2 Module 6

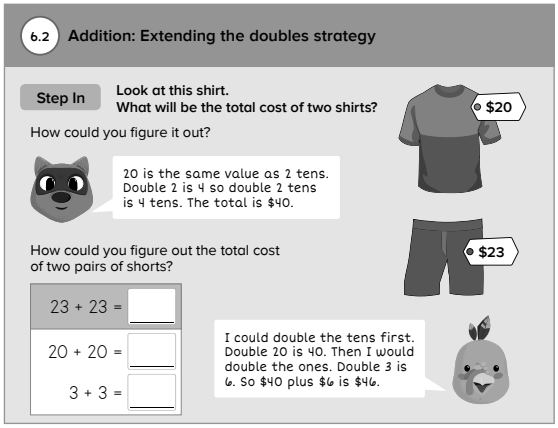
ORIGO STEPPING STONES 2.0

Core Focus

- Addition: Using the doubles strategy to add two-digit numbers, and exploring the associative property and composing tens and hundreds
- Data: Introducing bar graphs and reviewing picture graphs

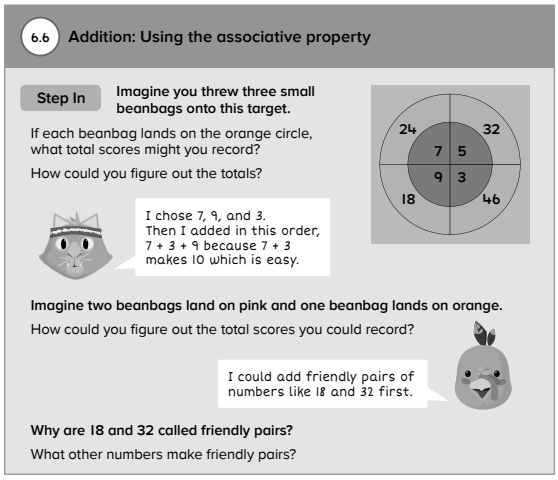
Addition

- Students extend the use-doubles strategy to adding two-digit numbers (e.g. *see* 22 + 20 and *think* double 20 + 2).



In this lesson, students use doubles and near-doubles to solve addition problems.

- When students add three or more numbers mentally, it helps to think about pairs of numbers that add up to ten, or multiples of ten. These pairs are called *friendly numbers*. To find the total of 3 + 5 + 7, students might add the 3 and 7 first to make 10, then add the 5 to make 15.



In this lesson, students use the associative property of addition to make adding easier.

Ideas for Home

- Build numbers using small objects (e.g. toothpicks). Each toothpick represents 1, ten toothpicks wrapped with a rubber band represents 10, and a collection of ten sets of ten in a paper cup represents 100.

Glossary

- The **associative property** of addition means numbers can be added in any order without changing the result.

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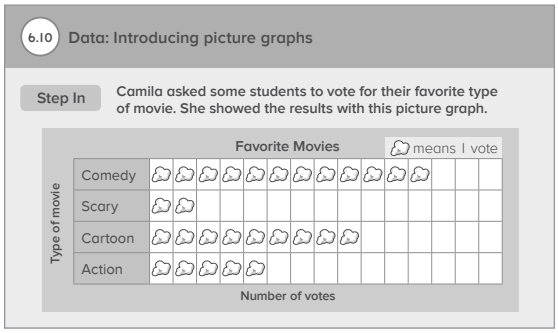
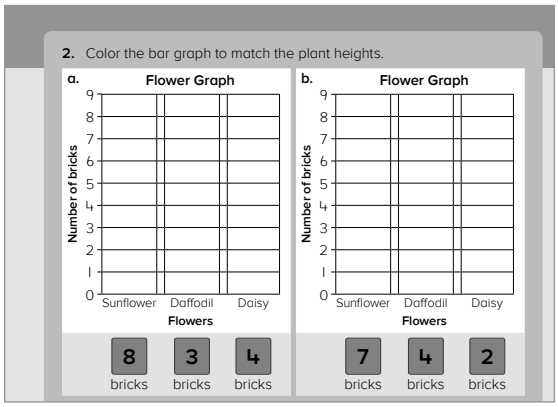
Data

- Students build on learning from Grade 1 to review different representations for data, including picture graphs (as shown below), bar graphs, and tally charts.
- Students consider different categories for sorting everyday objects. Buttons, for example, might be sorted by color, size, shape, or the number of holes.
- After items are sorted into categories, students record the sorting in a data display (either picture graph or bar graph). They then interpret the data by comparing the lengths of the bars to determine which category had the greatest number of objects (buttons).



In this lesson, students collect data and display the results in a one-to-one picture graph.



In this lesson, students color bar graphs to match data.

Ideas for Home

- Accompany your child while they collect data on everyday subjects, like pets in the neighborhood (by color and pattern), cars in the parking lot (by color), or the types of books friends and family like to read. Ask your child to decide which type of graph would be best to display the data.
- Does your child have a favorite collection of items such as trading cards, seashells, or small toys? Ask your child to sort their collection one way and then ask if there is another way the items could be sorted.