



Grade 2 Module 5

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

Lesson 2: Adding and Subtracting Multiples of 100

Objective		Materials	
Add and subtract multiples of 100, including counting on to subtract.		• Personal white board materials	
Items to share with families in advance of the lesson:			
<ul style="list-style-type: none">• Links: Lesson 2 Daily Video, Student Edition (SE) Lesson 2• Materials list• Assignment: After watching the video, complete Problems 1(b)–(c) and 2(b)–(d) 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	<p>Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson.</p> <p>Video description:</p> <ul style="list-style-type: none">• Models three-digit numbers with Hide Zero cards to explore unit form• Models strategies to add and subtract multiples of 100 through place value disk drawings, arrow notation, and number bonds• Describes counting up as another simplifying strategy when subtracting <p>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 providing additional addition practice with the following sequence: $276 + 300$, $382 + 400$, and $400 + 516$. Consider providing additional subtraction practice with the following sequence: $620 - 400$, $541 - 200$, and $797 - 300$.</p>
	10 minutes	Assignment	<p>The video asks students to complete Problems 1(b)–(c) and 2(b)–(d) from the Problem Set.</p> <p>Consider encouraging students to complete additional problems if they finish in less than 10 minutes.</p>
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)	7 minutes	Place Value	<p>Follow the Fluency activity Place Value, found in the TE for this lesson.</p> <p><i>“Let’s practice saying numbers different ways.”</i></p>
	3 minutes	How Many More Hundreds?	<p>Follow the Fluency activity How Many More Hundreds?, found in the TE for this lesson.</p> <p><i>“Let’s practice saying how many more hundreds.”</i></p>

Synchronous (Virtual or In Person)	2 minutes	Focus of Today's Lesson	<p>Show the first image found in the Concept Development section of the TE. Discuss: What will happen to the number if 2 hundreds are added? 3 hundreds?</p> <p><i>"In the video for Lesson 2, we used place value disk drawings, arrow notation, and number bonds to add and subtract multiples of 100. Let's continue thinking about what we learned in the video."</i></p>
	6 minutes	Application Problem	<p>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.</p> <p>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.</p>
	7 minutes	Student Debrief	<p>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.</p> <p>Share the Topic Facilitation slides for Lesson 2 as you lead the debrief.</p> <p><i>"In Problem 1(c), $400 + 374$, what happened to 374 when you added 4 hundreds? What happened to the other digits?" (Connection/Impact)</i></p>
	3 minutes	Exit Ticket	<p>Assign the Exit Ticket to be completed and submitted either while in the meeting or asynchronously after the meeting.</p>