



GRADE 2 / WATCH MR DJ SOLVE

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Start with the same example used in the lesson slides.

**WATCH MR DJ SOLVE****Explain $36+27$ using tens and ones.**

- 1 Combine matching units.
- 2 Trade ten ones for one ten.
- 3 The sum is 63.

Answer: **63****REMEMBER** explain why addition and subtraction strategies keep the correct amount.

Read each step and explain why it is valid. The next pages demonstrate the methods in more detail. Then use the large work areas on the numbered practice pages.

**GRADE 2 / WORKED METHODS****EXPLAINING ADDITION AND SUBTRACTION STRATEGIES**

Read a complete example before trying the matching method.

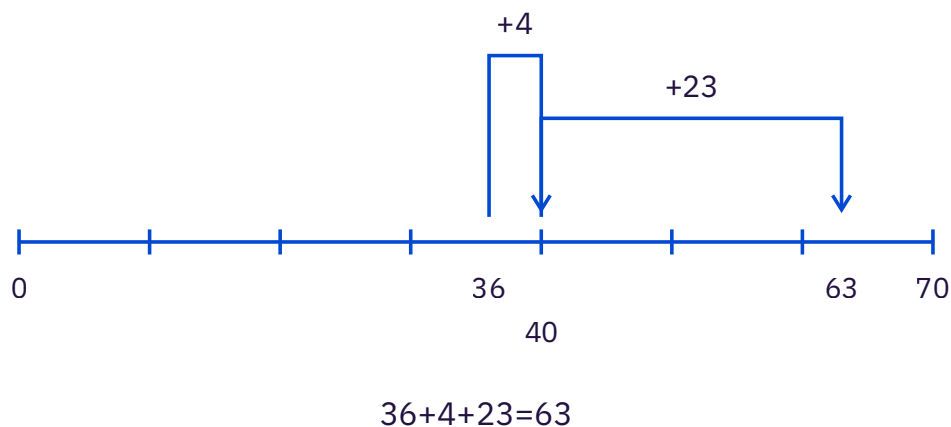


Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

Move units between addends

$36+27=40+23=63$

1. Move 4 from 27 to 36.
2. The parts become 40 and 23.
3. No counter is added or lost.



GRADE 2 / WORKED METHODS

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Read a complete example before trying the matching method.



Use these examples as a reference. Keep each quantity and its unit visible. A different valid method is welcome unless a question specifically requests one.

Check by rebuilding**63-27=36 because 36+27=63**

1. 63 is the whole.
2. 27 is the removed part.
3. 36 is the part left.

Start	Remove	Left
6 tens	2 tens	3 tens
3 ones	7 ones	6 ones

$$63 - 27 = 36$$

Trade first: 0 hundreds, 5 tens, 13 ones

GRADE 2 / MATHEMATICAL WORK TOOL

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Draw, label and explain.



Draw blocks or write counts in each place. A hundred is ten tens; a ten is ten ones. Show trades without changing the total.

Hundreds	Tens	Ones

**GRADE 2 / PRACTICE****EXPLAINING ADDITION AND SUBTRACTION STRATEGIES**

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

◀ Mild**1. Explain $63-27$ with a place-value drawing.**

My answer / conclusion: _____



Name _____ **Date** _____



GRADE 2 / PRACTICE

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Show the method, label your work, and explain the reasoning requested.

Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

 Mild

2. Why can $36+27$ be found by $36+30-3$?

My answer / conclusion: _____

 Medium

3. Find $36+27$ by moving 4 from 27 to 36. Show the new sum.

My answer / conclusion: _____



GRADE 2 / PRACTICE

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

Medium

4. Show an adding check for $63 - 27 = 36$.

Grid area for problem 4.

My answer / conclusion: _____

Medium

5. Use a drawing to explain $36 + 0$.

Grid area for problem 5.

My answer / conclusion: _____



Date _____

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

A cartoon fox mascot with orange fur, large eyes, and a purple scarf, holding a yellow pencil.

6. Digit moves 4 to 36 but leaves 27 unchanged. Does that keep the original sum?

My answer / conclusion: _____

GRADE 2 / PRACTICE

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

Show the method, label your work, and explain the reasoning requested.



Use the worked-method reference when helpful. Use the included method reference. Show the requested method, then check your answer. Reasoning questions need evidence and an explanation.

🔥🔥🔥 Spicy
7. Compare $36+27$ and $27+36$. Why do the totals agree?

My answer / conclusion: _____



Date _____

EXPLAINING ADDITION AND SUBTRACTION STRATEGIES

A cartoon fox mascot with orange fur, large eyes, and a purple collar, holding a yellow pencil.

8. Use 36 and 27 to explain why exchanging units is different from adding extra units.

My answer / conclusion: _____