2 Module 5

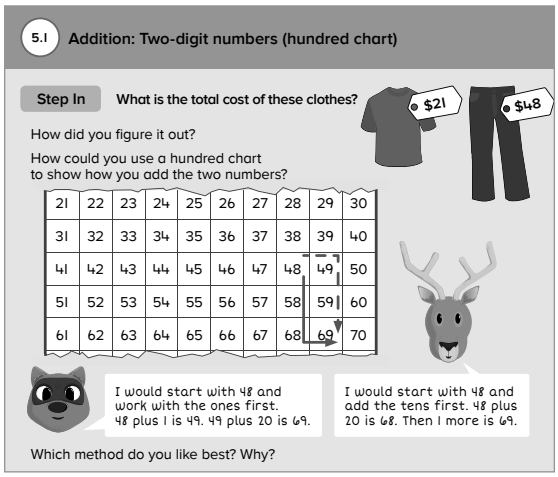
ORIGO STEPPING STONES 2.0

Core Focus

- Addition: Bridging tens and bridging hundreds with two-digit numbers
- Subtraction: Reviewing strategies and writing fact families

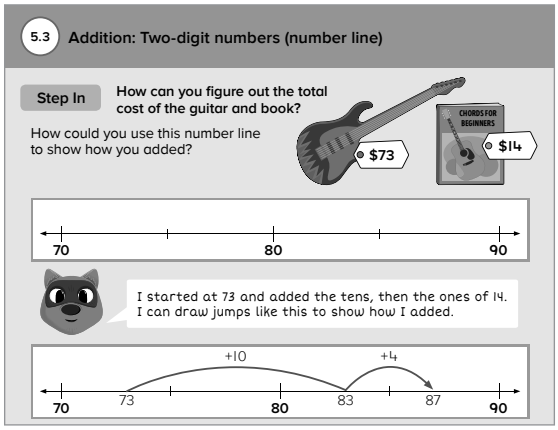
Addition

- A place-value strategy is used to add two-digit numbers. Students start with the greater number and add the parts of the lesser number. For example, *see* 35 + 21 and *think* 35 + 20 + 1, or 35 + 1 + 20.
- A hundred chart and a number line are used to make their thinking visible.



In this lesson, students make jumps of ten and one on a hundred chart to add two-digit numbers.

- Students also use a number line to add. They begin with the greater number and add the parts of the other number by making jumps of tens and ones.
- Students use a variety of strategies when using the number line. They *see* 43 + 25 and *think* 43 + 20 + 5, or they may *think* 43 + 10 + 10 + 5. Likewise, they may *think* 63 + 5, or 63 + 2 + 3.



In this lesson, students use a number line to show their thinking when adding two-digit numbers.

Ideas for Home

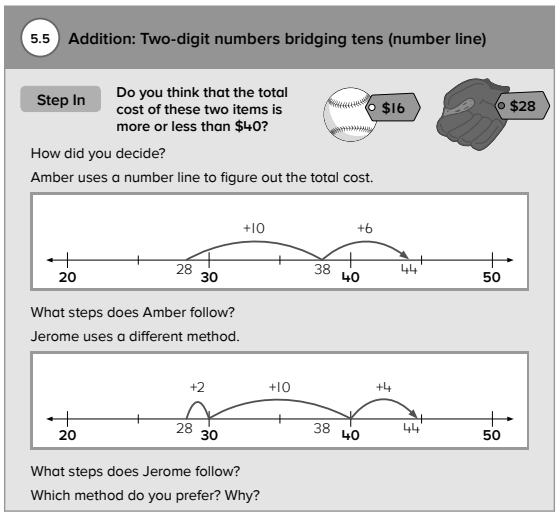
- Children already enjoy counting by tens starting at 10 (20, 30 ...). Ask your child to count by tens starting from other numbers. E.g. count by tens starting from 23 (33, 43, 53 ...).

Helpful video

View these short one-minute videos to see these ideas in action.

www.bit.ly/O1_7
www.bit.ly/O1_2

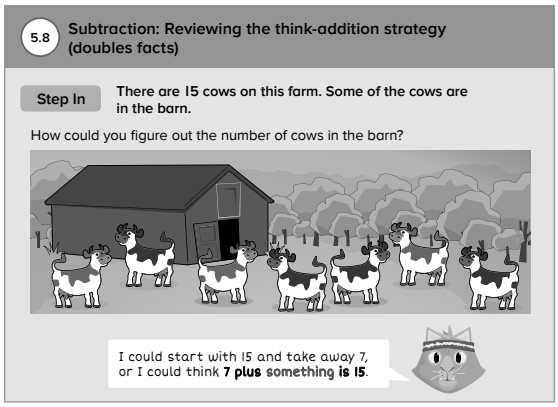
- Base-10 blocks and number lines are used to make thinking visible.



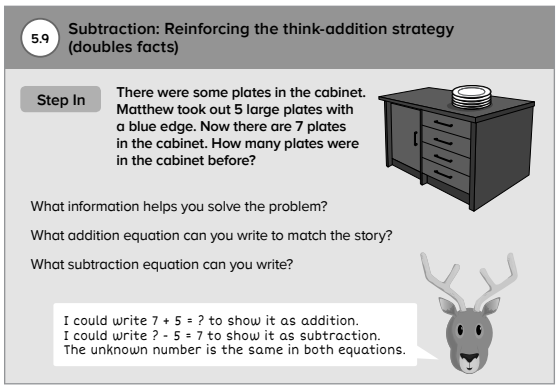
In this lesson, students break one or both numbers into tens and ones.

Subtraction

- Students review writing related doubles and near-doubles addition and subtraction facts.



- Students determine the total or part in an unknown-addend problem and write the two addition and two related subtraction facts to match.



Ideas for Home

- Name a quantity under 20 and tell your child one part. Ask them to name the other part and explain how they know. E.g. say "My number is 15 and one part is 9. What is the other part?"