


## 2<sup>nd</sup> Grade Math Curriculum Bundle # 6

<b>Title</b>		<b>Suggested Dates</b>
Modeling 2-Digit Addition and Subtraction		December 7 – December 18 (10 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Models can be used to solve addition and subtraction problems and give meaning to number sentences	<p>How are addition and subtraction related?</p> <p>What are some ways you can model addition and subtraction of two-digit numbers?</p> <p>How can you explain your solution?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>District Specificity/Examples</b>	<b>Suggested Resources</b> (See note above) <b>Teachers will use Math Investigations as the main instructional resource.</b> District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
<p><b>2.3 The student adds and subtracts whole numbers to solve problems.</b></p> <p>2.3B Model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers</p> <p style="color: blue;">Very Important Note: It is very important that the students understand and practice adding and subtracting 2 digit numbers with multiple strategies BEFORE the algorithm is introduced. Concrete models need to be used over and over again to establish a firm understanding at a conceptual level.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> <li>• use multiple strategies (ex: base-10 blocks, tally marks, pictures, adding tens and ones separately and then adding the final ten and one together) to solve addition and subtraction problems</li> <li>Uses a hundreds chart</li> <li>• represent and use whole numbers in flexible ways by joining and separating numbers (expanded notation <math>523 = 500 + 20 + 3</math>)</li> <li>• describe in words an explanation of strategy</li> <li>• model real situations when start (beginning), change (middle), or result (end) is unknown</li> <li>• use equation (number sentence) to represent addition or subtraction situations</li> <li>• use 2 or more addends</li> </ul>	<p><b>How Many Tens? How Many Ones?</b> <b>Unit 6</b></p> <p>Investigation 1 Sessions 1-4, pages 54-88</p> <p>Investigation 2 Sessions 4-6, pages 75-93</p> <p style="color: blue;">Note: In these investigations, addition and subtraction strategies are mixed together. There are more addition and subtraction strategies listed in Bundles 7 and 8 as well.</p>	<p><b>Whole Group Lessons</b></p> <p style="color: blue;"><u>Envision</u> Topic 8 Lessons 1 –4</p>