

Computational Fluency

Knowledge + Fluency of Math Facts

Adding 2-Digit #s

Objective

*Add two-digit numbers with and without regrouping

[NS4-12](#) and [NS4-13](#)

Complete all OR a selection of the following activities

Warm-up: Grouping and Regrouping?

Create examples of numbers (grouped and ungrouped) built using base 10 blocks. Which numbers have been grouped together? Which numbers can be added together without regrouping? Which numbers can be added together with regrouping?

How does regrouping help understand what happens when you add two numbers together?

Teaching Activity A: Base 10 adding

Instructions

- Model adding two four digit numbers together using base 10 blocks. First, make the numbers with the blocks, then add them together.
- Example without regrouping: $2344 + 1321$
- Example with regrouping: $2676 + 3987$

How is regrouping like overflowing?

Teaching Activity B: Quick regrouping visualization

This task involves deciding if an addition problem will require regrouping. Sort these problems into two piles: regrouping + no regrouping needed. Solve to check. Did any surprise you?

Examples: $45 + 22$ $67 + 34$ $91 + 99$ $102 + 77$ $1393 + 698$

Real-Life Anchoring: Math in the World and Life

Scenario: You are an apple farmer, filling baskets to take to be juiced. Each basket fits 10 apples and makes $\frac{1}{2}$ a cup of juice. Each crate fits 10 baskets. You have 89 baskets of apples and 3 crates. How many apples are you taking to juice? How do you know? How many cups of juice will you bring home? Draw to explain your adding strategies.

Exploration Stations: Playing with Math

Collaborative adding

In partners or a small group, each student starts with a small number (fingers, a pocketful of pebbles, a bouquet of fallen autumn leaves). Offer your small number of items to the group. Work to find the total together.

Card game: War

Design a set of cards with numbers between 50 and 9000. Divide the cards between two people. Each person turns over a card at a time. Decide if the numbers need regrouping or if they can be added without. Bonus points for adding in your mind!

The Loose Parts Market

Add collections of loose parts together as if you are selling at a Loose Parts Market. Your loose parts collection might include marbles, buttons, dice, wooden blocks, pompoms, popsicle sticks... Keep track of your adding on a record sheet or in your math journal.

Questions for Understanding: Perspective-taking and application

- ☐ When you add 2686 and 1855, in which place do you think you might need to regroup? Why?

- ☐ Can two numbers have a sum that causes regrouping in the hundreds but not in the tens? What would be an example of this? Why would this happen?
 - ☐ Think of two numbers that, when added, cause regrouping in **every** place? (ones, tens, hundreds, thousands)
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Wrap-Up Reflection: Learning into life

- ☐ How does adding bring numbers together?
 - ☐ How does regrouping help understand what happens when you add two numbers together?
 - ☐ How is regrouping like overflowing?
 - ☐ What is something in the world or in your life that needs more regrouping?
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Extend Learning: Creative Invitation

Write a story about two groups of things/people/plants/animals coming together and needing to regroup in order to make sense of each other. How could you express your story? As a shadow puppet scene, a dance, a poem, a ceremony?

JUMP Math 4.1 Lessons

Add two-digit numbers with and without regrouping [NS4-12](#) and [NS4-13](#)

Lesson co-created by Open AI (2025), [Aiden Cinnamon Tea, Chat GPT 4.5], Jump Math Teacher Resources and Laura Mann @ NIDES, June 2025, edited March 2026.