

## Lesson 8: Add and Subtract Within 100

### Standards Alignments

Addressing 2.NBT.B.5, 2.NBT.B.7

### Teacher-facing Learning Goals

- Add and subtract within 100.

### Student-facing Learning Goals

- Let's fluently add and subtract within 100.

### Lesson Purpose

The purpose of this lesson is for students to practice addition and subtraction within 100 to build fluency.

In previous lessons, students composed and decomposed units to add and subtract within 1,000. Students considered which sums and differences within 100 were more or less difficult for them to find.

In this lesson, students develop fluency with adding and subtracting within 100. In the first activity, all students play a new “Heads Up” game to practice fluency. This version of the game “Heads Up: Make 20” is structured differently (groups of 3, different recording directions) from the game in Section A. In the second activity, students choose which center game from previous units to play based on what they know they need to practice. Spinners and cards can be reused if they were saved from previous units or new cards can be printed for the centers and stages recommended for this lesson.

The cool-down should be completed before the lesson synthesis so that students can share their responses during the lesson synthesis

### Access for:

#### Students with Disabilities

- Representation (Activity 1)

#### English Learners

- MLR8 (Activity 1)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 2

### Materials to Copy

- Heads Up - Add and Subtract within 100  
Number Cards (groups of 2): Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	20 min
Lesson Synthesis	10 min
Cool-down	5 min

## Teacher Reflection Question

What was the best question you asked students today? Why would you consider it the best one based on what students said or did?

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## Cool-down (to be completed at the end of the lesson)

 5 min

### Practice for Fluency

### Standards Alignments

Addressing 2.NBT.B.5

### Student-facing Task Statement

How have you improved with adding and subtracting within 100?

What do you still want to work on?

### Student Responses

Sample responses:

- I have gotten better at subtracting and thinking about if I need to decompose a ten before I subtract ones.
- I still need to work on looking for ways to add or subtract in an easier way, like making a ten or counting up when the numbers are close.