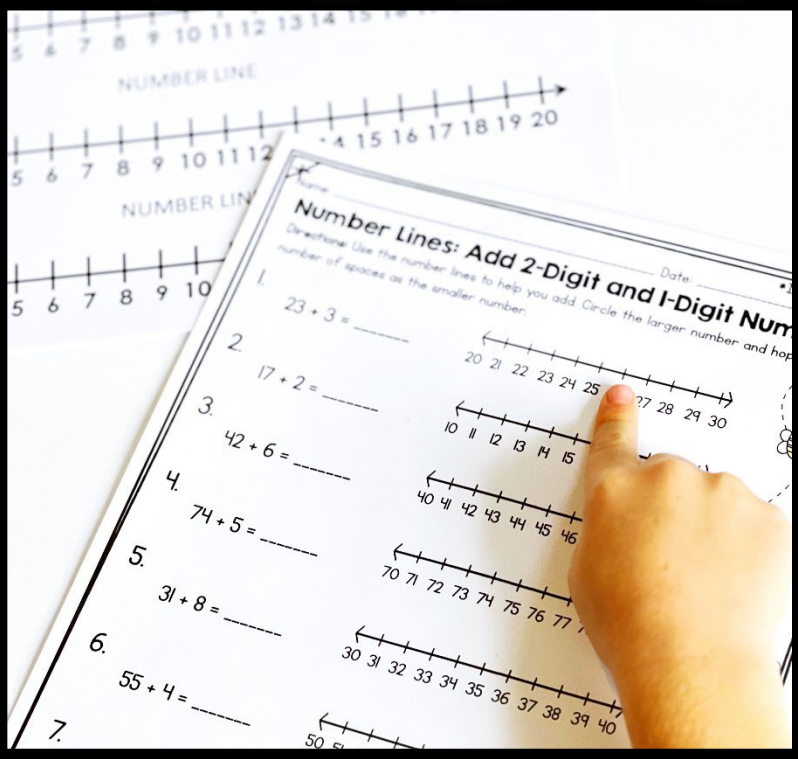
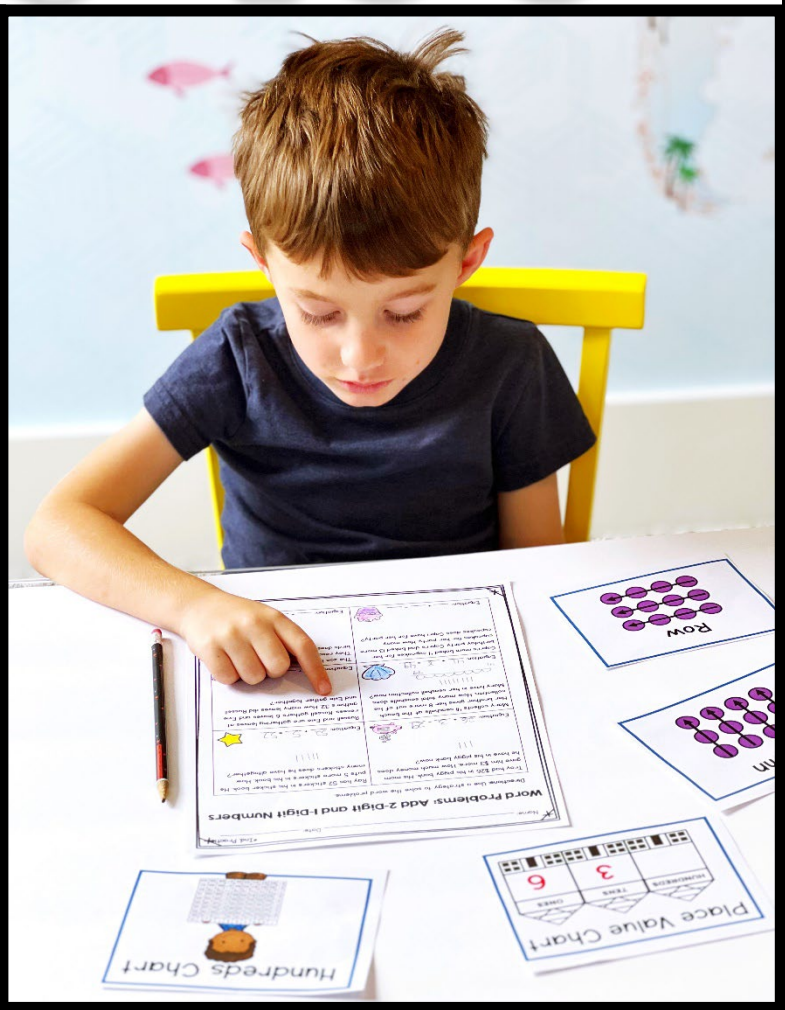
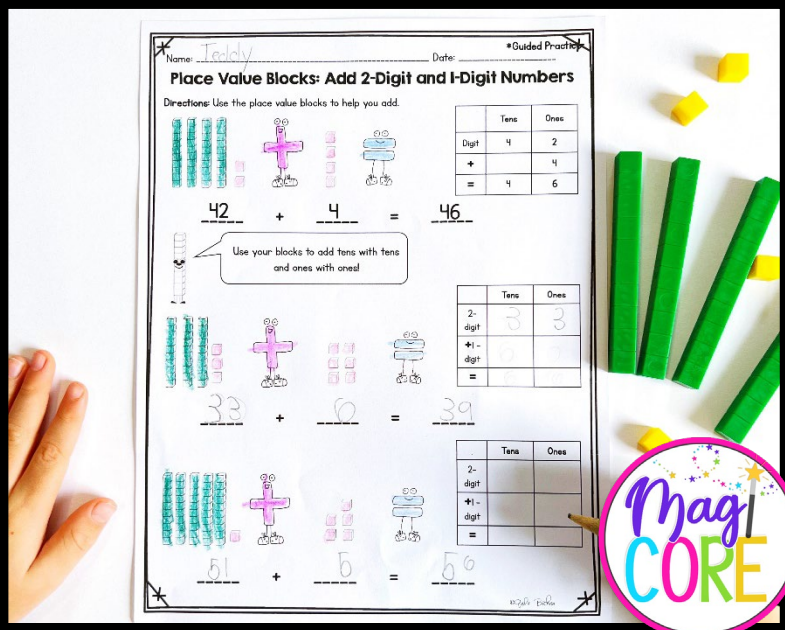
Strategies to ADD TO 100



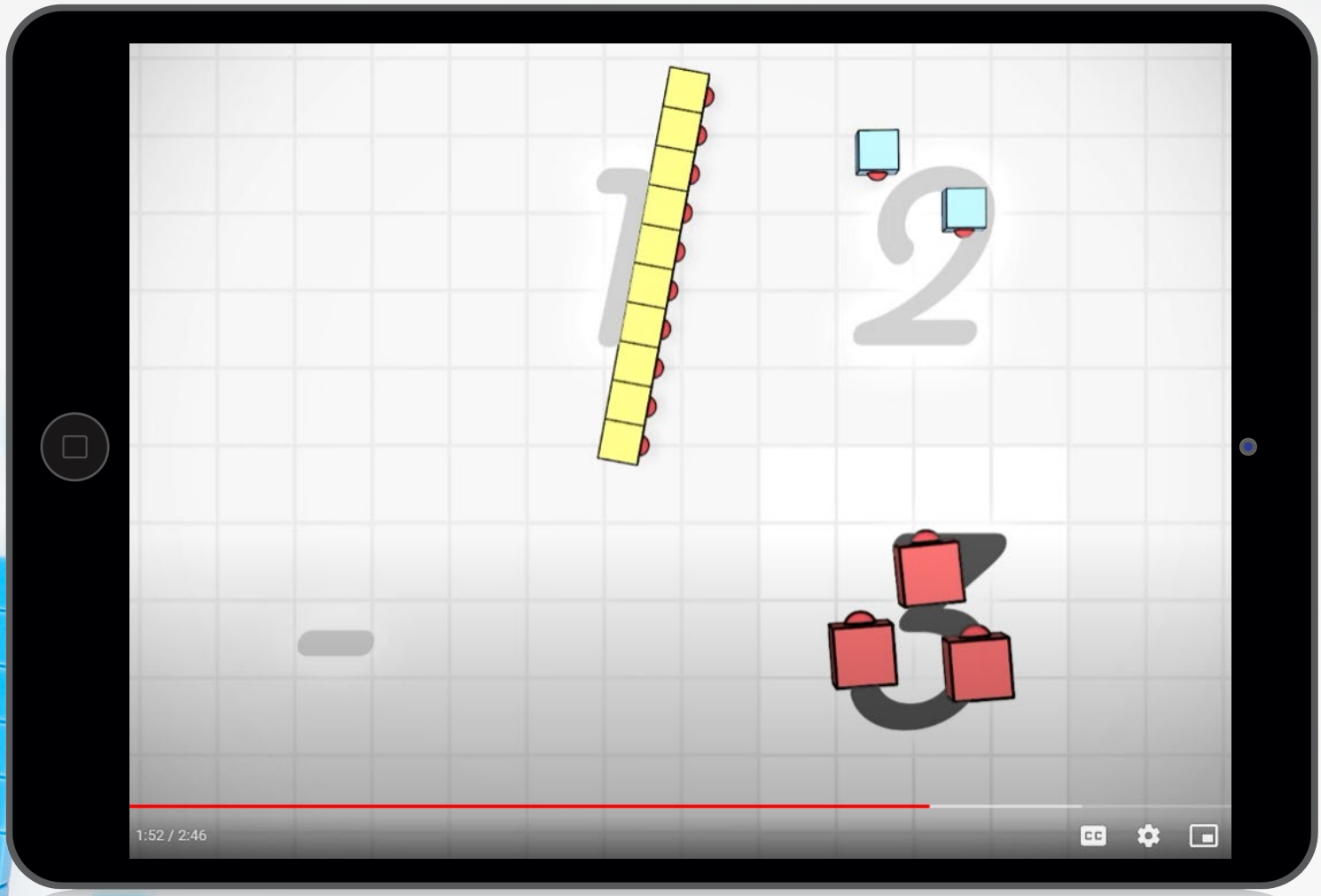




1st Grade

MagiCORE

Make Learning Fun!
Original song and video to introduce and reinforce the skill.



Name: Teddy Date: _____ *Guided Practice*

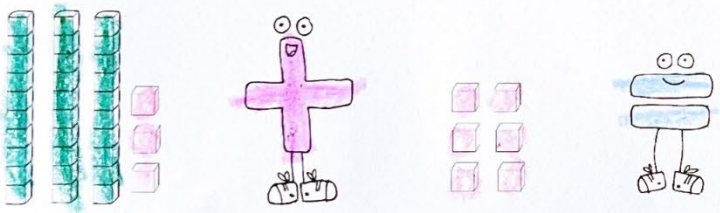
Place Value Blocks: Add 2-Digit and 1-Digit Numbers

Directions: Use the place value blocks to help you add.

	Tens	Ones
Digit	4	2
+		4
=	4	6

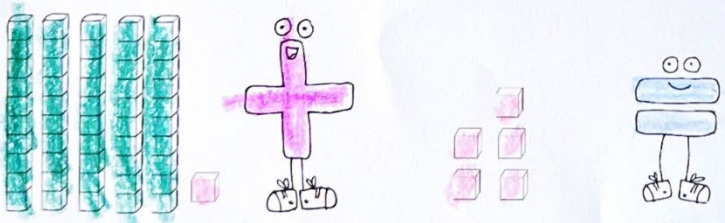
42 + 4 = 46

Use your blocks to add tens with tens and ones with ones!



	Tens	Ones
2-digit	3	3
+1-digit	6	0
=	6	0

33 + 6 = 39



	Tens	Ones
2-digit		
+1-digit		
=		

51 + 5 = 56

*Guided Practice

d 1-Digit Numbers

	Tens	Ones
Digit	h	2
+		h
=	h	6

h6

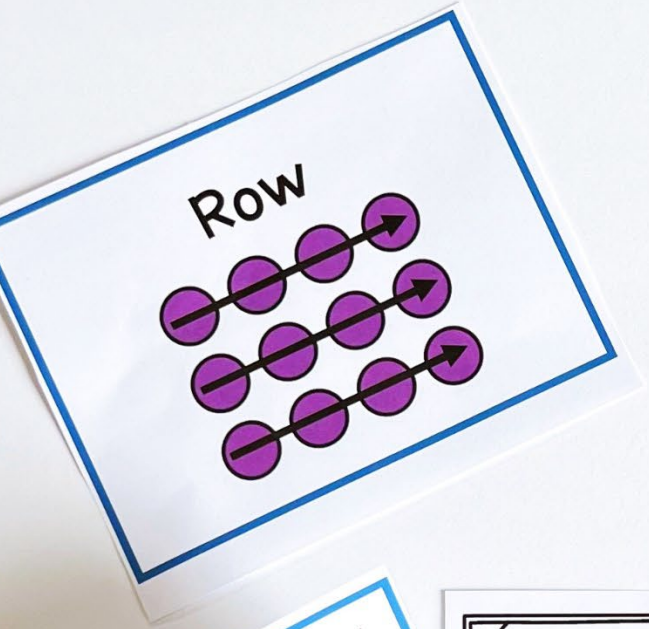
=

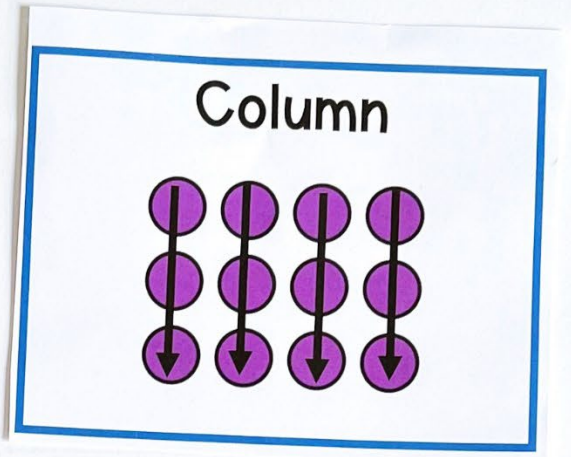
h

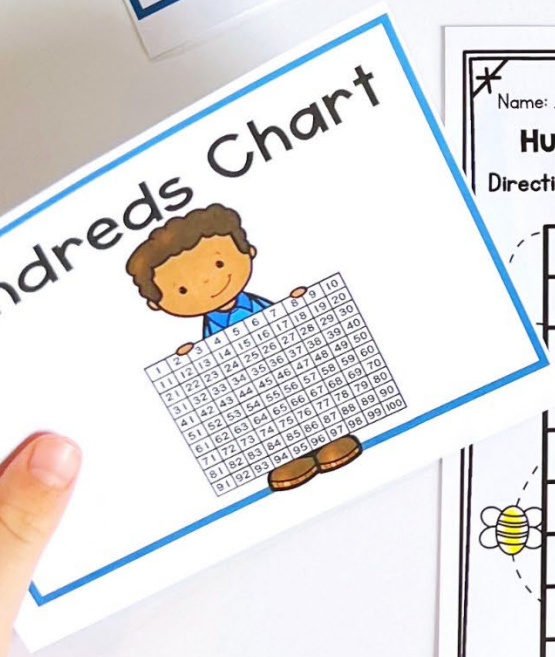
=

s your blocks to add tens with tens
and ones with ones!

	Tens	Ones
2- digit		
+1- digit		
=		







*Ind. Practice

Name: _____ Date: _____

Hundreds Chart: Add 2-Digit and 1-Digit Numbers

Directions: Use the hundreds chart to help you add.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 22 + 5 = 27
2. 51 + 3 = _____
3. 11 + 8 = _____
4. 35 + 4 = _____
5. 42 + 6 = _____
6. 13 + 5 = _____
7. 68 + 2 = _____
8. 71 + 7 = _____
9. 81 + 9 = _____
10. 94 + 4 = _____

TABLE OF CONTENTS

Add Within 100

Adding within 100 is composed of many different skills that are dependent on place value. Before introducing adding within 100, students should have a strong foundation in place value of ones and tens. Students should have the conceptual understanding of bundling ten ones into a ten, counting groups of ten, and composing numbers using place value blocks. Students should have previous experience with using base ten blocks, a hundreds chart, and basic number lines. In kindergarten, students gained concepts of addition within five and ten. Once this foundation is built, they have what they need to begin using strategies to add within 100. This will set the foundation for subtracting two-digit and one-digit numbers and adding and subtracting within 1,000 in the upcoming grade level.

Add 2-digit and a 1-digit (no regrouping)

Day 1: Introduce song and vocabulary cards and begin focus on adding a 2-digit and a 1-digit number with no regrouping

Mini Lesson: Introduce the purpose of the lesson today: to use our understanding of place value to add a 2-digit number and a 1-digit number.

- Show students the vocabulary cards. Tell students the meaning of each word while showing them the illustrations. Place cards in an easily accessible place you and students can refer back to.
- Introduce the adding within 100 Anchor chart. Have students place a copy in their journals.
- Model adding a 2-digit and a 1-digit number with place value blocks.

Guided Practice: Complete the Adding a 2-digit and a 1-digit Place Value Blocks as a class.

Independent Practice: Students work on the adding a 2-digit and a 1-digit practice page.

Day 2: Counting on to add a 2-digit number and a 1-digit number with no regrouping using a hundreds chart

Mini Lesson: Introduce the purpose of the lesson today: to count on to add a 2-digit number and a 1-digit number.

- Review the vocabulary cards (hundreds chart, row, 2-digit number, 1-digit number).
- Review yesterday's lesson and how we used to place value blocks to add.

Guided Practice: Show students how to use the hundreds chart to count on to add. Be sure to model how to circle the largest number and count on the second addend. (i.e., 23+5, circle 23 and count up five more numbers - 24, 25, 26, 27, 28) Pass out hundreds charts to each student. Write up 3-4 addition equations on the board and solve as a class. Have students voice through each step.

Independent Practice: Students complete *Adding within 100 hundreds chart (independent practice).*

Day 3: Practice adding a 2-digit and 1-digit number (no regrouping) using a number line.

Mini Lesson: Introduce the purpose of the lesson today: add a 2-digit number and a 1-digit number using a number line.

- Review the vocabulary cards (2-digit, 1-digit).
- Review anchor chart, putting an emphasis on the number line strategy.
- Model how to use the number line to count on to add a 2-digit number and a 1-digit number.

Guided Practice: Pass out number lines to each student. Write 3-4 equations up on the board. As a class, use the number line to solve the equation.

Independent Practice: Students complete the *Number Lines; independent practice* on their own

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Day 4: Practice adding 2-digit and 1-digit numbers in word problems.

Mini Lesson: Introduce the purpose of the lesson today: to add a 2-digit number and a 1-digit number in word problems.

- Review the vocabulary cards.
- Review all strategies used on the anchor to add a 2-digit and a 1-digit number.
- Model how to solve a word problem using one of the problems on the word problem page.

Guided Practice: As a class, solve another word problem on the word problem page. Call on students to help you work through the steps. Tell students they can use any strategy they've learned to solve the word problems.

Independent Practice: Students complete the word problem page independently. The teacher may read the word problems aloud if needed while students use a strategy of their choice to solve.

Day 5: Review game and assessment

Mini Lesson: Introduce the purpose of the lesson today: to add a 2-digit number and a 1-digit number.

- Review vocabulary cards.
- Review unit anchor charts.

Guided Practice: Teach students the gumball machine game. Have students work in partners to match the gumball to the gumball machine it matches.

Independent Practice: Assessment; Administer Adding a 2-digit and a 1-digit Number Without Regrouping Quiz

Add 2-digit and a Multiple of Ten

Day 1: Introduce song and new vocabulary card (multiple of ten) and begin focus on adding a 2-digit and a 1-digit number with a multiple of ten.

Mini Lesson: Introduce the purpose of the lesson today: to use our understanding of place value to add a 2-digit number and a multiple of ten.

- Review the previous vocabulary cards. Show students the new vocabulary card (multiple of ten). Tell students the meaning while showing them the illustration. Place cards in an easily accessible place you and students can refer back to.
- Watch the Regrouping Song.
- Introduce the adding a 2-digit number and a multiple of ten anchor chart. Have students place a copy in their journals.
- Model a few examples using the place value chart and place value blocks. Build a 2-digit number and lay down ten rods and ask students what's changing (tens only, ones stay the same).

Guided Practice: Complete the Adding a 2-digit and a multiple of ten guided practice page. You can copy this or just model from a projector or Elmo.

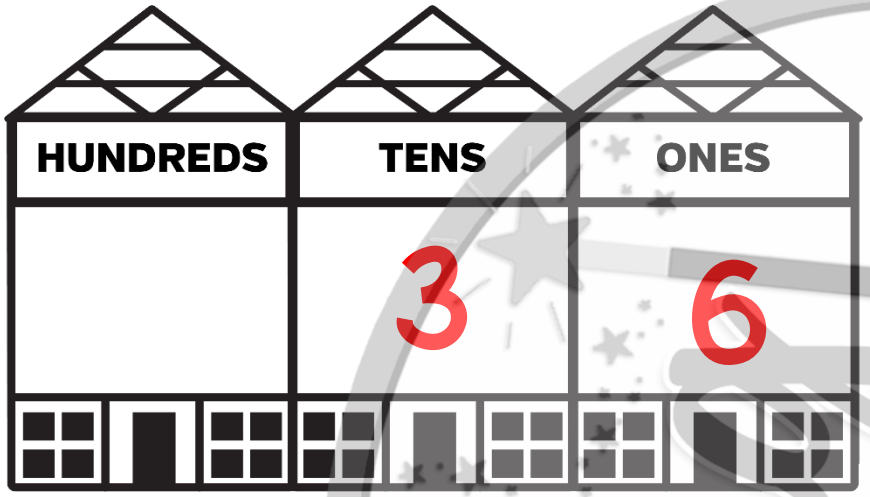
Independent Practice: Students work on the adding a 2-digit number and multiple of ten practice page.

Day 2: Drawing blocks to add a 2-digit number and multiple of 10

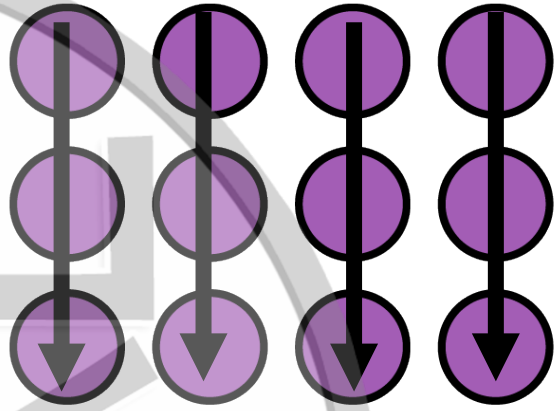
Mini Lesson: Introduce the purpose of the lesson today: to use drawn manipulatives to add a 2-digit number and a multiple of ten.

- Review the vocabulary cards (2-digit number, multiple of ten).
- Review Anchor Chart and focus on the draw-a-model strategy.
- Watch the Regrouping Song.
- Review yesterday's lesson and how we used to place value blocks to add; now we're going to learn a different way.
- Model the equation on the anchor chart (36 +40) in the box for drawing a model.

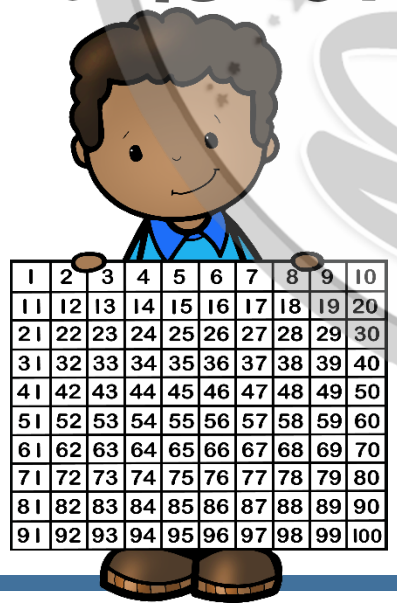
Place Value Chart



Column

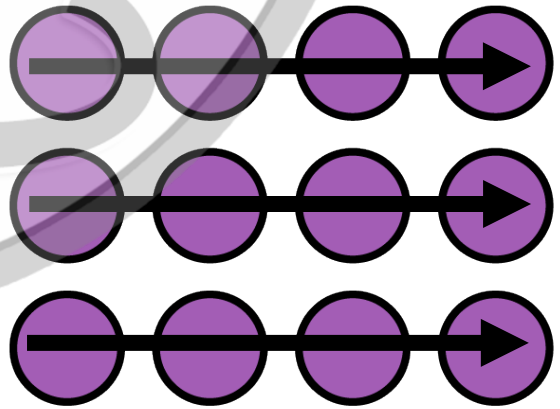


Hundreds Chart



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

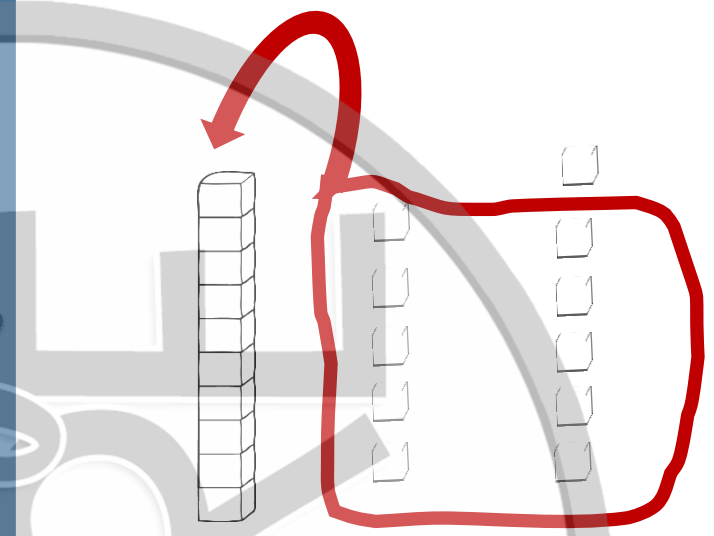
Row



2-digit Number

3 6

Regrouping



1-digit Number

3

Open Number Line

Regrouping

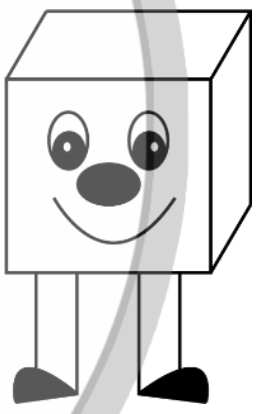
Regrouping is when we make groups of ten.

It's a simple reaction to addition and subtraction.

In addition, regrouping we carry groups of ten.

In subtraction regrouping we borrow groups of ten.

Regrouping with tens!



Let's go over our steps (2x)
Always start with the ones column (2x)
Fill in the ones column, then fill in the tens column.
Check and see if we're adding or subtracting.
In addition, when the numbers in a column add up to 10 or larger it's time to regroup!
Carry a group of ten from the ones column over to the tens column.
Now we've carried out our mission of regrouping with addition.

Regrouping is when we make groups of ten.

It's a simple reaction to addition and subtraction.

In addition regrouping we carry groups of ten.

In subtraction regrouping we borrow groups of ten.

Regrouping with tens!

Let's go over our steps (2x)
Always start with the ones column (2x)
Fill in the ones column, then fill in the tens column.
Check and see if we're adding or subtracting.
In subtraction, when the top number in a column is smaller than the number below it, it's time to regroup!
Borrow a group of ten from the tens column and place it above the ones column.
Now we're springing into action, we're regrouping with subtraction.

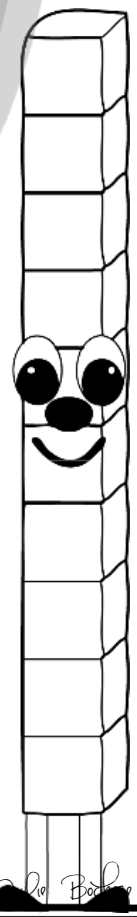
Regrouping is when we make groups of ten.

It's a simple reaction to addition and subtraction.

In addition regrouping we carry groups of ten.

In subtraction regrouping we borrow groups of ten.

Regrouping with tens!



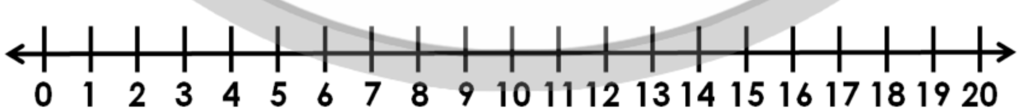
NUMBER LINE MAT

Directions:
Print, cut out, and laminate a Number Line Mat for each student to use throughout the unit.
You can have students keep these in their math journals/folders to use the rest of the year, or have a class set that you keep and pass out when necessary.
There are 1-20 number lines, and open number lines.

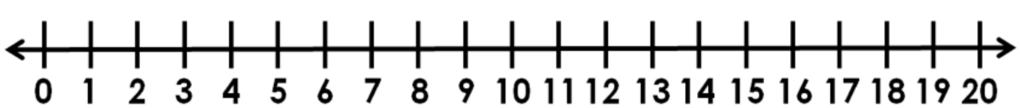
NUMBER LINE

NUMBER LINE

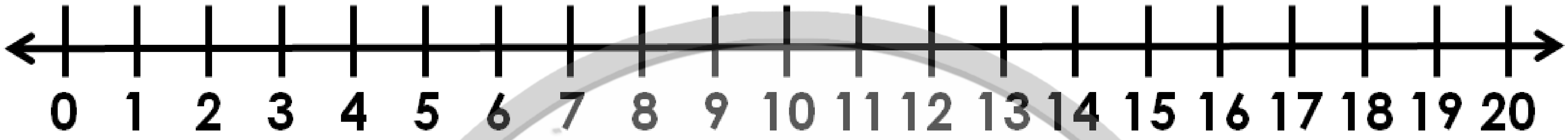
NUMBER LINE



NUMBER LINE



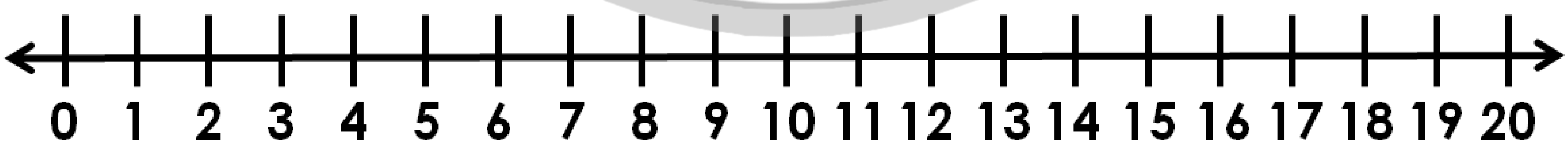
NUMBER LINE



NUMBER LINE

NUMBER LINE

NUMBER LINE



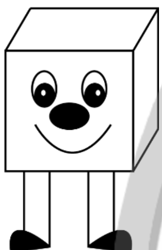
ADDING A 2-DIGIT AND A 1-DIGIT NUMBER WITHOUT REGROUPING

Adding a 2-digit and a 1-digit number: Without Regrouping

1. Anchor Chart
2. Place Value Blocks Guided Practice
3. Place Value Blocks Independent Practice
4. Hundreds Chart Independent Practice
5. Number Lines Independent Practice
6. Mini-Lesson and Guided Practice Word Problems
7. Word Problems Independent Practice
8. Center: Gumball Matching
9. Quiz

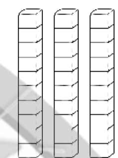
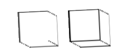
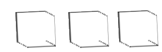
Adding 2-Digit and 1-Digit Numbers Without Regrouping

Ten's place stays the same *(Unless you are rolling to a new ten, the tens place up one)* Ones place goes up.



	Tens	Ones
2-digits	3	2
+ 1 digit		3
=	3	5

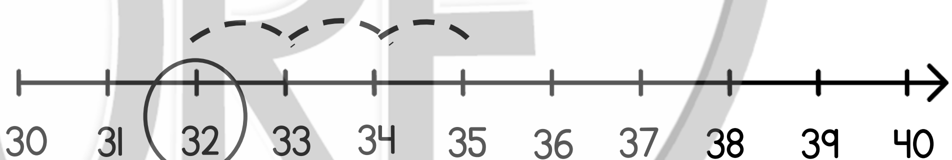
Make a Model

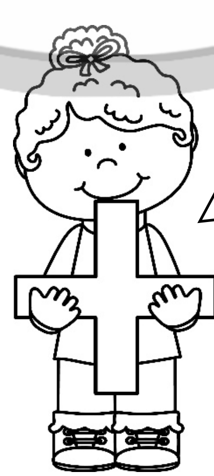
	Tens	Ones
		
+		
=	3	5

Use a hundreds chart

Hundreds Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use a Number Line





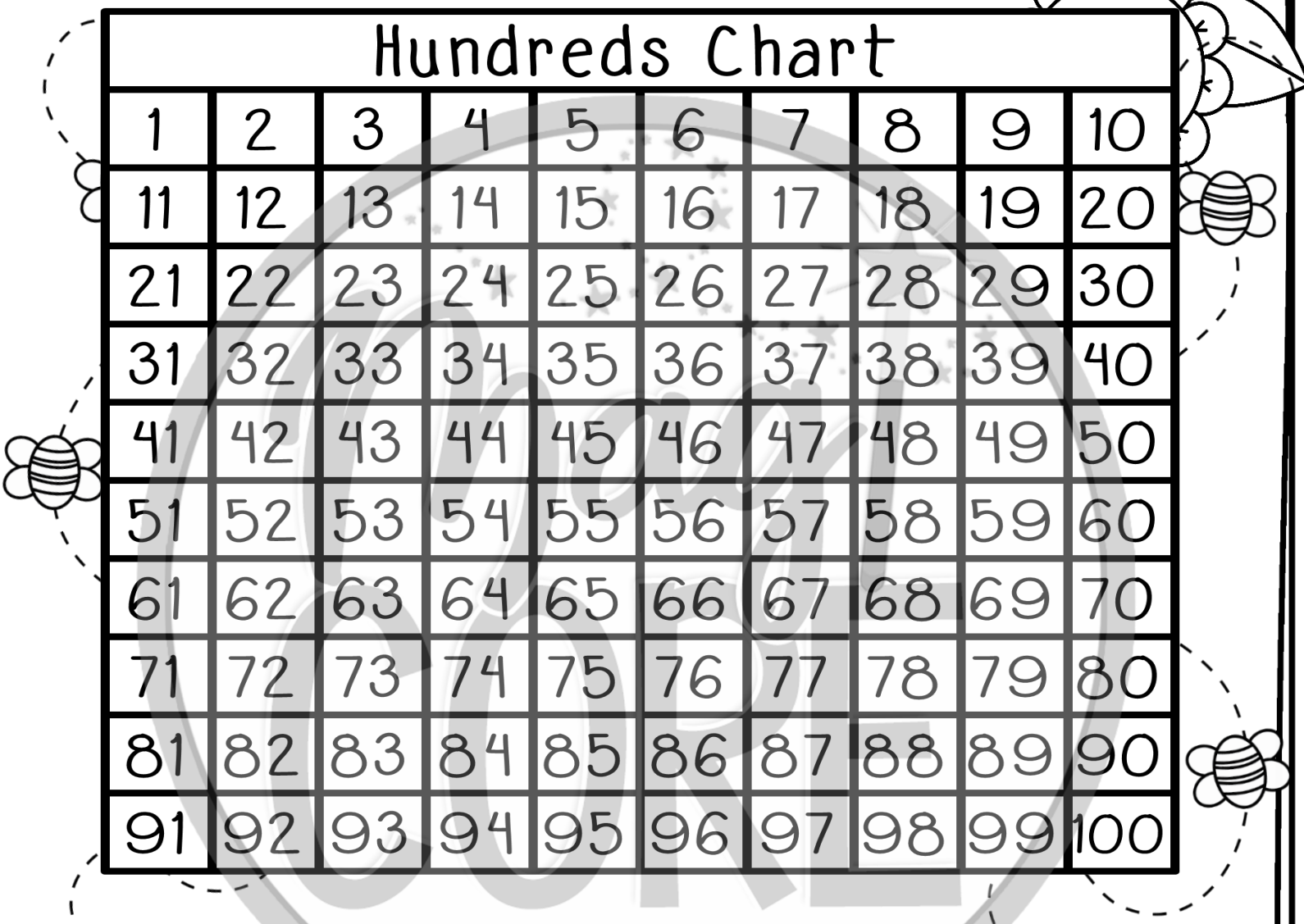
Use a hundreds chart or number line to count on.
Circle the larger number and count on the smaller one to find the sum!

*Ind. Practice

Name: _____ Date: _____

Hundreds Chart: Add 2-Digit and 1-Digit Numbers

Directions: Use the hundreds chart to help you add.



Hundreds Chart									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 34 + 2 = _____
2. 46 + 5 = _____
3. 18 + 4 = _____
4. 58 + 7 = _____
5. 22 + 3 = _____
6. 19 + 5 = _____
7. 76 + 5 = _____
8. 67 + 3 = _____
9. 21 + 3 = _____
10. 86 + 7 = _____

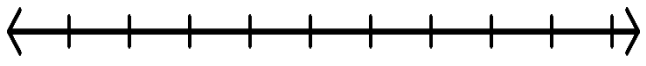
*Ind. Practice

Name: _____ Date: _____

Number Lines: Add 2-Digit and 1-Digit Numbers

Directions: Use the number lines to help you add. Circle the larger number and hop the number of spaces as the smaller number.

1. 25 + 2 = _____



2. 11 + 6 = _____

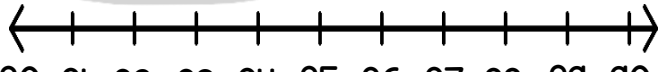
3. 44 + 5 = _____

4. 70 + 6 = _____

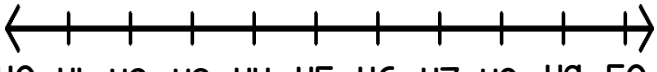
5. 33 + 4 = _____

6. 57 + 2 = _____

7. 86 + 3 = _____



8. 41 + 4 = _____



Mini-Lesson and Guided Practice Word Problems

Directions: Display the two word problems on a poster. Model solving the first word problem, and then solve the second word problem as a whole group. Have your students help you along the way.

Tayler's Books

Tayler has 62 books in his home library. His dad brought home 6 more. How many books does Tayler have now?

_____ + _____ = _____

Cupcakes from Jo

Jo frosted 44 cupcakes for her son's birthday party. Jo took a break and came back to frost 3 more cupcakes. How many cupcakes did Jo frost in all?

_____ + _____ = _____

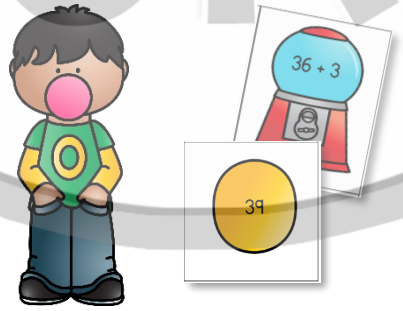
Gumball Matching

Directions:

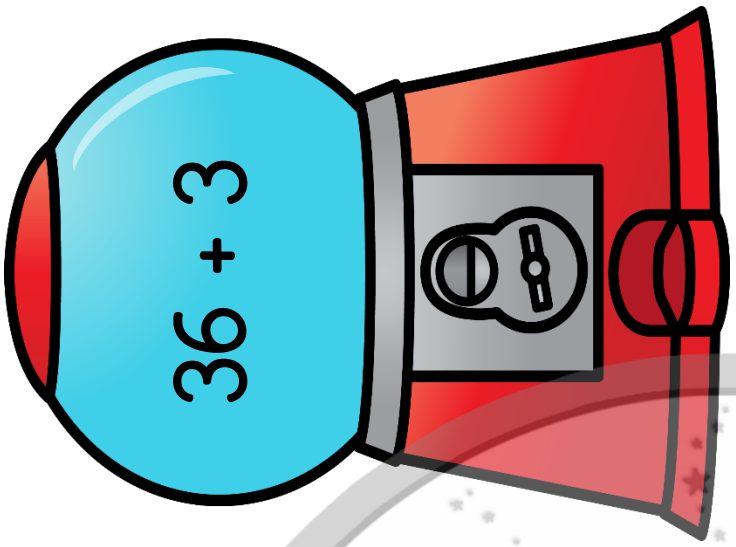
1. Print cards.
2. Laminate and cut out.
3. Mix up the cards in a big Ziploc Bag.
4. This can be done individually or in pairs. Students match the gumball machine equation to the gumball sum.

Label

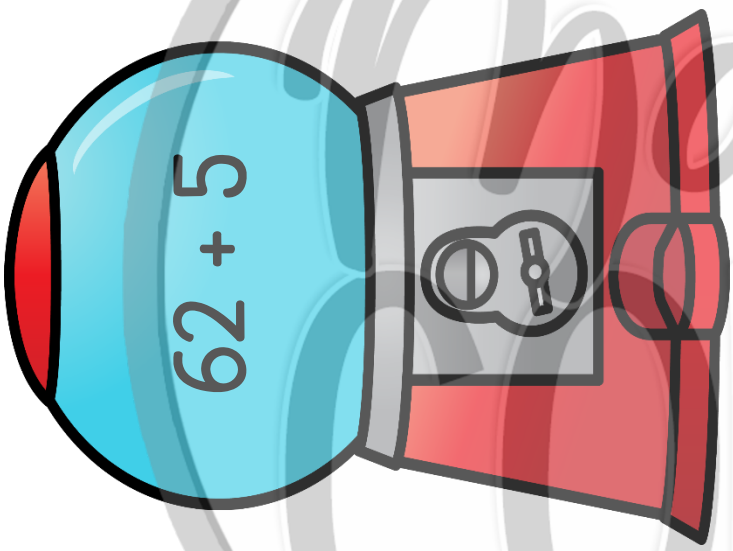
Gumball Matching



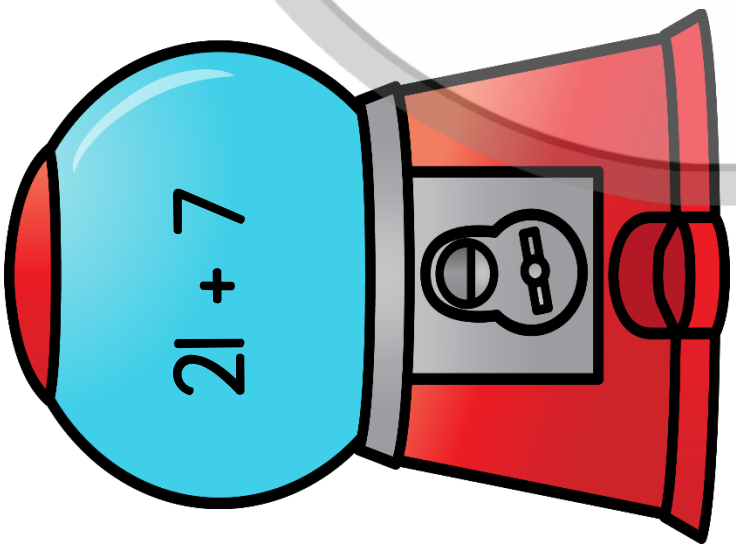
Directions: Match the equation on the gumball machine with its sum on the gumball.



39



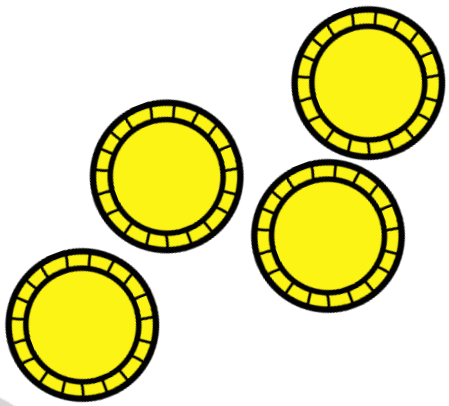
67



28

Name: _____ Date: _____

Connect Four

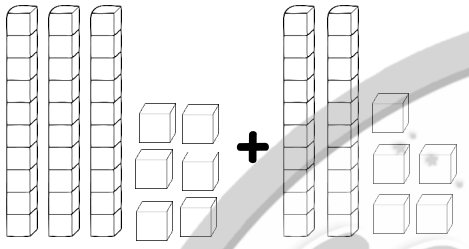


76 + 14 = ____	38 + 25 = ____	63 + 39 = ____	27 + 48 = ____
56 + 26 = ____	17 + 54 = ____	18 + 15 = ____	34 + 46 = ____
42 + 39 = ____	25 + 55 = ____	73 + 38 = ____	37 + 37 = ____
84 + 18 = ____	15 + 17 = ____	29 + 45 = ____	59 + 12 = ____
36 + 38 = ____	47 + 23 = ____	28 + 58 = ____	64 + 19 = ____

Name: _____ Date: _____

Quiz: Add 2-Digit Numbers With Regrouping

Directions: Solve the following problems:

1.  = _____

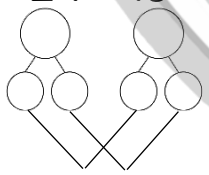
2. 42 + 39 = _____

3. 27 + 65 =. _____

4. 17 + 16 = _____

5. 36 + 58 = _____

6. 24 + 16 = _____



__ + __ = __

7.

	Tens	Ones
	5	5
+	3	7

8. Jen had 78 crayons in a box. She put in 12 more. How many crayons does she have now?

CUMULATIVE REVIEW

Cumulative Review

1. Add to 100 Scoot
2. Cumulative Assessment

Add to 100 Review Scoot!

Directions:

1. Place one card at each student seat.
2. Pass out the answer sheet to each student. (You can also have them number a piece of notebook paper)
3. Students begin answering the question at their seats and recording the answer on the corresponding sheet.
4. When most students are done say "scoot" and students should move to the next seat (review with students how they should rotate before beginning.) Be sure they take their answer sheets with them!
5. Continue rotating until each student has answered each question.

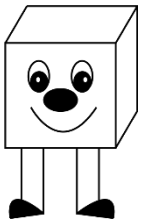
*These cards can also be used as Task Cards in a center.

1.

23 + 2

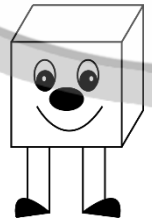
2.

33 + 6



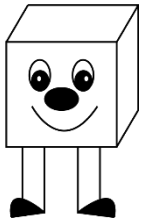
3.

45 + 4



4.

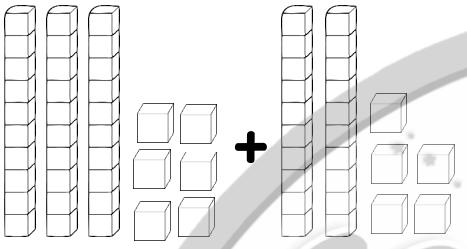
84 + 5



Name: _____ Date: _____

Cumulative Assessment: Adding within 100

Directions: Solve the following problems:

1.  = _____

2. Draw place value blocks to add

42 + 9 = _____

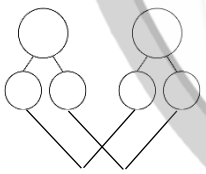
3. 20 + 40 = _____

4. 33 + 60 = _____

5. 17 + 16 = _____

6. 35 + 52 = _____

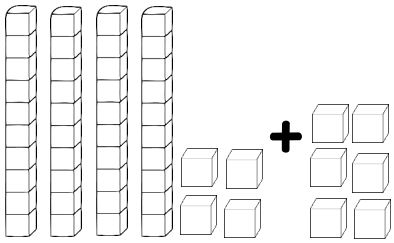
7. 17 + 17 = _____



__ + __ = __

8.

	Tens	Ones
	5	5
+	3	7

9.  = _____

10. Jed had 53 toys in his toy box. He got 21 more for his birthday. How many toys does he have now?

Equation: _____ + _____ = _____

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Julie@magicorelearning.com

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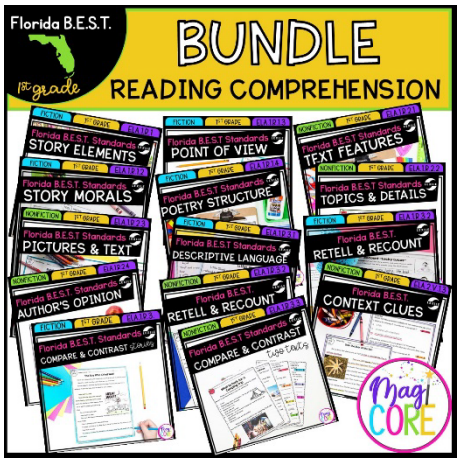

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