Scope of lesson plan: Lessons 1-5	**Teacher name:**	**Grade:** **2**	**Subject:** **math**	**Period(s) this lesson will be taught:**
MONDAY				
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 1: Make number bonds of ten.			
Long-term Targets: (Common Core standards addressed)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.			
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	Daily Objective: Make number bonds of ten.			
Agenda (Activities / Tasks)	1. Opening A. Fluency Practice (16 minutes) 2. Work Time (37 minutes) A. Application Problem B. Concept Development 3. Closing and Assessment (7 minutes) A. Student Debrief B. Exit ticket			
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	Worksheets Exit ticket.			

Relevance/Rationale: (How do the strategies employed meet students' needs?)	**Fluency 1**: **Fluency 2**:. **Application Problem**:
TUESDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 2: Make number bonds through ten with a subtraction focus and apply to one-step word problems.
Long-term Targets: (Common Core standards addressed)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	Daily Objective : Make number bonds through ten with a subtraction focus and apply to one-step word problems.
Agenda (Activities / Tasks)	1. Opening A. Fluency Practice (19 minutes) 2. Work Time (31 minutes) A. Application Problem B. Concept Development 3. Closing and Assessment (10 minutes) A. Student Debrief B. Exit ticket
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	(S) One stick of ten linking cubes with a color change after the fifth cube (S) Add Tens and Some Ones Sprint (T) Large set of ten-frame cards in the following suggested order: 5, 9, 1, 8, 2, 7, 3, 6, 4, 5, 10 (S) Personal white boards, deck of eleven ten-frame cards that show the numbers 1–10, with an extra card that shows 5 (see image below) Worksheets Exit ticket.

Relevance/Rationale: (How do the strategies employed meet students' needs?)	**Fluency 1**: On the first day, counting up and down to 10 simply alerts students to the fun and challenge of changing direction and establishing a protocol that will quickly advance to larger numbers as the module unfolds. **Fluency 2**: There is almost no foundational skill more important than fluency with the bonds of numbers within 10. By starting at the concrete level, students quickly re-engage with their hopefully hard-wired knowledge of their bonds of 10. The color change also orients them to the five. **Fluency 3**: This particular choice brings automaticity back with the Ten Plus sums, foundational for the make a ten strategy and expanded form. **Concept Development**: This next activity requires students to visualize (for those who still need support) or recall from memory (for those who achieved mastery of partners to 10) the missing addend. It also refreshes their subitizing skills, as students only have a few seconds to recognize the set of 5 and the set of 2 on the image below as 7, in order to complete the number sentence. **Application Problem**: These problems are designed to elicit connections between the fingernails, envelopes, and tenframes, which can be explored during the Debrief.
WEDNESDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 3: Make a ten to add within 20.
Long-term Targets: (Common Core standards addressed)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	Daily Objective: Make a ten to add within 20.
Agenda (Activities / Tasks)	1. Opening A. Fluency Practice (15 minutes) 2. Work Time (35 minutes) A. Application Problem

	B. Concept Development 3. Closing and Assessment (10 minutes) A. Student Debrief B. Exit ticket
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	(S) Personal white boards (S) One More, Ten More Sprint (T) Two-color counters (S) Linking cubes in two colors, personal white boards, blank paper, set of ten-frame cards for numbers 8, 9, and 10, small bag of two-color counters Worksheets Exit ticket
Relevance/Rationale: (How do the strategies employed meet students' needs?)	**Fluency 1:** Students remember the relevance of their ten plus facts to larger numbers **Fluency 2:** Taking out 1 prepares students for adding 9. The students make a ten, adding 9 and 6 by adding 9 and 1 and 5. Taking out 2 prepares students for adding 8. The students make a ten, adding 8 and 6 by adding 8 and 2 and 4. **Fluency 3**: This is a foundational skill for mastery of sums and differences to 20 **Fluency 4**: In order to be flexible with adding and subtracting one unit, students first work with 1 more and 10 more. **Concept Development**: The focus is making 10 from a large common addend (e.g., solving 9 + 4, 9 + 5, 8 + 4, 8 + 5). Call students to the carpet and as you move the cubes, leave them as shown at right so that students can compare solutions. **Application Problem:** This problem allows students to apply today's concept of make a ten to add within 20 in a real-world context. Five minutes have been allotted for this timeframe task.
THURSDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 4: Make a ten to add and subtract within 20.
Long-term Targets: (Common Core standards addressed)	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word 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. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Supporting target(s) (These are daily targets. What	Daily Objective: Make a ten to add and subtract within 20.

will students know and be able to do as a result of this lesson?)	
Agenda (Activities / Tasks)	1. Opening A. Fluency Practice (15 minutes) 2. Work Time (35 minutes) A. Application Problem B. Concept Development 3. Closing and Assessment (10 minutes) A. Student Debrief B. Exit ticket
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	(S) Personal white boards (S) Hide Zero cards, Rekenrek (T) Two-sided counters and a ten-frame card showing 10 (S) Ten-strip and two-sided counters per student Worksheets Exit ticket
Relevance/Rationale: (How do the strategies employed meet students' needs?)	**Fluency 1**: Take from 10 develops the automaticity necessary to subtract fluently from the ten when subtracting from the teens. **Fluency 2**: Reviewing making ten allows us in this lesson to then add within the teens during the lesson and see the distinction. **Fluency 3**: Today's lesson involves using basic sums and differences within ten to solve problems within the teens that do not cross the ten. This relies on a solid grasp of the structure of ten. **Concept Development**: 1. The focus of this activity is adding within the teens 2. The focus of this activity is subtracting within the teens. **Application Problem**: Problem 2 is designed for students who do not require guided practice. Both problems are an application of today's lesson, in which students added the basic facts in the ones place to add within 20.
FRIDAY	
EngageNY module #/ lesson # / lesson title	Module 1 / Lesson 5: Decompose to subtract from a ten when subtracting within 20 and apply to one-step word problems.
Long-term Targets: (Common Core	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing,

standards addressed)	with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Supporting target(s) (These are daily targets. What will students know and be able to do as a result of this lesson?)	Daily Objective: Decompose to subtract from a ten when subtracting within 20 and apply to one-step word problems.
Agenda (Activities / Tasks)	1. Opening A. Fluency Practice (7 minutes) 2. Work Time (43 minutes) A. Application Problem B. Concept Development 3. Closing and Assessment (10 minutes) A. Student Debrief B. Exit ticket
Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?)	(T) Two-color counters (S) Personal white board, a ten-strip, a small bag of two-sided counters, and a subtracting strip (this is simply a white strip of paper, pictured in the photograph below) Worksheets Exit ticket
Relevance/Rationale: (How do the strategies employed meet students' needs?)	**Fluency 1**: This allows for fluency when subtracting from ten when the subtrahend is greater than the ones digit. **Fluency 2:** As students realize that at times they have enough ones to subtract, they then become aware that sometimes they do not and must take from the ten. **Concept Development**: The focus of this activity is on solving problems with a common subtrahend (e.g., 11 – 8, 12 – 8, 13 – 8, etc.). Just as in the previous lessons, the goal is for students to achieve fluency over time by recognizing connections and developing mental strategies that support their mastery of standard 2.OA.2. In addition to subtracting from 10 with a common minuend and subtracting from 10 with a common difference, it is also imperative that students have significant amounts of mixed practice as the year progresses. **Application Problems**: Today's problems provide practice decomposing to subtract from a ten. Some students may simply know the answer, so it is important to establish the purpose of the application portion of each lesson. It is the time to focus on understanding the situation

	presented in the problem and representing that situation with a drawing and an equation. It is also the time for students to share their representations and their ways of thinking, which can help more students access problem-solving strategies. Below is a sample script to guide students through Problem 2.