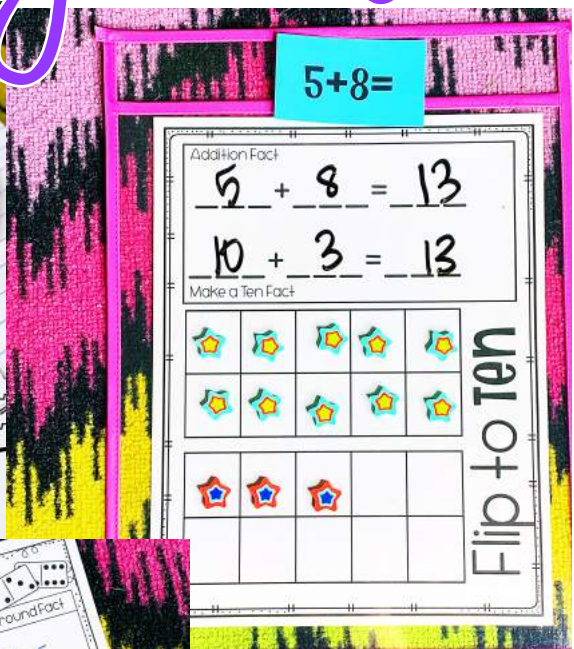


# ADDITION & SUBTRACTION

## Strategies



15 DAYS WORTH OF LESSON PLANS

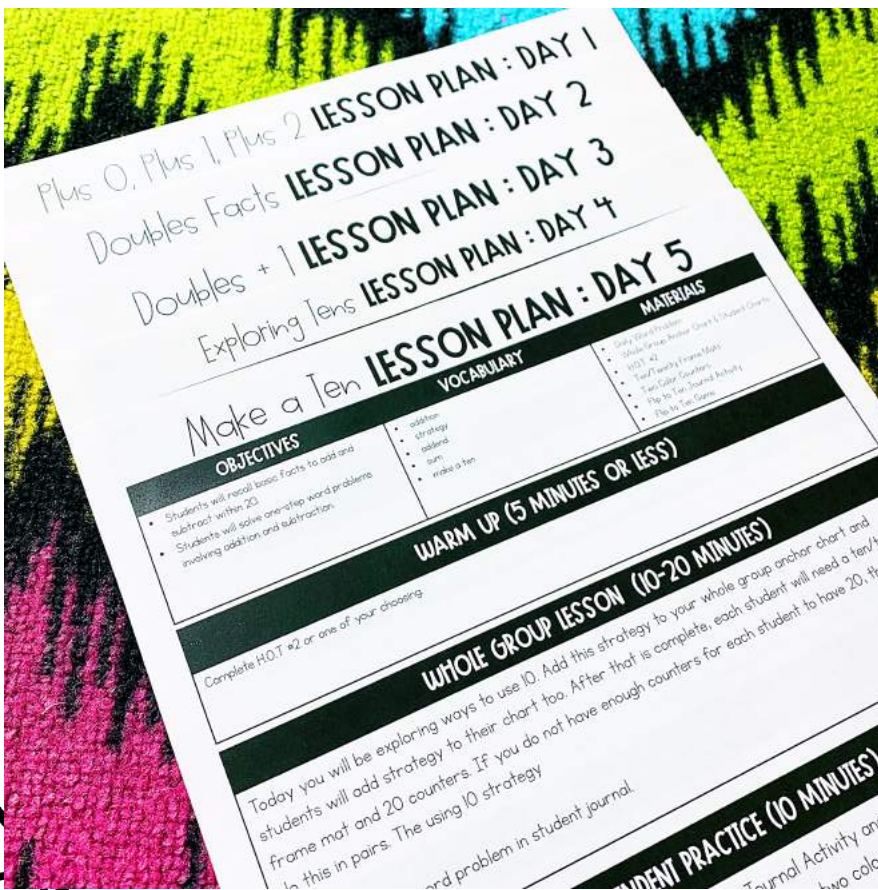


MADE BY: SADDLE UP FOR 2<sup>ND</sup> GRADE ©2019

# LESSON PLANS

These lesson plans were designed to be used over 15 days. They cover addition strategies with sums up to 20 and subtraction strategies with differences from 20. They are to be used as a guide when planning instruction. Depending on your curriculum pacing guide, you may have more or less days to teach this concept.

Each day includes a warm up activity (5 minutes), whole group lesson (10-20 minutes), independent practice activity (10 minutes) and a small group activity (15 minutes). Times can be adjusted based on your schedule. You can read more about how to set up your math block on my blog. (See Getting Started with Guided Math Page).



These lesson plans are filled with hands on engagement and interactive notebook activities. Games and task cards are included and can be used all year long. You will not find lots of worksheets in this unit.

# mini posters

## Doubles

When you add doubles, you add the same number twice.

$2 + 2 = 4$

## Near Doubles

Knowing your doubles facts helps you with other addition facts.

$6 + 7 = ?$

What doubles fact can help me solve this?  
I know  $6 + 6$  equals 12, so  $6 + 7$  must be 13!

$8 + 9 = ?$

$8 + 8 = 16$

$8 + 9 = 17$

...each side grow by one.

## Making 10 To Add

10 is a friendly number and makes it easier to add larger sums!

$7 + 6 = ?$

To solve, make 10! Then add on at the end!

$7 + 6$  becomes 10

## Subtracting Ten

Use your place value skills to subtract ten!

Two take away one is one.

Four is away, zero still!

## Counting On

{using a number line}

**Step One**  
Find the bigger number and point to it on your number line.

$9 + 4 = ?$

**Step Two**  
Use your finger to count on by the smaller number.

$9 + 4 = ?$

**Step Three**  
The number you land on will be your sum. Be sure to check your work!

$9 + 4 = 13$

## Ways To Make 10

Be a fact master by knowing your facts to ten!

$0 + 10 = 10$

$1 + 9 = 10$

$2 + 8 = 10$

$3 + 7 = 10$

$4 + 6 = 10$

$5 + 5 = 10$

$6 + 4 = 10$

$7 + 3 = 10$

$8 + 2 = 10$

$9 + 1 = 10$

$10 + 0 = 10$

I know my facts to ten!

## Counting Back

{using a number line}

**Step One**  
Find the first number and point to it on your number line.

$19 - 6 = ?$

**Step Two**  
Use your finger to count back by the second number.

$19 - 6 = ?$

**Step Three**  
The number you land on will be your difference. Be sure to check your work!

$19 - 6 = 13$

## Turn Around Facts

You can change the order of the addends and the sum stays the same!

$3 + 2$

$2 + 3$

Either way, it's still 5 shapes!

$6 + 5 = 11$

$5 + 6 = 11$

$2 + 7 = 9$

$7 + 2 = 9$

## Part Part Whole

Part Part Whole can be used for both addition and subtraction.

Whole	
Part	Part

Janie has 8 cookies. She gives 6 to Carson. How many cookies does Janie have left?

?	8
6	

When a part is missing, subtract the other part from the whole.

$8 - 6 = 2$   
2 cookies left

Janie has 10 cookies. Carson has 4 cookies. How many cookies do they have in all?

?	
10	4

When the whole is missing, add the two parts together.

$10 + 4 = 14$   
14 cookies

## Helpful Facts

Knowing your doubles will help with subtraction too!

$16 - 8$

I know  $8 + 8$  is 16, so  $16 - 8$  is 8!

$16 - 8 = 8$

↑ equals ↑

↑ 8 ↑ 8

These facts all work together

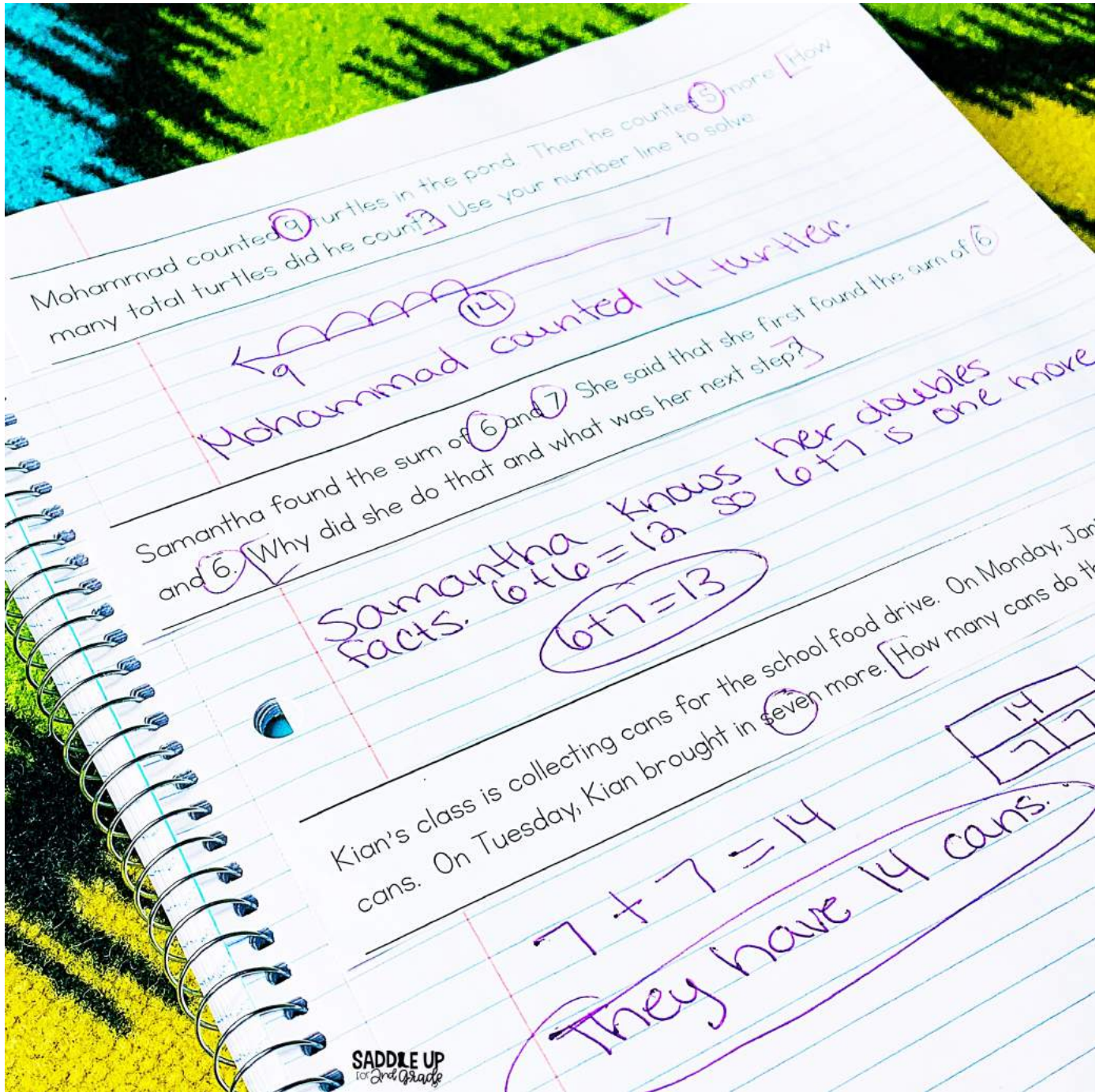
$4 + 4 = 8$  so  $8 - 4 = 4$

$9 + 9 = 18$  so  $18 - 9 = 9$

$6 + 6 = 12$  so  $12 - 6 = 6$

# Daily Word Problem

This unit features a daily word problem each day to practice addition and subtraction in a problem solving format. These can be done during whole group the whole group lesson, independent practice time, or your small group time.



# Higher Order Thinking

These H.O.T. tasks are to be used to guide students and get them thinking. These tasks are both challenging and fun. There are multiple types of each problem. Some include a challenge question that can be used to allow students to challenge themselves a little further. These tasks can be used during a whole group warm up, math talk time, small groups, or as exit tickets. I love to see the discussions that occur when my students walk me through their process. They show their peers new ways of thinking that help them in later tasks. They also impress me over and over again!

Name: \_\_\_\_\_ (H.O.T. #7)

### FINDING THE SUM

Look at the numbers below. How many subtraction problems can you create to equal the number 3?

0 1 2 3 4  
5 6 7 8 9 10

Look at the numbers. How many ways can you combine them to equal the number 18?

Name: \_\_\_\_\_ (H.O.T. #7)

### FINDING THE SUM

Look at the numbers below. How many subtraction problems can you create to equal the number 3?

0 1 2 3 4  
5 6 7 8 9 10

Look at the numbers. How many ways can you combine them to equal the number 18?

Name: \_\_\_\_\_ (H.O.T. #6)

### What's the Problem?

Write a word problem to match the answer.  
13 dogs

Name: \_\_\_\_\_ (H.O.T. #6)

### What's the Problem?

Write a word problem to match the answer.  
13 dogs

Name: \_\_\_\_\_ (H.O.T. #5)

### I Can Problem Solve!

The table below shows how many sports cards Tray has.

5	Baseball Cards
4	Football Cards
2	Basketball Cards
?	Soccer Cards
11	TOTAL

How many baseball, football, and basketball cards does Tray have?

How many soccer cards does Tray have?

Name: \_\_\_\_\_ (H.O.T. #5)

### I Can Problem Solve!

The table below shows how many sports cards Tray has.

5	Baseball Cards
4	Football Cards
2	Basketball Cards
?	Soccer Cards
11	TOTAL

How many baseball, football, and basketball cards does Tray have?

How many soccer cards does Tray have?

Name: \_\_\_\_\_ (H.O.T. #4)

### Missing Numbers

Use what you know about fact families to determine the missing numbers.

+  = 14

+ 9 =

-  =

Name: \_\_\_\_\_ (H.O.T. #4)

### Missing Number

Use what you know about fact families to determine the missing numbers.

+  =

+ 9 =

-  =

Name: \_\_\_\_\_ (H.O.T. #1)

### True or False?

Is the equation below true or false?  
 $4+5=5+4$

What kind of problems are these?

CHALLENGE: Explain how you determined your answer.

Name: \_\_\_\_\_ (H.O.T. #1)

### True or False?

Is the equation below true or false?  
 $4+5=5+4$

What kind of problems are the

CHALLENGE: Explain how you determined your

Name: \_\_\_\_\_ (H.O.T. #3)

### Two-Step Problems

Kelly picked 5 shells. Then she found another 8 shells. Jacoby found 10 more shells than Kelly. How many shells did Jacoby find?

Step 1:

Step 2:

Answer:

Name: \_\_\_\_\_ (H.O.T. #3)

### Two-Step Problems

Kelly picked 5 shells. Then she found another 8 shells. Jacoby found 10 more shells than Kelly. How many shells did Jacoby find?

Step 1:

Step 2:

Answer:

# Flash cards

Addition Cards - Sums to 20

Subtraction Cards - Difference from 20



# HELPFUL TOOLS



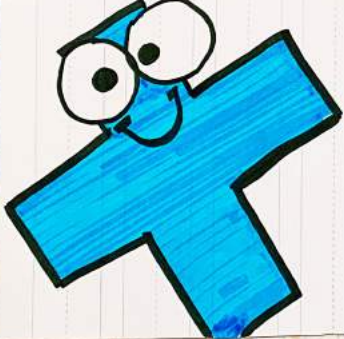
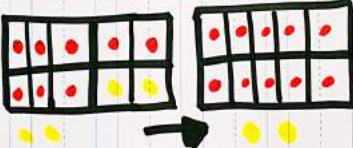

These manipulative mats can be used for multiple strategies to help students solve problems.

- ten frame
- twenty frame
- 100 chart
- 120 chart



# Addition Strategies Chart

This anchor chart will be completed over the course of a week. A different section will be discussed and filled out each day.

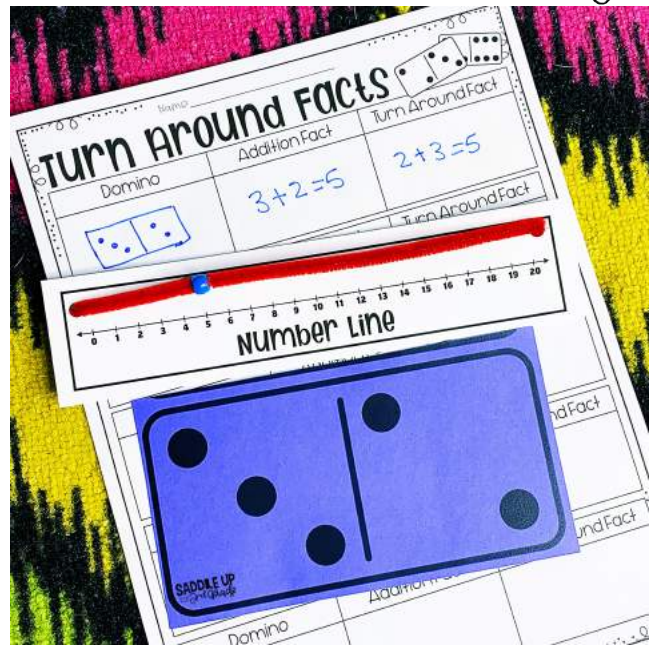
<h2><u>Zero Facts</u></h2> $\begin{array}{r} 7 + 0 = 7 \\ 0 + 7 = 7 \end{array}$ <p>Any number + 0 = same number</p>	<h2><u>Turn Around Facts</u></h2>  $\begin{array}{l} 2 + 6 = 8 \\ 6 + 2 = 8 \end{array}$ <p>Flip the addends. The sum doesn't change.</p>	<h2><u>Counting On</u></h2> $4 + 9 = \underline{13}$ <p>9...13 Put the big number in your head &amp; count up.</p>
<h2><u>Doubles</u></h2>  $\begin{array}{r} 4 \\ + 4 \\ \hline 8 \end{array}$ <p>Both addends are the <u>SAME!</u></p>	<h2><u>Addition Strategies</u></h2>	<h2><u>Doubles + 1</u></h2> $\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$ is close to so add 1 $\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$
 <p>SADDLE UP for 2nd Grade</p>	<h2><u>Make a Ten</u></h2>  $8 + 4 = 12 \rightarrow 10 + 2 = 12$	<h2><u>Part-Part Whole</u></h2>  $3 + 6 = 9$



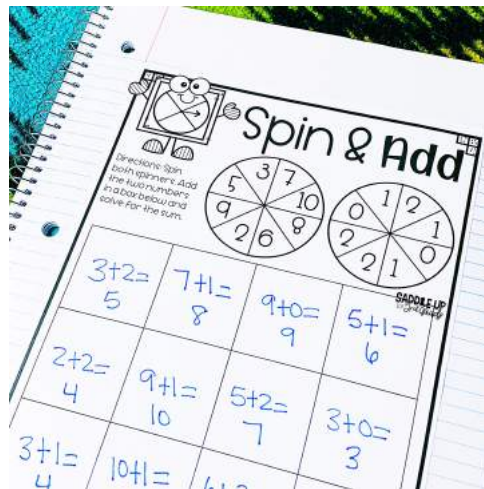
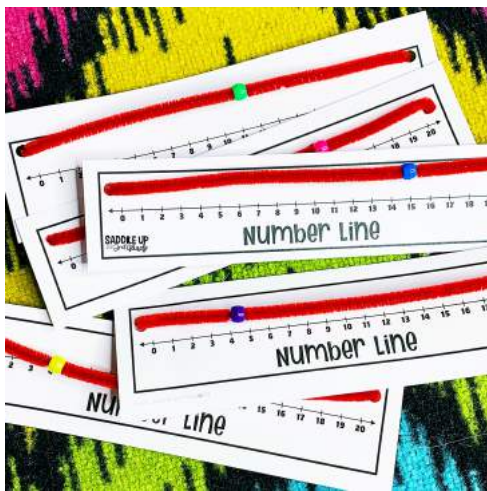
# Day 1

## Whole Group

Introduce the +0 strategy. Then practice the Turn around strategy using dominos and a number line. Both strategies will be added to an anchor chart.



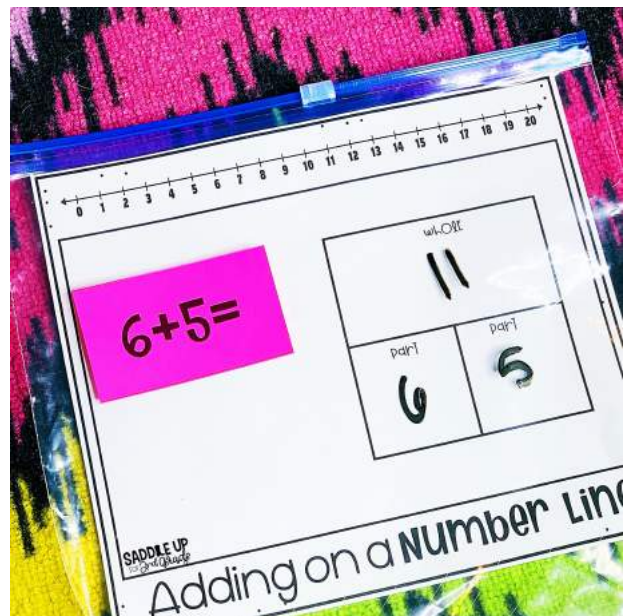
## Independent Practice



Students will practice adding +0, +1, and +2 facts with the Spin and Add Journal Activity. They'll use their number line to solve for the sum.

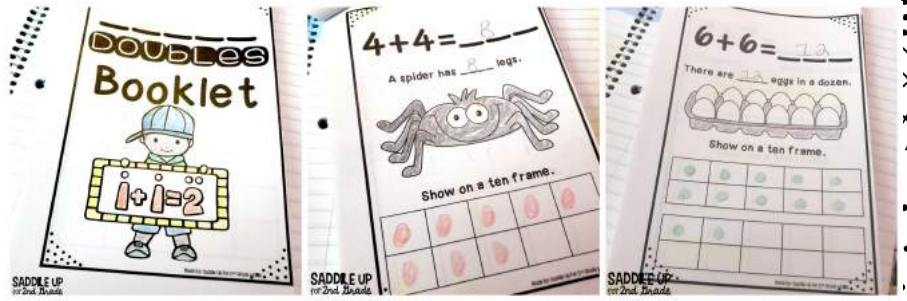
## Small Group

Students will practice adding numbers on a number line using a slider plastic bag and addition fact cards.

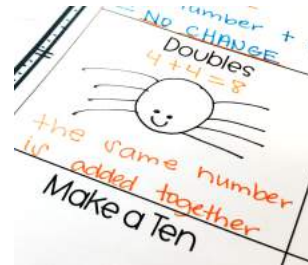


# Day 2

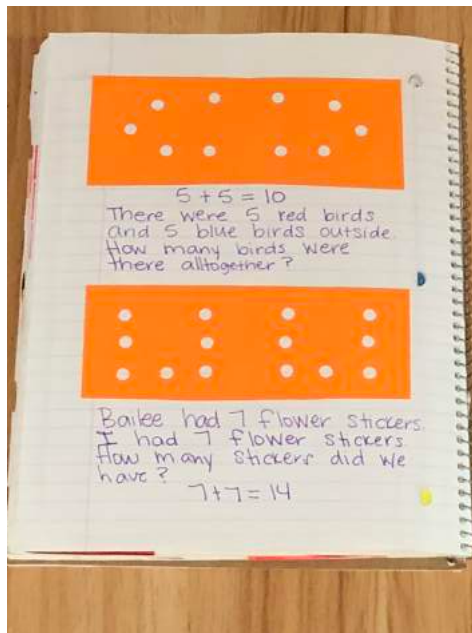
## Whole Group



Students will learn the doubles strategy and add it to their strategy chart. Then complete the doubles booklet.



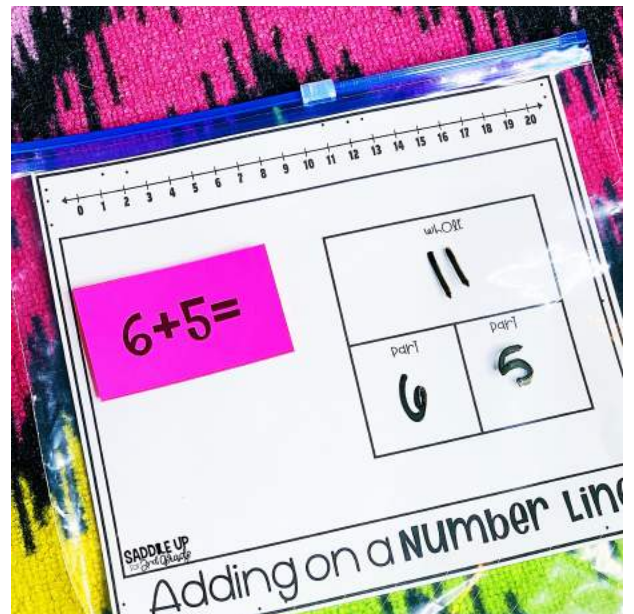
## Independent Practice



Students will use a strip of paper and a hole punch to create a doubles fact in their journal.

## Small Group

Repeat from Day 1. Using pipe cleaners and pom pom balls, students will practice building 2-digit addition problems on their work mats and solving for the sum.



# Day 3

## Whole Group

- Introduce the doubles +1 strategy and add it to your anchor chart.
- As a group, complete the doubles & doubles +1 pocket chart sort.



## Independent Practice



Using dice, students will play Roll a Double +1 in their math journals.

## Small Group

Introduce students to the counting on strategy and play Flip, Count and Add.



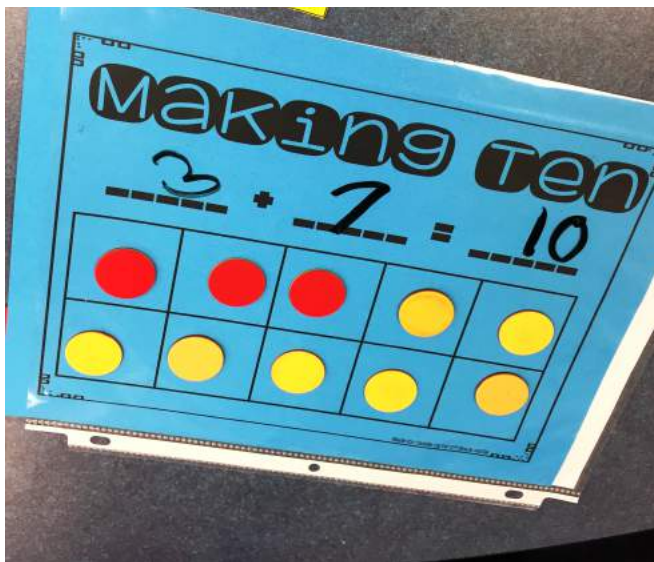
# Day 4

## Whole Group

Students will practice making facts with sums of ten. They'll explore 10 facts by making bead bracelets and writing turn around facts in their journal.



## Independent Practice



Students will play Shake, Rattle, and Count.

## Small Group

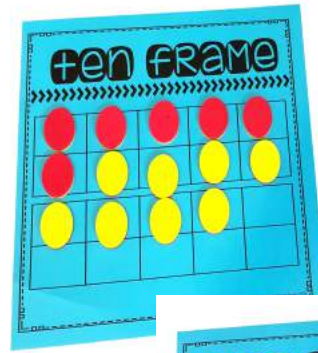
Introduce students to the counting on strategy and play Flip, Count and Add.



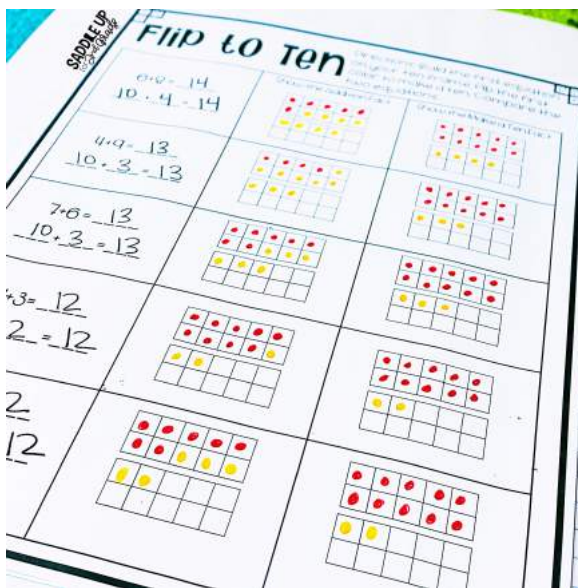
# Day 5

## Whole Group

- Introduce students to the make a ten strategy. Students will practice relating basic addition facts to tens facts using a twenty frame and counters.



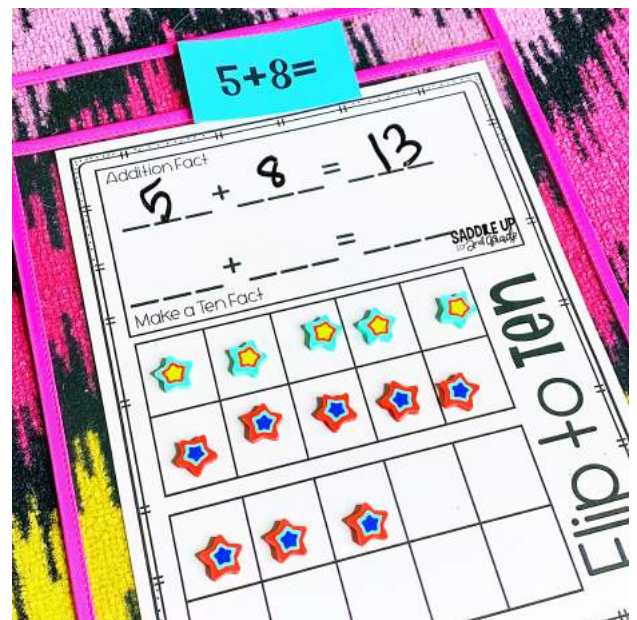
## Independent Practice



- Students will practice the make a ten strategy with the Flip to Ten Journal Activity.

## Small Group

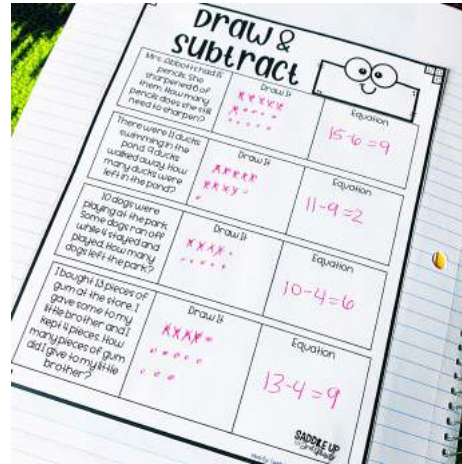
- Students use the make a ten strategy and play Flip to Ten.



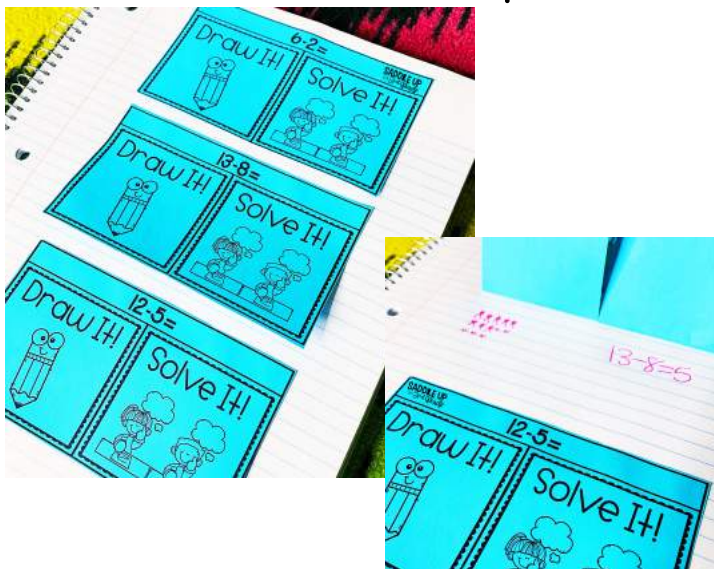
# Day 6

## Whole Group

Introduce the drawing a picture subtraction strategy and add it to your anchor chart.



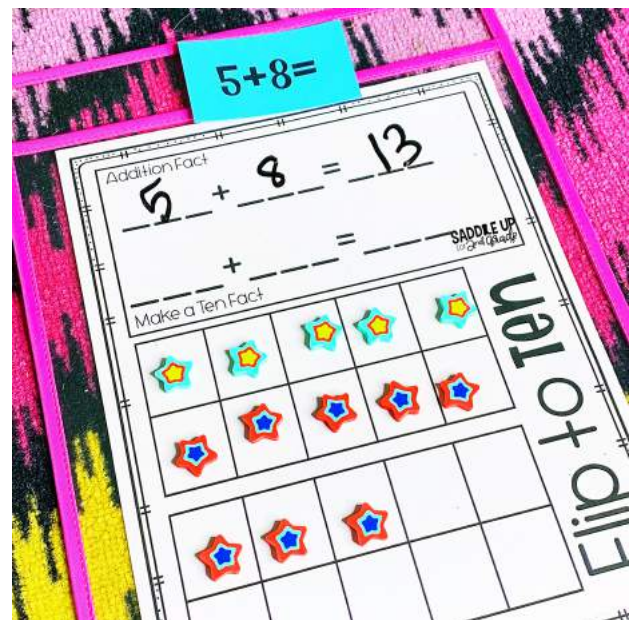
## Independent Practice



Students will practice drawing out subtraction problems using the Draw It and Solve It Journal Activity.

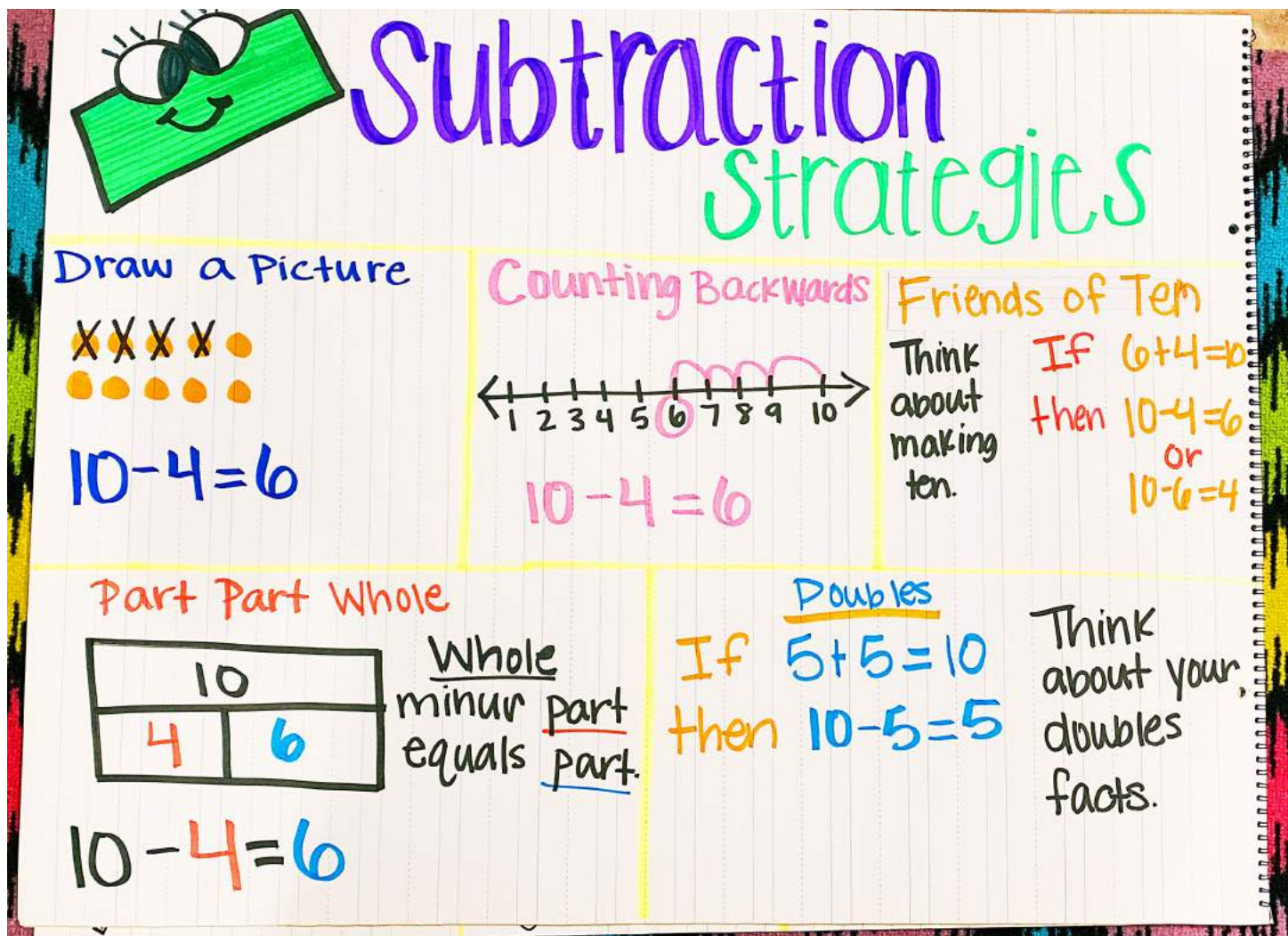
## Small Group

Students use the make a ten strategy and play Flip to Ten.



# Subtraction Strategies Chart

This anchor chart will be completed over the course of a week. A different section will be discussed and filled out each day.



## Subtraction Strategies

**Draw a Picture**  
XXXX ●  
●●●●●  
 $10 - 4 = 6$

**Counting Backwards**  
← 1 2 3 4 5 6 7 8 9 10 →  
 $10 - 4 = 6$

**Friends of Ten**  
Think about making ten.  
If  $6 + 4 = 10$   
then  $10 - 4 = 6$   
or  
 $10 - 6 = 4$

**Part Part Whole**  

10	
4	6

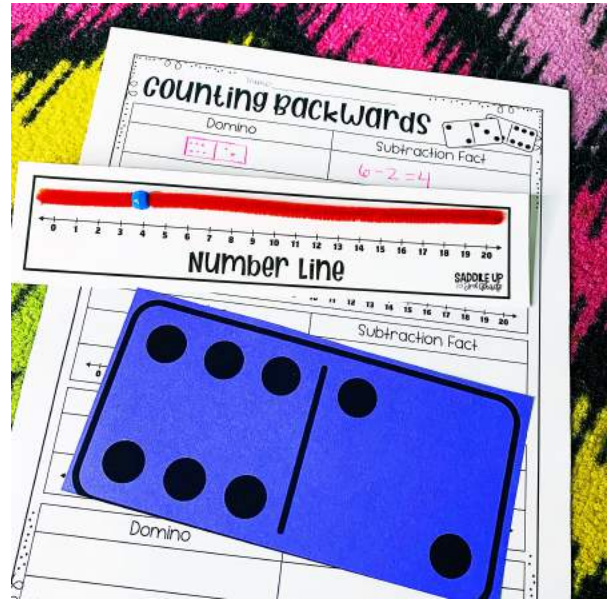
  
Whole minus part equals part.  
 $10 - 4 = 6$

**Doubles**  
If  $5 + 5 = 10$   
then  $10 - 5 = 5$   
Think about your doubles facts.

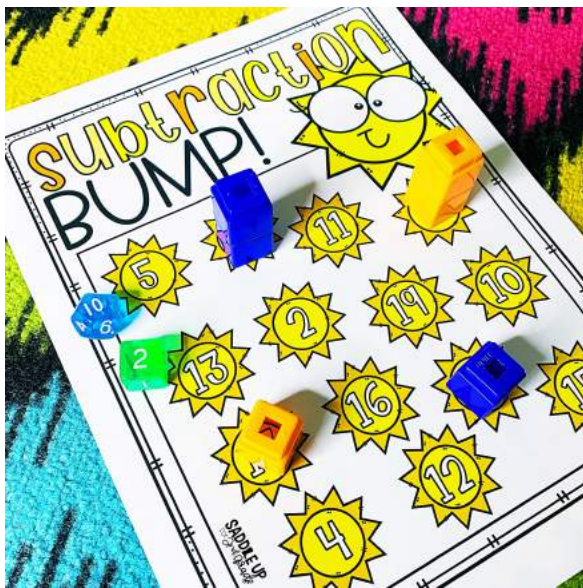
# Day 7

## Whole Group

Introduce the counting back strategy and practice it using a beaded number line.



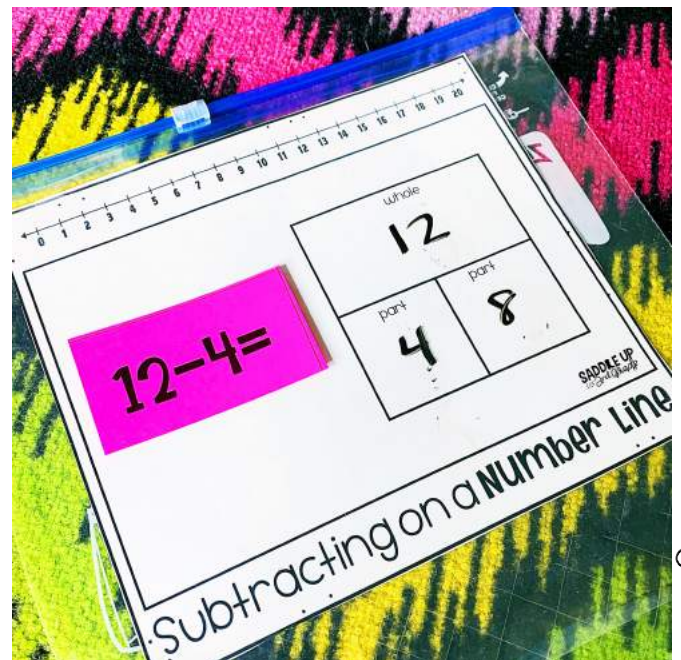
## Independent Practice



Students will pair up and play Subtraction Bump with a partner.

## Small Group

Students will practice subtracting numbers on a number line using a slider plastic bag and subtraction fact cards.





# Day 8

## Whole Group

Students will determine which symbol belongs to doubles math facts using the Which is it PowerPoint and dry erase boards.

Which is it?

$$14 \square 7 = 7$$

Which is it?

$$14 \blacksquare 7 = 7$$

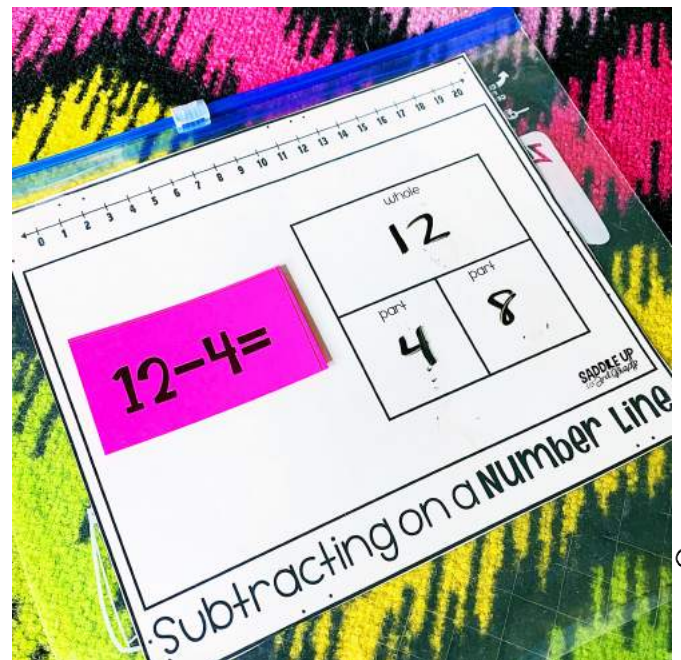
## Independent Practice



Students will complete and sort doubles addition and subtraction facts with the Doubles Fact Flipbook.

## Small Group

Students will practice subtracting numbers on a number line using a slider plastic bag and subtraction fact cards.



# Day 9

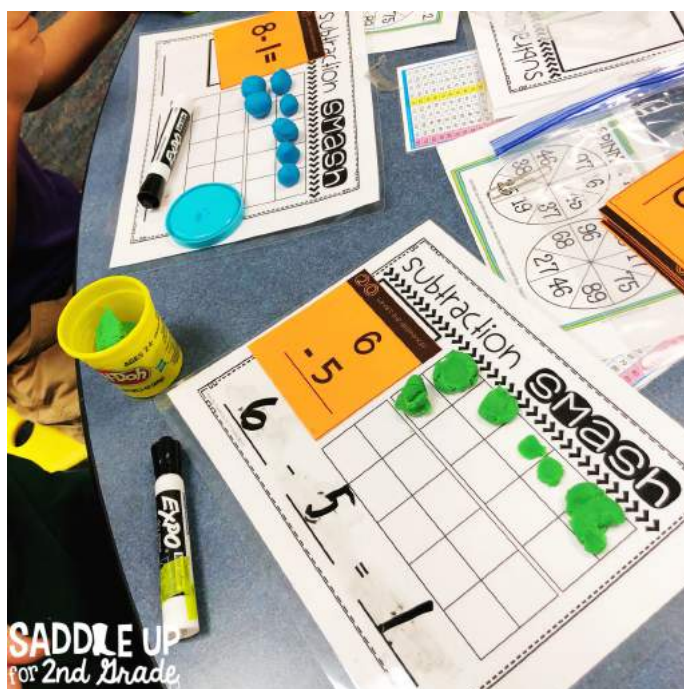
## Whole Group

Students will practice subtracting facts from 10 by playing Knocking Down Pins. They'll bowl, find the difference and record their answer on their recording sheet.



## Small Group

Using playdough, student will build subtraction problems on a ten/twenty frame and solve for the difference.



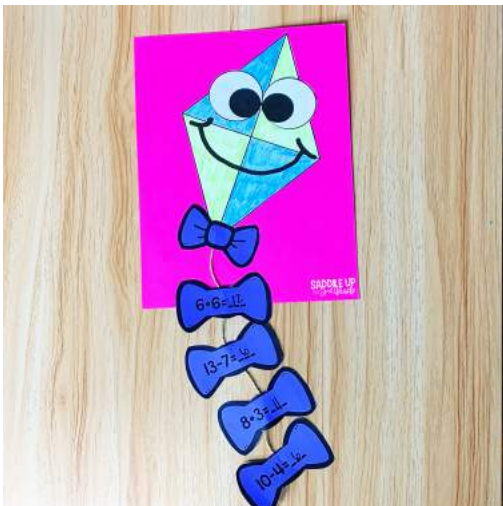
# Day 10

## Whole Group

Students will play bingo to review addition and subtraction problems.



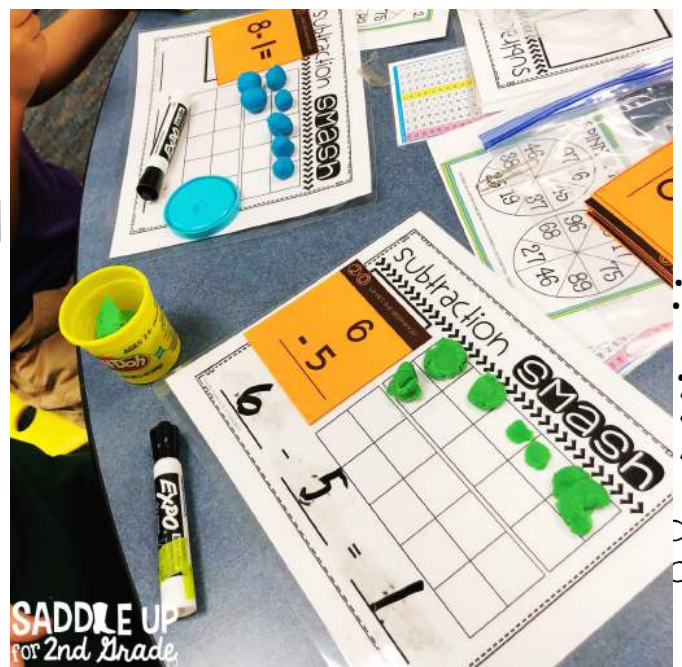
## Independent Practice



Students will complete the Math Fact Kit Craft.

## Small Group

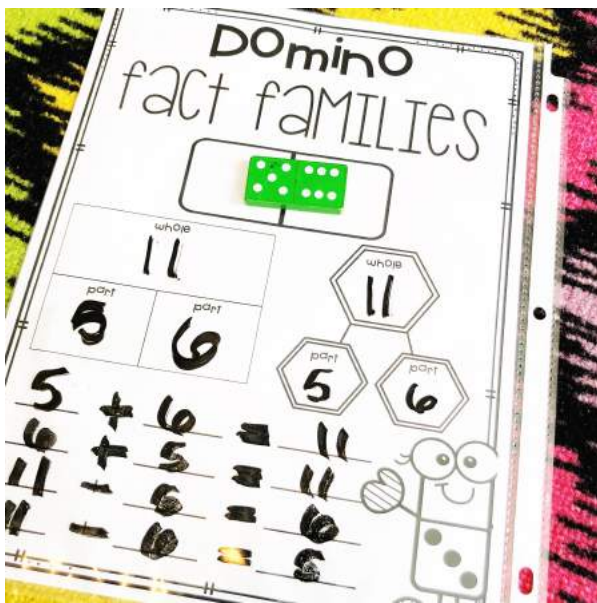
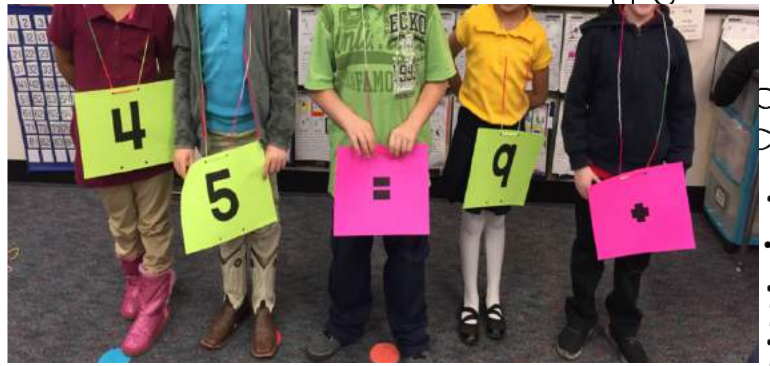
Using playdough, student will build subtraction problems on a ten/twenty frame and solve for the difference.



# Day 11

## Whole Group

Introduce and review fact families.  
Using number necklaces, call on students to form a math fact using a given set of numbers. The kids sitting down will help put them in the correct order and then create related facts.



## Independent Practice

Using dominos, students will create a fact family using the numbers shown.

## Small Group

Students will practice adding 3 numbers by rolling dice and building the addends on a twenty frame mat.



# Day 12

## Whole Group

Practice adding 3 single digit numbers with this pocket chart sort. They will look for facts that they know (doubles and ten facts) to help them solve for the sum.



## Small Group

Students will practice adding 3 numbers by rolling dice and building the addends on a twenty frame mat.

## Independent Practice

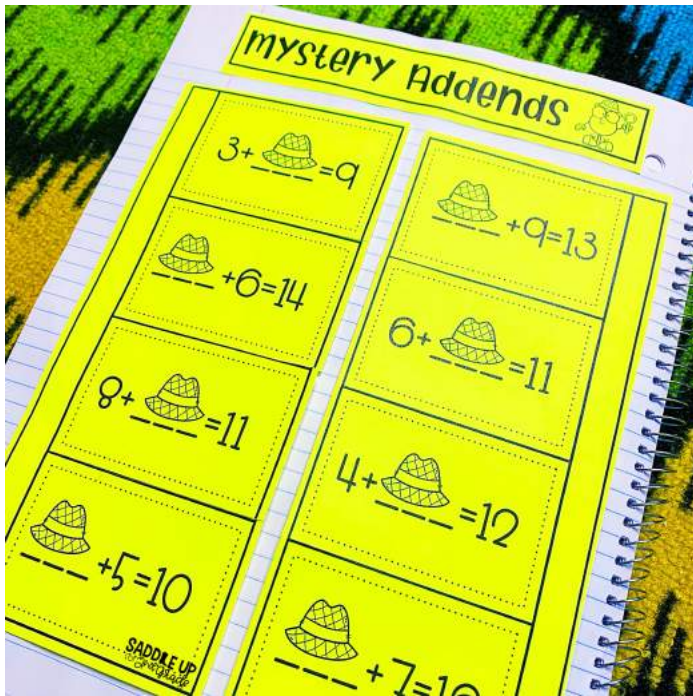
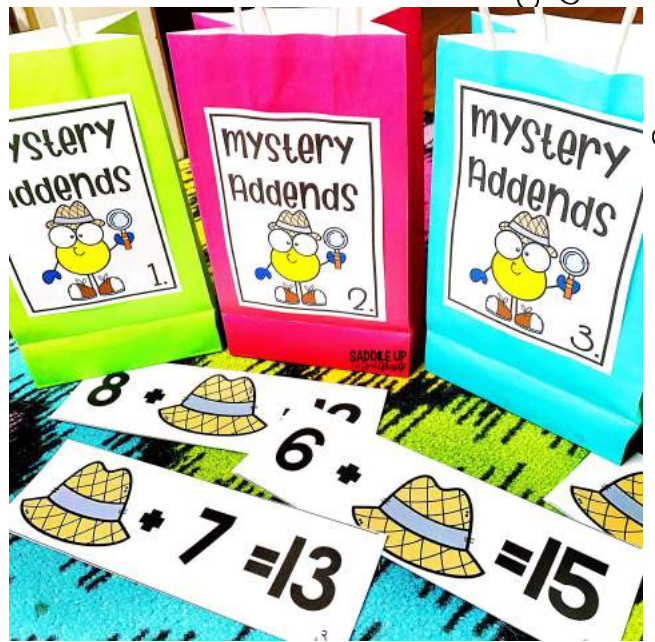
Students will create paper chains to represent a math fact with 3 addends.



# Day 13

## Whole Group

Students will practice solving for the missing addend by Mystery Bags and a part part whole mat.



## Independent Practice

Students will complete the Mystery Addends Journal Activity.

## Small Group

Students will create a missing addend problem using a work mat and manipulatives. They will trade with a partner and solve for the missing number.



# Day 14

## Whole Group

- Students will play
- SHOWDOWN! using the
- Missing Addends PowerPoint.

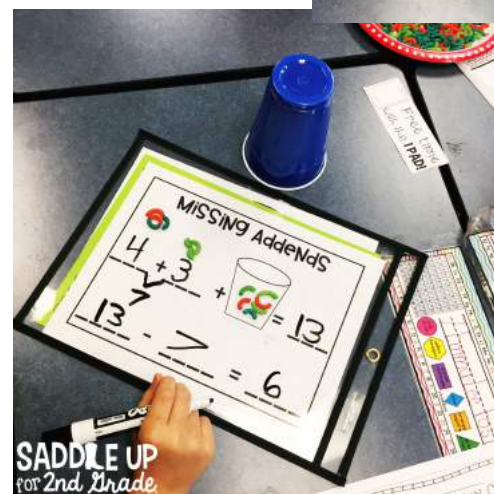


## Independent Practice

Students will complete the Solve and Match Journal Activity.

## Small Group

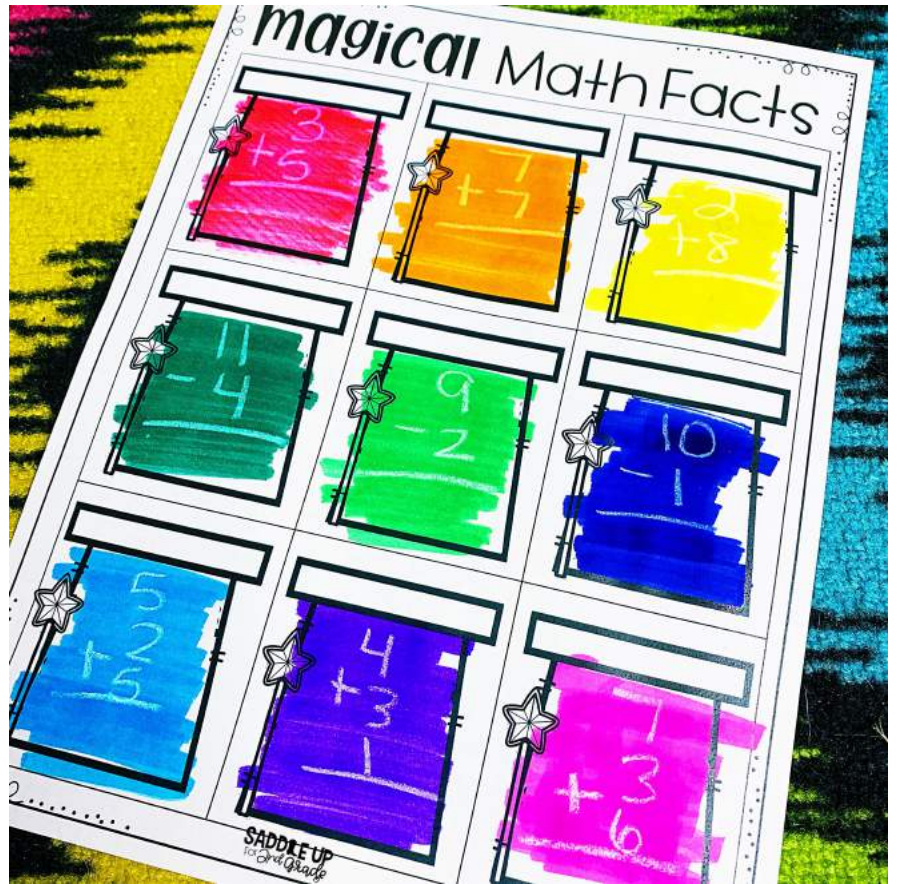
Students will create a missing addend problem using a work mat and manipulatives. They will trade with a partner and solve for the missing number.



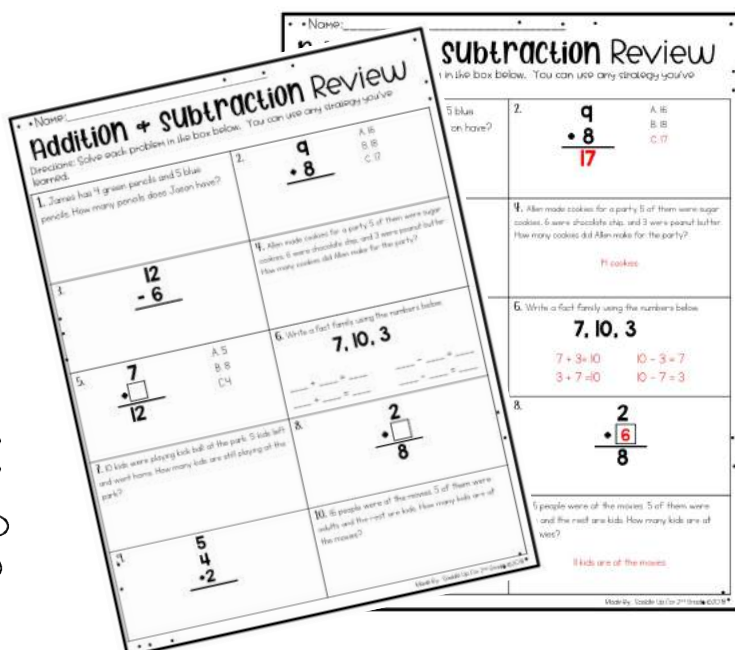
# Day 15

## Whole Group

Students will review math facts by playing Magical Math Facts!



## Independent Practice



Students will take the Addition and Subtraction Review Assessment.