Grade 2 Module 5

Addition and Subtraction Within 1,000 with Word Problems Within 1,000

Lesson 11: Adding with the Addition Algorithm and Chip Model

Objective	**Materials**
Use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm.	• Personal white board materials

Items to share with families in advance of the lesson:

- Links: Lesson 11 Daily Video, Student Edition (SE) Lesson 11
- Materials list
- Assignment: After watching the video, complete Problems 1(a),2(a), and 2(b) from the Problem Set.
- Students should work on the Problem Set for 10 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 10 minutes.

Remote Learning Recommendations			
	Pacing	**Activity**	**Notes**
Asynchronous	15–20 minutes	Daily Video	Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson. Video description: • Models adding with the chip model and the addition algorithm when 1 ten is composed from 10 ones and 1 hundred is composed from 10 tens • Uses number bonds to show the relationship between parts and the whole in addition problems Note: Students may require additional support with this concept. Refer to the Concept Development section found in the Teacher Edition (TE) for this lesson. Consider continuing the process for 636 + 289 and 784 + 179.
	10 minutes	Assignment	The video asks students to complete Problems 1(a), 2(a), and 2(b) from the Problem Set. Consider encouraging students to complete additional problems if they finish in less than 10 minutes.
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	Consider using a routine designed to welcome students into the learning environment.
In-Person Delivery (Optional)	3 minutes	Place Value	Follow the Fluency activity Place Value, found in the TE for this lesson. *"Let's practice saying numbers in different ways."*
	3 minutes	Say Ten Counting	Follow the Fluency activity Say Ten Counting, found in the TE for this lesson. *"Let's practice making a ten and counting the say ten way."*
	4 minutes	Compensation	Follow the Fluency activity Compensation, found in the TE for this lesson. *"Let's practice making multiples of 10 to add."*

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Synchronous (Virtual or In Person)	2 minutes	Focus of Today's Lesson	Show the image of the chip model in Problem 1, found in the Concept Development section of the TE. Discuss what the 1 on the line below the tens place in vertical form stands for on the chip model. *"In the video for Lesson 11, we added by using the chip model and related it to the vertical form. Let's continue thinking about what we learned in the video."*
	5 minutes	Application Problem	Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides. Use guided practice and the Read–Draw–Write process and have students record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.
	7 minutes	Student Debrief	The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation. Share the Topic Facilitation slides for Lesson 11 as you lead the debrief. *"Explain how you solved Problems 2(a) and 2(b). What significant differences do you notice about the chip model and the vertical form for these two problems?" (Connection and Impact)*
	3 minutes	Exit Ticket	Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.

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