



Marietta City Schools District Topic Planner

Second Grade

Topic Title	<i>Topic 3: Add Within 100 Using Strategies</i>	Unit duration	<i>10 days</i>
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Big Idea: Numbers and Operations - Addition

[Georgia Standards of Excellence](#)

- **2.OA.1** Use **addition** and ~~subtraction~~ within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.
- **2.NBT.5** Fluently **add** and ~~subtract~~ within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- **2.NBT.9** Explain why **addition** and ~~subtraction~~ strategies work, using place value and the properties of operations.⁹
⁹Explanations may be supported by drawings or objects.

■ Major work of the grade □ Supporting standard ● Additional standard

Informational Links

[GSE Unit 2 Frameworks: Becoming Fluent with Addition and Subtraction](#)

[MCS Math Instructional Framework](#)

[MCS Math Instructional Framework with Resource Guidance](#)

About the Math

[GaDOE: Grade 2 Standards Overview Document](#)

[GaDOE: What Do Standards Look Like in Second Grade?](#)

Topic 3: Learning Resources

2.OA.1, 2.NBT.5, 2.NBT.9

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 3-1	Add Tens and Ones on a Hundreds Chart Savvas pp. 93-96	Students are asked to explain how to use a hundred chart to solve the addition problem $32+43$	2.NBT.5 2.NBT.9
Supplemental 3-1	Switching Strategies Savvas p. 96A	Students work in pairs and are asked to explain how to use a hundred chart to solve the addition problems.	2.NBT.5 2.NBT.9
Savvas 3-2	Add Tens and Ones on an Open Number Line Savvas pp. 97-100	Students use an open number line to add two 2-digit numbers, and they write an equation to show the sum	2.NBT.5 2.NBT.9
Supplemental 3-2	Adding 2-Digit Numbers on a Number Line MIP Module 6 p.151	Students explore the process of addition with an open number line model, using their understanding of place value to determine the jumps on the line.	2.NBT.5 2.NBT.9
Supplemental 3-2	Using Number Lines to Solve Problems MIP Module 1 p. 25	Students explore using number lines to solve math problems	2.OA.1
Savvas 3-3	Break Apart Numbers to Add Savvas pp. 101-104	Students use any strategy they choose, along with drawings and equations to solve an addition word problem	2.NBT.5 2.NBT.9
Supplemental 3-3	Adding with Partial Sums MIP Module 6 pp. 147-150	Students use expanded form to decompose 2-digit numbers, so they can add tens and tens to ones.	2.NBT.5 2.NBT.9
Savvas 3-4	Add Using Compensation Savvas pp. 105-108	Students are asked to change an addend in $27+17$ to make it easier to find the sum	2.NBT.5

Supplemental 3-4	Using Compensation to Add 2-Digit Numbers MIP Module 6 p. 153	Students explore the process of addition with an open number line model, using their understanding of place value to determine the jumps on a line.	2.NBT.5
Savvas 3-5	Practice Adding Using Strategies Savvas pp. 109-112	Students use any strategy to solve a word problem	2.NBT.5 2.NBT.9
Savvas 3-6	Solve One-Step and Two-Step Problems Savvas pp. 113-116	Students solve a one-step word problem, and they explain their answer using counters, drawings, and equations.	2.OA.1 2.NBT.5

Additional Resources

2.OA.1, 2.NBT.5, 2.NBT.9

Standards Addressed	Lesson	Lesson Description
2.OA.1 2.NBT.5	Multi-digit Addition Strategies Ga DOE Scaffolding Task	Students will use mental math strategies and/or manipulatives to solve two-digit addition story problems
2.OA.1 2.NBT.5	Addition Strategies Ga DOE Constructing Task	Students will use mental math strategies and/or manipulatives to solve two-digit addition story problems.

Assessment Resources

2.OA.1, 2.NBT.5, 2.NBT.9

Type	Location	Assessment Description	Standards Addressed
Formative	MIP Module 6 pp. 142-143	Students model addition using manipulatives that do not require and require regrouping.	2.NBT.9
Formative	MIP Module 6 pp. 146-147	Students solve an addition equation using manipulatives that require regrouping.	2.NBT.9
Formative	MIP Module 6 pp. 152-153	Students show two different ways to solve an addition problem.	2.NBT.9
Formative	MIP Module 6 p. 158	Students use information in a given table to find the number or total pennies.	2.OA.1 2.NBT.9
Summative	Savvas Topic Assessment	Students use various strategies to	2.OA.1

	TE pp. 127-128	add two-digit numbers that may or may not require regrouping. Digital or print form available through Savvas platform.	2.NBT.5 2.NBT.9
Summative	Savvas Topic Performance Task TE pp. 131-132	Students use a real-life scenario involving tickets at a state fair to add whole numbers.	2.OA.1 2.NBT.5 2.NBT.9