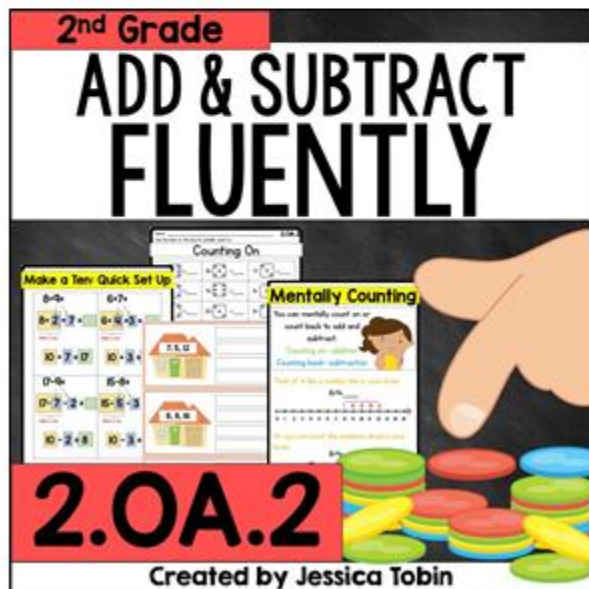


2.OA.2

This math unit provides lesson plans and math group resources to use while teaching the standard **2.OA.2**, which states that students will be able to...

"Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers."



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- A pre-assessment is included that will help give you an idea of where your students are with this specific standard. Give this pre-assessment prior to any lessons on the standard.

Daily Lessons

- Whole Group- The whole group lesson will typically involve an anchor chart or poster to discuss. This should take about five minutes to complete.
- Partner Practice- The whole group activity will be followed up with a partner practice activity. It will build on the knowledge the students learned or reviewed in the whole group lesson. This should take between 5-10 minutes.
- MATH Groups- There are four break-apart groups to do a day. Each rotation can last between 10-15 minutes depending on how long you get for your math block.
 - Math Writing*- 2 writing options are given each day (one full sized page OR a cut and glue strip for a math journal)
 - Apply Skills*- You will find a variety of practice resources here, such as printables, interactive notebooks, or partner activities.
 - Teacher Time*- Small group differentiation can happen here. Most days will include a 'Remediation' activity, an 'On-Level' activity, and an 'Enrichment' activity.
 - Hands-on Practice*- These centers will give your students chances to get practice with manipulatives and other engaging activities.
- Exit Slip- Every single day will come with an exit slip for students to show what they learned that day. Teacher will cut apart the three strips.

Assessment

- This is to be completed after all lessons and math groups are taught.

Daily Lesson Plans

Each standards-based math unit comes with daily lessons. Some are 3 days, while others may be 5+ days, depending on how complex the standard is. There are **4 main components** of each daily lesson.

2nd Grade Math: 2.OA.2 Lesson #1	2.OA.2 lesson 1
I can fluently add and subtract within 20.	
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
Activities	Materials
Whole Group Today's focus is going to be on reviewing Doubles and Near Doubles. This review will help tomorrow's lesson on using these skills to fluently add and subtract. Teacher will introduce the mini poster or create an anchor chart. Then, teacher will show ID cards (one at a time) to the students and ask them to turn to their partner and identify what it is (doubles, near doubles) and share the sum.	
Partner Practice Students will work with a partner to draw a card and sort it under the correct category. After they sort it under the categories, they will pick up each card and share the sum with their partners.	
Math Groups M- Students will write the addition or subtraction strategy. Teacher will choose the full-page writing sheet OR the cut apart strips for math journals. A- Teacher will either copy the two printables front/back for students to complete with pencils or slide them into sheet protectors for students to complete with dry erase markers. T- GREEN: Students will be given one addend that they will draw the same number of circles next to, then they will count and write the sum on the card. BLUE: Students will match the doubles or near-doubles fact with the sum. PURPLE: Students will spin a number, then show a doubles fact and near-doubles fact for the number they land on (numbers go up to 20). H- Students will draw a number card. They will write the doubles and near-doubles fact for that number on the recording sheet. Then, they will use a token or game piece to cover up the numbers on the board.	
Exit Slip Students will complete an exit slip independently. Students will trade papers with a nearby classmate and grade their paper with a marker/pen while teacher reviews answers as a whole group.	

Whole group activity: This activity will typically include an anchor chart mini poster, plus some sort of teacher modeling activity.





Partner practice: This will be a hands-on partner activity following the whole-group.

M.A.T.H. groups: (Explained in depth on next page) There are four groups/centers.

Exit slip: There are 3 exit slips to a page to cut out and administer for student learning.

M.A.T.H. Groups

Each day comes with four group activity suggestions and materials for 'M.A.T.H.' groups. This is your small group time, splitting the class up into four groups to rotate around the room, participating in different activities for 10-20 minutes a piece.

M	Math Writing	2 options... worksheet or cut/glue notebook strips	
A	Apply New Skills	Worksheet or interactive notebook activities to apply the skill learned in whole group	
T	Teacher Time	Differentiated time for 3 levels (remediation, on-level, enrichment)	
H	Hands-On Math	Engaging center to follow up on the whole group/partner practice	

Day 1 Activities

Here's a look at day 1's whole group, partner practice, MATH group activities, and exit slip.

2nd Grade Math: 2.OA.2 Lesson 1

I can fluently add and subtract within 20 using strategies.

Activities

Twenty add and subtract within 20 using strategies.

Fluently add and subtract within 20 using strategies.

Doubles Facts

One way to make addition and subtraction easier is to recognize doubles facts quickly.

$0+0=0$	$1+1=2$
$2+2=4$	$3+3=6$
$4+4=8$	$5+5=10$
$6+6=12$	$7+7=14$
$8+8=16$	$9+9=18$

Near-Doubles Facts

One way to make addition and subtraction easier is to recognize near-doubles facts quickly.

$0+1=1$	$1+2=3$
$2+3=5$	$3+4=7$
$4+5=9$	$5+6=11$
$6+7=13$	$7+8=15$
$8+9=17$	

$4+4$
$2+3$
$6+6$

Near-Doubles

Doubles

$0+0$	$1+1$	$2+2$
$3+3$	$4+4$	$5+5$
$6+6$	$7+7$	$8+8$
$9+9$	$10+10$	

$4+5$	$5+6$	$6+7$
$7+8$	$8+9$	$9+10$
$10+9$	$9+8$	$8+7$
$7+6$	$6+5$	$5+4$

Name: _____

2.OA.2

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Doubles

Practice your doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

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b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

Using Near-Doubles

Practice your near-doubles addition strategies.

Jamela was working on her fact fluency. She said that all doubles and near-doubles sums are even numbers.

a. Show 5 doubles facts and 5 near-doubles facts.

b. Explain why Jamela is incorrect.

a. _____

b. _____

$6+7$
$7+8$
$8+9$
$9+10$

Spin

Spin a number, then, write doubles and near-doubles facts.

Spun a number, then, write doubles and near-doubles facts.

Spin

Spin a number, then, write doubles and near-doubles facts.

Spun a number, then, write doubles and near-doubles facts.

Spin

Spin a number, then, write doubles and near-doubles facts.

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Spin a number, then, write doubles and near-doubles facts.

Spun a number, then, write doubles and near-doubles facts.

Spin

Spin a number, then, write doubles and near-doubles facts.

Spun a number, then, write doubles and near-doubles facts.

Doubles Cover-All

Number 1 Spin

1	2
3	4
5	6
7	8
9	10

Doubles Cover-All

Number 2 Spin

2	11	19	16
12	7	10	6
18	5	3	20
4	17	14	9

Doubles Cover-All

Number 3 Spin

3	12	20	17
15	8	1	14
11	4	13	10
16	9	2	15

Doubles Cover-All

Number 4 Spin

4	13	21	18
19	10	3	16
14	5	12	11
20	15	6	17

Doubles Cover-All

Number 5 Spin

5	14	22	19
20	11	4	17
15	6	13	12
21	16	7	18

Tokens to use on game board

Star tokens

2.OA.2 Exit Slip #1

Take these doubles and near-doubles facts as quickly as you can!

5+5 = _____ 8+8 = _____ 9+9 = _____

9+5 = _____ 3+3 = _____ 6+6 = _____

8+7 = _____ 3+7 = _____ 6+5 = _____

2+2 = _____ 10+10 = _____ 8+8 = _____

Here's a look at day 2's whole group, partner practice, MATH group activities, and exit slip.

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Here's a look at day 3's whole group, partner practice, MATH group activities, and exit slip.

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Day 4 Activities

Here's a look at day 4's whole group, partner practice, MATH group activities, and exit slip.

2.OA.2 Lesson

I can fluently add and subtract within 20.

Activities

Related Facts

Related facts are math problems that use the same numbers.

$7+9=16$ $9+7=16$
 $16-7=9$ $16-9=7$

You can move these three numbers and make four different problems. You think of it like a family of numbers. This is also called a fact family.

Fact Families

3, 8, 11
6, 14, 8
16, 3, 13

Day 4 Teacher Time- Green Group

$4+7=11$ $6+8=14$
 $5+9=14$ $7+8=15$

Day 4 Teacher Time- Blue Group

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

Day 4 Teacher Time- Purple Group

$11, 23, 34$ 41
 $12, 12, 24$ 49

Day 4 Teacher Time- Purple Group

$17, 15, 32$ $42, 30, 12$
 $16, 15, 31$ $22, 26$

Day 4 Teacher Time- Purple Group

$12, 7, 19$ $12, 3, 15$
 $8+3=11$ $15-9=6$
 $15-7=8$ $13+8=21$
 $17-12=5$ $17, 5, 12$

Day 4 Teacher Time- Purple Group

$7+10=17$ $17, 10, 7$
 $12+5=17$ 15
 $16+2=18$ 18
 $9+8=17$ 17
 $11+7=18$ 7
 $14+4=18$ $8, 14$

Day 4 Teacher Time- Purple Group

$12, 5, 7$
 $18, 6, 12$
 $8, 3, 11$
 $12, 2, 10$
 $9, 8, 17$

Day 4 Teacher Time- Purple Group

$11, 6, 17$
 $13, 4, 9$
 $15, 6, 9$

2.OA.2 Exit Slip #4

Write the four related facts for each fact family.

$5+5=10$ $5+5=10$ $10-5=5$

2.OA.2 Exit Slip #4

Write the four related facts for each fact family.

$5+5=10$ $5+5=10$ $10-5=5$

2.OA.2 Exit Slip #4

Write the four related facts for each fact family.

$5+5=10$ $5+5=10$ $10-5=5$

Here's a look at day 5's whole group, partner practice, MATH group activities, and exit slip.

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Here's a look at day 5's whole group, partner practice, MATH group activities, and exit slip.

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Assessments

Each unit comes with a pre-assessment to give to students before you teach the standard. This will come before any introduction to the standard. There is also an assessment to give after your unit is complete.

Name: _____ Date: _____

2.OA.2 Pre-Assessment

Solve each addition or subtraction problem using each given strategy.

Make a ten to solve.

$7+5$

Solve the doubles facts, then use the sums to determine the near-doubles.

$6+6=$	$6+7=$
$7+7=$	$7+8=$
$4+4=$	$5+4=$
$9+9=$	$9+8=$

Complete the part-part-whole mat with drawings or by filling in the missing numbers.

5	9
13	14

Write all related facts for each set.

8, 3, 11	7, 12, 19

Solve the math problems as quickly as you can.

$12-8=$	$9+8=$	$17-13=$	$5+12=$
$5+8=$	$11-3=$	$18-6=$	$9+5=$
$10-5=$	$14-7=$	$7+9=$	$3+13=$
$5+8=$	$2+12=$	$16-10=$	$19-0=$

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Name: _____ Date: _____

2.OA.2 Assessment

Solve each addition or subtraction problem using each given strategy.

Make a ten to solve.

$8+6$

Solve the doubles facts, then use the sums to determine the near-doubles.

$8+8=$	$8+7=$
$5+5=$	$6+5=$
$9+9=$	$9+10=$
$6+6=$	$6+7=$

Complete the part-part-whole mat with drawings or by filling in the missing numbers.

8	12
14	18

Write all related facts for each set.

13, 9, 4	8, 12, 6

Solve the math problems as quickly as you can.

$14-6=$	$8+7=$	$18-6=$	$6+8=$
$6+9=$	$11-4=$	$17-7=$	$9+9=$
$12-5=$	$14-9=$	$7+8=$	$2+15=$
$7+9=$	$1+13=$	$19-17=$	$14-14=$

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