

# IXL Chapter 4 Student Log

Name: \_\_\_\_\_

**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

G.2	G.3	G.4	G.5	G.7	G.8
G.12	H.2	H.3	H.4	H.5	H.7
H.8	H.12	L.6	L.7	L.9	L.11

**2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.

G.13
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**NBT.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.

I.2	I.3	I.4	I.5	I.6	I.7	J.2
J.3	J.4	J.5	J.6	J.7	M.7	M.8

**2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

K.1	K.2	K.3	K.5
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**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

S.3	S.8
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**2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.

A.4
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**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

B.1	E.3	E.5	E.6	E.9	E.10	E.11
E.12	E.13	E.14	E.15	F.3	F.5	F.6
F.9	F.10	F.11	F.12	F.13	G.6	G.9
G.10	G.11	G.12	G.14	H.6	H.9	H.10
H.11	H.12	L.3	L.4	L.5	L.6	L.9
L.11	L.13					