**Second Grade Addition & Subtraction Strategies**

**Anchor Chart Examples**

* Teachers and students work together to generate anchor charts on specific mathematical concepts.
* These anchor charts are then displayed in the classroom for students to refer to throughout lessons.
* Parents can also benefit from these anchor charts, as they are snapshots of vital information their child is learning.
* Teachers can include photos of anchor charts in newsletters, emails, and any other communications they have with parents.
* Anchor charts are not posters, created by teachers and then posted in the classroom for reference. They are co-created and represent learning shared among the class.
* Below, there are pictures of anchor chart examples. These are not comprehensive for the content in these standards. They are included for teachers get an idea of how some anchor charts for the content in this cluster may look.

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| **NC.2.OA.1, NBT.5, NBT.6, NBT.8, MD.6** |
| **NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:**  **● One-Step problems:**  **○ Add to/Take from - Start Unknown**  **○ Compare - Bigger Unknown**  **○ Compare - Smaller Unknown**  **● ~~Two-Step problems involving single digits:~~**  **~~○ Add to/Take from-Change Unknown~~**  **~~○ Add to/Take From-Result Unknown~~**  **NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:**  **● Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.**  **● Comparing addition and subtraction strategies, and explaining why they work.**  **● Selecting an appropriate strategy in order to efficiently compute sums and differences.**  **NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations [within 100]. NC.2.NBT.8 Mentally add 10 ~~or 100~~ to a given number [within]100–~~900,~~ and mentally subtract 10 or ~~100~~ from a given number 100–~~900~~. NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.** |















