Marietta City Schools
District Topic Planner

Second Grade

Topic Title	*Topic 5: Subtract Within 100 Using Strategies*	Unit duration	*11 days*

Big Idea: Numbers and Operations - Subtraction

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.

■ **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 5: Learning Resources			
2.OA.1, 2.NBT.5			
Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 5-1	Subtract Tens and Ones on a Hundreds Chart Savvas pp. 189-192	Students explain how they use a hundred chart to find the difference of two 2-digit numbers.	2.NBT.5
Supplemental 5-1	What's the Difference? Savvas p. 192A	Students explain how they use a hundred chart to find the difference of two 2-digit numbers.	2.NBT.5
Savvas 5-2	Count Back to Subtract on an Open Number Line Savvas pp. 193-196	Students use an open number line to solve a word problem.	2.NBT.5
Supplemental 5-2	Subtracting Using an Open Number Line MIP Module 7 pp.190-191	Students have used an open number line to add 2-digit numbers and now explore the same model to show the subtraction process.	2.NBT.5
Savvas 5-3	Add Up to Subtract Using an Open Number Line Savvas pp. 197-200	Students use an open number line to solve an addend-unknown word problem.	2.NBT.5
Savvas 5-4	Break Apart Numbers to Subtract Savvas pp. 201-204	Students solve a subtraction problem and explain their thinking.	2.NBT.5
Supplemental 5-4	Subtracting Using Base-Ten Models MIP Module 7 pp. 170-172	Students use Base-Ten models to subtract. Allow Students opportunities to explore breaking apart with concrete manipulatives.	2.NBT.5
Savvas 5-5	Subtract Using Compensation Savvas pp. 205-208	Students use mental math to subtract 2-digit numbers.	2.NBT.5
Supplemental 5-5	Subtract Using Compensation MIP Module 7 pp. 181-182	Students adjust numbers in order to use mental math to subtract 2-digit numbers.	2.NBT.5

Savvas 5-6	Practice Subtraction Using Strategies Savvas pp. 209-212	Students use any strategy to solve a take apart, total-unknown word problem, and they show and explain their work.	2.NBT.5
Savvas 5-7	Solve One-Step and Two-Step problems Savvas pp. 213-216	Students solve and add-to, start-unknown word problem.	2.NBT.5 2.OA.1

Additional Resources		
2.OA.1, 2.NBT.5		
Standards Addressed	**Lesson**	**Lesson Description**
2.OA.1 2.NBT.5	Got Milk? Ga DOE 3 Act Task	Students practice adding and subtracting two-digit numbers with explanations in number, picture, and word form.
2.OA.2 2.NBT.5	Subtraction Story Problems Ga DOE Practice Task	Students will independently solve subtraction story problems and defend his/her answers and strategies.
2.OA.1 2.OA.2 2.NBT.5	Subtraction Modeling with Regrouping Ga DOE Scaffolding Task	Students apply knowledge of addition and subtraction in inverse operations to develop a personal strategy for regrouping in subtraction problems.

Assessment Resources			
2.OA.1, 2.NBT.5			
Type	**Location**	**Assessment Description**	**Standards Addressed**
Formative	MIP Module 7 p. 169	Students decompose numbers in different ways using number bonds.	2.NBT.5
Formative	MIP Module 7 p. 171	Students use base ten blocks to model subtraction.	2.NBT.5
Formative	MIP Module 7 p. 177	Students solve subtraction problems with regrouping.	2.NBT.5
Formative	MIP Module 7 p. 178	Students complete an error analysis to determine if they agree or disagree with a given solution.	2.OA.1 2.NBT.5
Summative	Savvas Topic Assessment TE pp. 227-228	Students use models and strategies to subtract numbers within 100. Digital and print form available through Savvas platform.	2.OA.1 2.NBT.5
Summative	Savvas Topic Performance Task TE pp. 231-232	Students use a real-life scenario of a flower garden involving subtraction.	2.OA.1 2.NBT.5