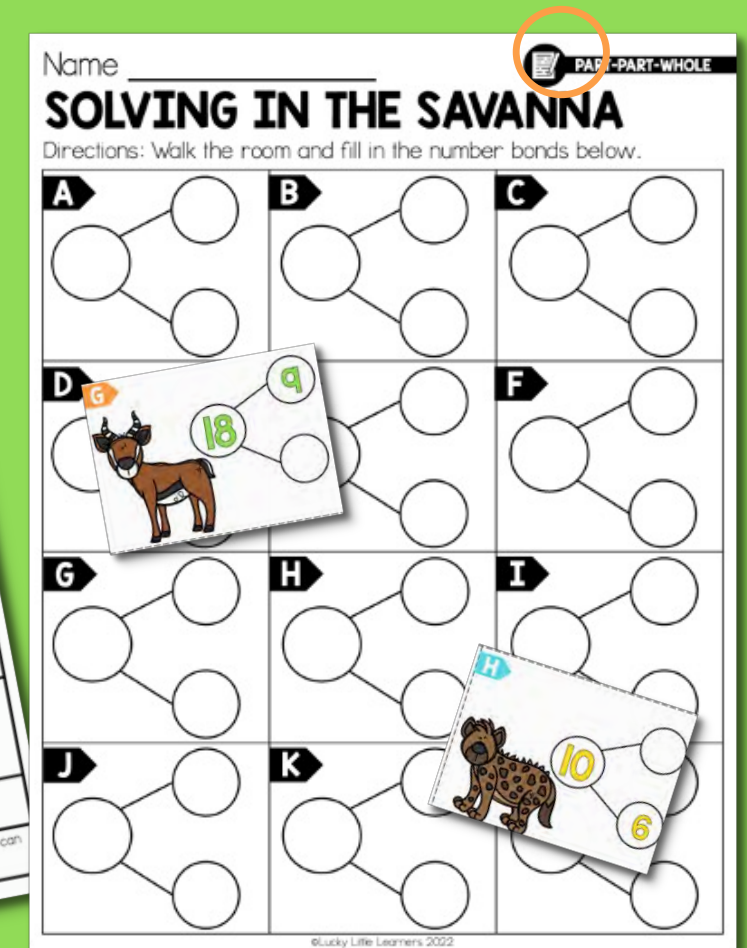
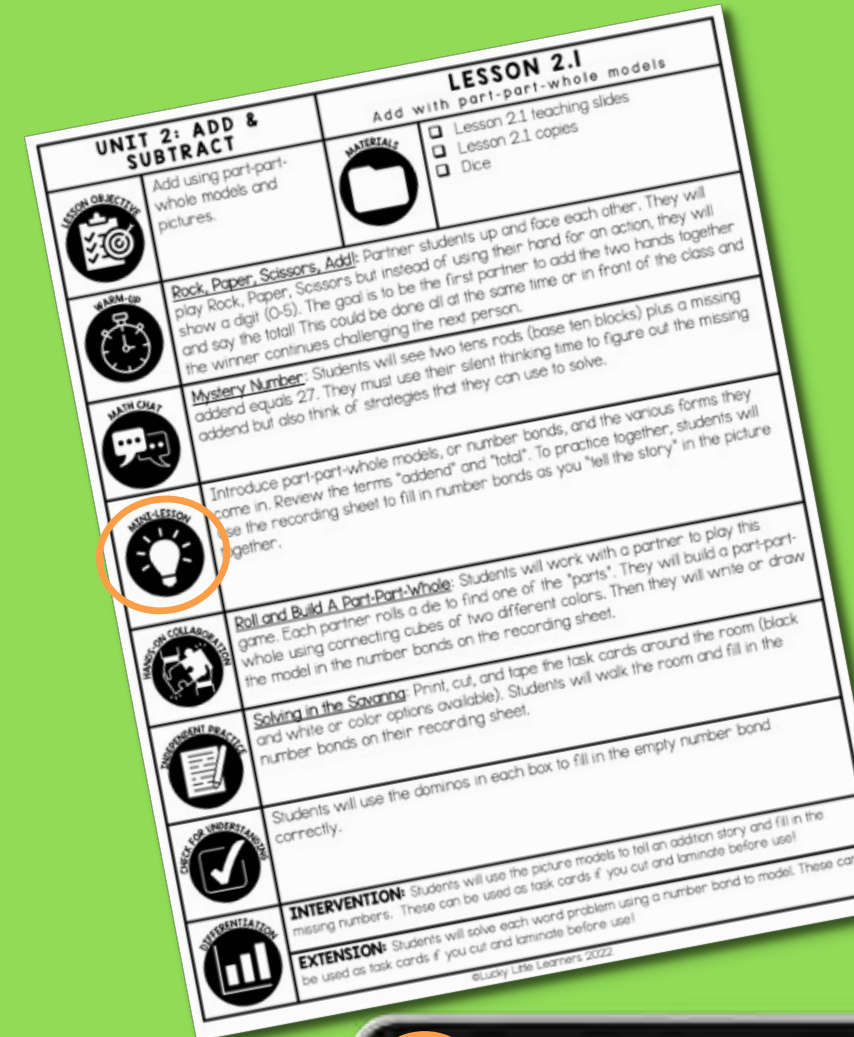
CHECK FOR UNDERSTANDING



DIFFERENTIATION



BONUS



LESSON PLANS

Clear lesson objective

List of materials

Teaching slides included for each part of the lesson

Math chat (number talk) in each lesson

Quick warm-up in each lesson

Collaborative hands-on tasks

Skill-focused mini lesson

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

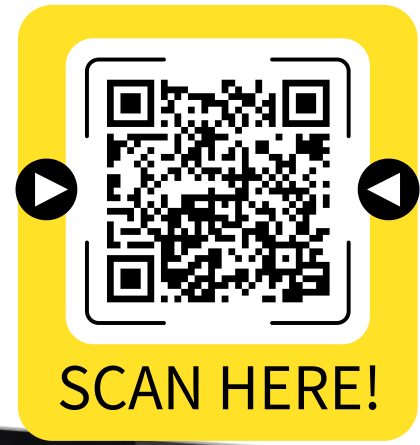
Differentiation options

UNIT 2: ADD & SUBTRACT		LESSON 2.3 Add with Count On	
	Add using the count on strategy (+1, +2, +3 to a number).		<input type="checkbox"/> Lesson 2.3 Teaching Slides <input type="checkbox"/> Lesson 2.3 copies <input type="checkbox"/> Bingo chips or counters <input type="checkbox"/> Spinners <input type="checkbox"/> Dry Erase supplies
	1, 2, 3, BUZZ! : Have students stand in a circle and tell them that you are going to play a counting game. For this game, you will give a random number under 100 and the students will count on for three numbers after that. After they hit the 3 rd number, the next student says BUZZ. The student after them sits down. You continue playing until only one student is left standing! (example on teaching slide)		
	Word Problem : Students will solve the word problem: "The zebra herd as 1 adult male, 5 adult females and 4 foals. How many zebras are there in all?". Read the problem out loud to the students 2 or 3 times and then have them use their silent thinking time to solve.		
	Introduce the count on strategy (adding 1, 2, or 3 to any number). Animal Safari : Write the bigger number in the first box and draw the smaller number in dots in the second box. Students will then say the bigger number and count on the dots. Write the total.		
	1,2,3 to Twenty Game : Put students into pairs and give each group a double ten frame and each student 15-20 counters or bingo chips. MODEL this game first! Roll a die and decide who goes first. On your turn, you can choose to add 1, 2, or 3 chips to the board. You can't add zero and you can't more than 3. The goal is to be the person to completely fill the board at the end!		
	Count On Strategy Safari : Students will solve count on addition problems and color the picture according to the key.		
	Students will add the problems using the count on strategy and show their thinking by writing the bigger number but drawing dots for the count on number. Students will also write about when they would use the count on strategy.		
	INTERVENTION : Students will use the Spin to Count On activity to spin addition problems. They will draw the dots of the count on number to reinforce what counting on means.		
	EXTENSION : be useful even if		

UNIT 2: ADD & SUBTRACT		LESSON 2.7 Turn Around Facts	
	Add using the Commutative Property.		<input type="checkbox"/> Lesson 2.7 slides <input type="checkbox"/> Lesson 2.7 copies <input type="checkbox"/> Dice <input type="checkbox"/> Dry erase pocket & markers <input type="checkbox"/> White boards
	Hopping for Tens : Copy on cardstock or colored paper and cut out the cards. Hold up each card for about 5-10 seconds. Students will silently think about how many more they need to make a ten. Say "GO" and the students will hop on or off the ground the number of times needed. Count aloud as they hop.		
	True or False : Show the number sentence $5+6=6+5$. Allow students a few seconds to think about whether this is true or false. Tell them to put their thumb on their chest when they know the answer. When most students have their thumb on their chest, tally how many students chose true and how many chose false. Have a few students defend their answer.		
	Introduce the Commutative Property. Talk about how we can also call these "Turn Around Facts" because the numbers switch places or turn around. Practice finding the turn around fact for a few problems. Use the Running Through the Commutative Property to practice solving and finding some more turn around facts.		
	Turn Around Tortoise : Pair students together in partners. They will need 2 dice, a pencil and their Turn Around Tortoise worksheet. Students will roll the 2 dice and write down the numbers. They will write the addition number sentence, solve, and write the turn around fact.		
	Commutative Cactus : Color the cactus picture using the code provided.		
	Students will solve each problem. Then draw a line to match the turn around facts.		
	INTERVENTION : Use the Turn Around Table in a dry erase pocket. Give students an addition sentence like $-8+3$, $6+5$, $9+4$ etc. Students will write the turn around fact and use the table to help them solve.		
	EXTENSION : On white boards, have students write Turn Around facts & solve for addition problems (no regrouping). For example- $25+10$, $32+6$, $47+11$, $54+22$ etc.		

Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with our weekly newsletter created just for teachers like you.



About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.