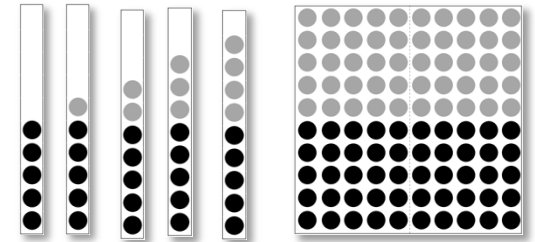
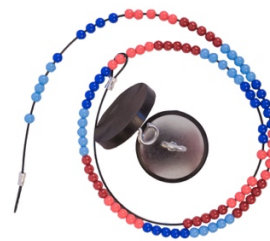


**Common Core State Standards for Mathematics**  
**Number and Operations in Base Ten**

1.NBT	2.NBT
<p>4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. 8. Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>

51 – 26	82 – 39

**Mentally**  
**Adding and Subtracting**  
**with Regrouping:**  
  
**Developing**  
**Conceptual Understanding**



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Foundational Knowledge		
Structuring Numbers 1 to 20	Conceptual Place Value	Higher Decade Addition and Subtraction

Mental Strategies	
Jump Strategy	Split Strategy

