Name _			Date		
1.	a.	Nrite the numbers to make each number sentence true.			
		6 + 4 + 2 = + 2	10 + 3 = + 3 + 3	16 = + 8 + 6	
	b.	Label each number sentence trues $2 + 2 = 10 + 1$	ue or false.		
		7 + 6 = 10 + 4	—		
		4 + 8 = 5 + 9	-		
		7 + 8 = 9 + 6	_		

c. Use drawings, words, or numbers to show why 18 - 3 = 15 and 10 + 5 = 15 have the same answer.

2. Use number bonds to solve.

38 + 6 =	60 – 4 =



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74 + 9 =	53 – 7 =

- 3. Trevor's mom gave him 6 stickers to start his collection. He received 85 more for his birthday.
  - a. Use words, pictures, or numbers to show how many stickers Trevor has now.

b. James has 95 stickers and gives away 7. How many stickers does James have now?

c. Who has more stickers now, James or Trevor?



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1.S.2

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- 4. Mr. Garcia checked out 27 library books for his class. The class read some the first month and the remaining 9 books the second month.
  - a. Use words, pictures, or numbers to find out how many books the class read in the first month.

b. During the third month, Mr. Garcia checked out 8 more books and his class read them all. Use words, pictures, or numbers to show how many library books Mr. Garcia's class read in all 3 months.



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End-of-Modu Addressed	ule Assessment Task Standard Topics A–C			
Represent and solve problems involving addition and subtraction.				
2.OA.1	Use addition and subtraction within 100 to solve one-and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See CCLS Glossary, Table 1.)			
Add and subtract within 20.				
2.OA.2	Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.			
Use place value understanding and properties of operations to add and subtract.				
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.			

## **Evaluating Student Learning Outcomes**

A Progression Toward Mastery is provided to describe steps that illuminate the gradually increasing understandings that students develop on their way to proficiency. In this chart, this progress is presented from left (Step 1) to right (Step 4). The learning goal for each student is to achieve Step 4 mastery. These steps are meant to help teachers and students identify and celebrate what the student CAN do now and what they need to work on next.



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1.S.4

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A Progression Toward Mastery				
Assessment Task Item and Standards Addressed	STEP 1 Little evidence of reasoning without a correct answer. (1 Point)	STEP 2 Evidence of some reasoning without a correct answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.OA.2 2.NBT.5	The student correctly solves one to three of the eight parts.	The student correctly solves four to five of the eight parts.	The student correctly solves six to seven of the eight parts.	<ul> <li>Student correctly:</li> <li>a. Answers 10, 7, and 2.</li> <li>b. Answers <i>true</i> for the first and last problems.</li> <li>Answers <i>false</i> for the second and third problems.</li> <li>c. Uses drawings, words, or numbers to explain reasoning.</li> </ul>
2 2.OA.2 2.NBT.5	The student correctly solves one to three of the eight parts.	The student correctly solves four to five of the eight parts.	The student correctly solves six to seven of the eight parts.	<ul> <li>Student correctly:</li> <li>Draws a number bond to make a ten to solve 38 + 6 = 44.</li> <li>Draws a number bond to take from ten to solve 60 - 4 = 56.</li> <li>Draws a number bond to make a ten to solve 74 + 9 = 83.</li> <li>Draws a number bond to take from ten to solve 53 - 7 = 46.</li> </ul>



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A Progression Toward Mastery				
3 2.OA.1 2.NBT.5	The student correctly solves one of the four parts.	The student correctly solves two of the four parts.	The student correctly solves three of the four parts.	<ul> <li>The student correctly:</li> <li>a. Uses words, pictures, or numbers to solve 85 + 6 = 91.</li> <li>b. Answers 88.</li> <li>c. Answers <i>Trevor</i>.</li> </ul>
4 2.0A.1	The student correctly solves one of the four parts.	The student correctly solves two of the four parts.	The student correctly solves three of the four parts.	<ul> <li>The student correctly:</li> <li>a. Uses words, pictures, or numbers to solve 18 books.</li> <li>b. Uses words, pictures, or numbers to solve 35 books.</li> </ul>



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1.S.6

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a. Write the numbers to make each number sentence true. 1.



b. Label each number sentence true or false.



c. Use drawings, words, or numbers to show why 18 - 3 = 15 and 10 + 5 = 15 have the same answer.



I know they are the same 

2. Use number bonds to solve.

$$\begin{array}{c} 38+6=44\\ 24\\ 38+2=40\\ 40+4=44\\ \end{array}$$

$$\begin{array}{c} 60-4=56\\ 5010\\ 10-4=6\\ 50+6=56\\ \end{array}$$

Module 1: Date:

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- 3. Trevor's mom gave him 6 stickers to start his collection. He received 85 more for his birthday.
  - a. Use words, pictures, or numbers to show how many stickers Trevor has now.



b. James has 95 stickers and gives away 7. How many stickers does James have now?



c. Who has more stickers now, James or Trevor?

COMMON CORE

Module 1: Date: Sums and Differences to 20 9/24/14



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- Mr. Garcia checked out 27 library books for his class. The class read some the first month and the remaining 9 books the second month.
  - a. Use words, pictures, or numbers to find out how many books the class read in the first month.



b. During the third month, Mr. Garcia checked out 8 more books and his class read them all. Use words, pictures, or numbers to show how many library books Mr. Garcia's class read in all 3 months.





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1.S.9

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