

Add Two or Three Numbers



Grade 2 | NC.2.NBT.6

Teacher scripts • Original visual models • 60-item reusable bank
Worked keys • Performance evidence and next steps

Current NC standards for 2026-27 and 2027-28. Adopted 2026 revisions begin in 2028-29 and are not substituted here. Select short lessons across several days; this is not a single 60-item test.

Free sample | Contents

NC.2.NBT.6 | Second Grade mathematics

This sample contains 18 complete selected pages from the 100-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-15, 30-31, 62

Representative activities

M01: sample PDF page(s) 16; original page(s) 15

M02: sample PDF page(s) 16; original page(s) 15

O01: sample PDF page(s) 17; original page(s) 30

O02: sample PDF page(s) 18; original page(s) 31

Selected teacher prompts and keys: original page(s) 62

Using this sample

Read the preparation and access guidance before using a selected activity.
Keep teacher keys and private preparation pages separate from student copies.
Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

TEACHER GUIDE

Standard and learning targets

Add up to three two-digit numbers using strategies based on place value and properties of operations.

Learning targets

- Add two or three two-digit numbers using place value.
- Use changing order and grouping in addition to make useful combinations.
- Explain exchanges and connect a model to equations.

Evidence: computation, representation and explanation are recorded separately. Multiple-choice answers show recognition, not the full performance. MP2: connect quantities to equations. MP3: explain and critique. MP5: choose useful tools. MP7: use base-ten structure.

TEACHER GUIDE

Plan, materials and access

Use four short sessions of about 15-30 minutes, adjusting to evidence: Day 1 warm-up and I Do (M01, O01, M05, O05); Day 2 We Do and partner work (M09, O09, M14, O14); Day 3 independent practice and feedback (M19, O19); Day 4 targeted reteach and an individual exit (M24, O24, M28, O28). Select the other bank items for spaced practice, conferences or fresh evidence. Do not give all 60 at once.

Prerequisites: unitize ten ones as one ten; explain digit value; compose and decompose numbers; relate addition and subtraction. Revisit these ideas with the anchor mat before increasing number size.

Materials: pencils, blank paper, supplied place-value mat and blank number line; optional large base-ten blocks. Hundreds flats must contain 100 units and tens rods 10. Adults prepare any cut materials; use drawings if manipulatives are unavailable.

Read directions neutrally. Accept speech, signing, AAC, drawing or dictation; do not score handwriting or decoding. Provide visual enlargement, movement breaks and high-contrast copies. A read-aloud may name the numbers and operation but must not name the needed strategy or answer.

Vocabulary: hundreds, tens, ones, sum, difference, addend, exchange, equivalent, strategy. Ask learners to point to a unit and explain its value; invite home-language explanation with an accurate interpretation.

Fluency is efficient, accurate and flexible strategy use across observations, not a fixed speed threshold. For this packet, note the strategy chosen and why it suits the numbers. Do not require a memorized standard algorithm or penalize a valid alternative.

TEACHER GUIDE

How to use the bank

Each section includes the following optional items. The script selects a few; the rest support later practice. Open items are authentic individual performances, even when first explored with a partner.

Warm-up: M01-M04 and O01-O04

I Do: M05-M08 and O05-O08

We Do: M09-M13 and O09-O13

Collaborative practice: M14-M18 and O14-O18

Independent practice: M19-M23 and O19-O23

Small-group reteach: M24-M27 and O24-O27

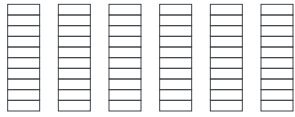
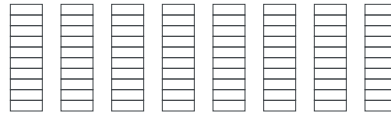
Exit ticket: M28-M30 and O28-O30

Contents order: cover; standard; implementation; bank map; two worked visual models; anchor/mat; seven scripts; 15 multiple-choice pages; 30 open performance pages plus two linked visual supports; six choice-key pages; 30 visual open-key pages; scoring; evidence record; sources. Page numbers appear on every page.

WORKED TEACHER MODEL

Model 1: preserve the quantity

$$18 + 27 + 35 = 80$$

Combined, before exchange**Same value, after exchange**

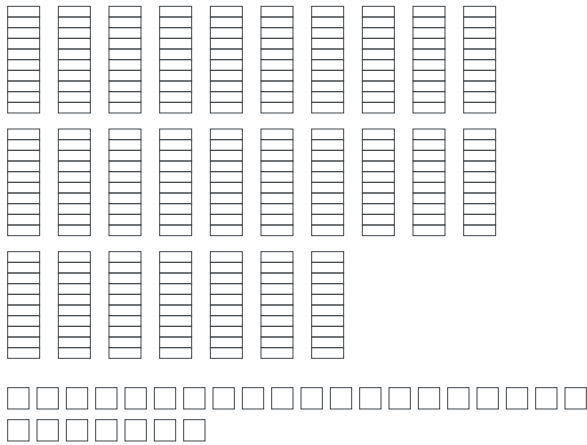
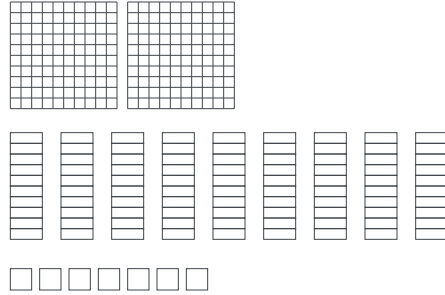
Exchange 20 ones for 2 tens; exchange 0 tens for 0 hundreds. Each exchange preserves value.

Combine tens: $10 + 20 + 30 = 60$. Combine ones: $8 + 7 + 5 = 20$. Total: $60 + 20 = 80$.
 Before exchange: 6 tens and 20 ones. Exchange 20 ones for 2 tens; then exchange 0 tens for 0 hundreds. After: 0 hundreds, 8 tens, 0 ones. Grouping method: $(18 + 27) + 35 = 45 + 35 = 80$. Changing grouping does not change which quantities are added. Reordering also gives $(18 + 35) + 27 = 53 + 27 = 80$.

WORKED TEACHER MODEL

Model 2: preserve the quantity

$$99 + 99 + 99 = 297$$

Combined, before exchange**Same value, after exchange**

Exchange 20 ones for 2 tens; exchange 20 tens for 2 hundreds. Each exchange preserves value.

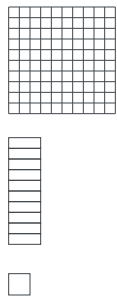
Combine tens: $90 + 90 + 90 = 270$. Combine ones: $9 + 9 + 9 = 27$. Total: $270 + 27 = 297$. Before exchange: 27 tens and 27 ones. Exchange 20 ones for 2 tens; then exchange 20 tens for 2 hundreds. After: 2 hundreds, 9 tens, 7 ones. Grouping method: $(99 + 99) + 99 = 198 + 99 = 297$. Changing grouping does not change which quantities are added. Reordering also gives $(99 + 99) + 99 = 198 + 99 = 297$.

REUSABLE STUDENT SUPPORT

Base-ten tools and thinking mat

A small square is 1. A rod is 10. A flat is 100. Ten of one unit can be exchanged for one of the next unit.

Unit reference: 100, 10, 1



Hundreds	Tens	Ones

Draw an open number line. Label a start, an end and the value of each jump.

TEACHER GUIDE

Warm-up teaching script

0-1 min | Invite

Say: "Today we will add two or three two-digit numbers using place value." Ask learners what each digit counts. Keep worked keys out of view.

1-2 min | Launch

Use M01 and O01. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

2-4 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

4-6 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

6-7 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

7-8 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O01. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

I Do teaching script

0-1 min | Invite

Say: "Today we will use changing order and grouping in addition to make useful combinations." Ask learners what each digit counts. Keep worked keys out of view.

1-3 min | Launch

Use M05 and O05. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

3-7 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

7-9 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

9-11 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

11-12 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O05. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

We Do teaching script

0-1 min | Invite

Say: "Today we will explain exchanges and connect a model to equations." Ask learners what each digit counts. Keep worked keys out of view.

1-3 min | Launch

Use M09 and O09. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

3-7 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

7-11 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

11-13 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

13-15 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O09. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

Collaborative practice teaching script

0-1 min | Invite

Say: "Today we will add two or three two-digit numbers using place value." Ask learners what each digit counts. Keep worked keys out of view.

1-3 min | Launch

Use M14 and O14. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

3-6 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

6-9 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

9-11 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

11-13 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O14. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

Independent practice teaching script

0-1 min | Invite

Say: "Today we will use changing order and grouping in addition to make useful combinations." Ask learners what each digit counts. Keep worked keys out of view.

1-3 min | Launch

Use M19 and O19. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

3-8 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

8-12 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

12-15 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

15-17 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O19. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

Small-group reteach teaching script

0-1 min | Invite

Say: "Today we will explain exchanges and connect a model to equations." Ask learners what each digit counts. Keep worked keys out of view.

1-2 min | Launch

Use M24 and O24. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

2-5 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

5-7 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

7-9 min | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

9-10 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O24. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

TEACHER GUIDE

Exit ticket teaching script

0-1 min | Invite

Say: "Today we will add two or three two-digit numbers using place value." Ask learners what each digit counts. Keep worked keys out of view.

1-2 min | Launch

Use M28 and O28. Ask the learner to choose a strategy before computing. Ask: "What about these numbers makes your strategy useful?"

2-3 min | Model or observe

During I Do, think aloud using the worked model. During We Do, invite learners to supply each step. In independent and exit work, observe silently and defer instruction until the response is recorded. In partner practice, each learner records a separate solution; partners compare afterward.

3-4 min | Discuss

Say: "Point to a part of your drawing and the written step it represents. What stayed the same when you exchanged units?" Ask a partner to restate the explanation and check every unit.

After evidence | Respond

If digits are concatenated, count the value of the units. Build ten ones, exchange for one ten, and compare the total before and after. For subtraction, exchange before removing units; never remove more units than are present.

4-5 min | Record and extend

Record computation, model, explanation, strategy choice and supports for O28. Use another item from this section only when needed. Extension: invent a different expression that makes the same strategy useful; solve it and justify the match.

STUDENT • WARM-UP

Practice choices 1-2

M01 What is $18 + 36 + 60$?

- A. 124
- B. 14
- C. 113
- D. 114

Choose one. Be ready to explain your thinking.

M02 What is $65 + 29 + 67$?

- A. 162
- B. 171
- C. 181
- D. 161

Choose one. Be ready to explain your thinking.

STUDENT PERFORMANCE

001 | Warm-up

Find $49 + 70 + 86$. Draw a place-value model with exchanges. Write a grouping or reordering method. Explain why the total stays the same.

Model: show units and exchanges

Written method: connect each step to the model

Explain why your work preserves the value. Write a related equation or grouping that checks your result.

STUDENT PERFORMANCE

002 | Warm-up

Find $60 + 60$. Draw a place-value model with exchanges. Write a grouping or reordering method. Explain why the total stays the same.

Model: show units and exchanges

Written method: connect each step to the model

Explain why your work preserves the value. Write a related equation or grouping that checks your result.

TEACHER ONLY

Choice keys 1-5

M01: D. 114

Combine tens: $10 + 30 + 60 = 100$. Combine ones: $8 + 6 + 0 = 14$. Total: $100 + 14 = 114$.

Before exchange: 10 tens and 14 ones. Exchange 10 ones for 1 ten; then exchange 10 tens for 1 hundred. After: 1 hundred, 1 ten, 4 ones. Grouping method: $(18 + 36) + 60 = 54 + 60 = 114$.

Changing grouping does not change which quantities are added. Reordering also gives $(18 + 60) + 36 = 78 + 36 = 114$.

M02: D. 161

Combine tens: $60 + 20 + 60 = 140$. Combine ones: $5 + 9 + 7 = 21$. Total: $140 + 21 = 161$.

Before exchange: 14 tens and 21 ones. Exchange 20 ones for 2 tens; then exchange 10 tens for 1 hundred. After: 1 hundred, 6 tens, 1 one. Grouping method: $(65 + 29) + 67 = 94 + 67 = 161$.

Changing grouping does not change which quantities are added. Reordering also gives $(65 + 67) + 29 = 132 + 29 = 161$.

M03: A. 95

Combine tens: $60 + 30 = 90$. Combine ones: $4 + 1 = 5$. Total: $90 + 5 = 95$. Before exchange: 9

tens and 5 ones. Exchange 0 ones for 0 tens; then exchange 0 tens for 0 hundreds. After: 0

hundreds, 9 tens, 5 ones. Grouping method: $(64 + 31) = 95$. Changing grouping does not change which quantities are added.

M04: C. 138

Combine tens: $50 + 80 = 130$. Combine ones: $8 + 0 = 8$. Total: $130 + 8 = 138$. Before exchange:

13 tens and 8 ones. Exchange 0 ones for 0 tens; then exchange 10 tens for 1 hundred. After: 1

hundred, 3 tens, 8 ones. Grouping method: $(58 + 80) = 138$. Changing grouping does not change which quantities are added.

M05: A. 152

Combine tens: $70 + 60 + 10 = 140$. Combine ones: $5 + 7 + 0 = 12$. Total: $140 + 12 = 152$.

Before exchange: 14 tens and 12 ones. Exchange 10 ones for 1 ten; then exchange 10 tens for 1 hundred. After: 1 hundred, 5 tens, 2 ones. Grouping method: $(75 + 67) + 10 = 142 + 10 = 152$.

Changing grouping does not change which quantities are added. Reordering also gives $(75 + 10) + 67 = 85 + 67 = 152$.