

Grade 2 Module 1

Tips for Families

Key Concepts Overview

Focus TEKS: **2.4A, 2.4B, 2.4C, 2.7C**

The focus of Module 1 is to develop fluency as students add and subtract numbers up to 100 using place value understanding, properties of operations, and the relationship between addition and subtraction. Your student will:

- ☐ Review and build upon familiar skills from Kindergarten and Grade 1 such as breaking apart a total, identifying partners to 10, and adding ten plus facts.
- ☐ Use number bonds to **make a ten** when adding numbers up to 100 and **take from ten** when subtracting numbers up to 100 to make simpler problems.

You can use the checklist above to help monitor your student’s progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

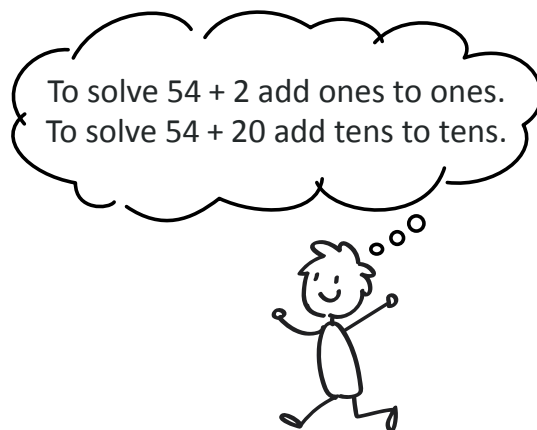
Additional Ways to Help at Home

- If your student would benefit from using concrete objects for support, provide pennies (or other counters) to help him break apart numbers. The use of fingers is also encouraged!
- When completing homework, encourage your student to explain how she knows the correct answer. For example, “I know that $10 - 7 = 3$, so that means $10 - 3 = 7$. Three and seven are parts and 10 is the total.”
- Practice counting the Say Ten way. Say a two-digit number (e.g., 23 or 37), and ask your student to repeat it the Say Ten way (2 tens 3; 3 tens 7). For fun, invite your student to say some numbers for you to repeat the Say Ten way.
- Help your student practice saying addition sentences for teen numbers when one addend is 10. Alternate between the regular way and the Say Ten way. For example, you say “ten 2”, and your student will say “ $10 + 2 = 12$.” Alternatively, you say “thirteen”, and your student will say “ $10 + 3 = 13$.”
- Encourage your student to explain one strategy he can use to solve a problem. For example, “I know that $61 + 20 = 81$ because 20 is 2 tens. I started with 61 and I counted on 2 tens: 61, 71, 81.”
- Play the “Make the Next Ten” game with your student. Player A calls out a number (e.g., 28). Player B tells how many ones are needed to make the next ten, and then says the number sentence (2; $28 + 2 = 30$).
- Play the “Take out 10” game with your student. Player A calls out a number (e.g., 67). Player B takes out 10, states the remaining part (57), and provides a related number sentence ($67 - 10 = 57$, or $57 + 10 = 67$).

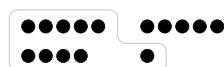


Terms

Like units: units that are the same



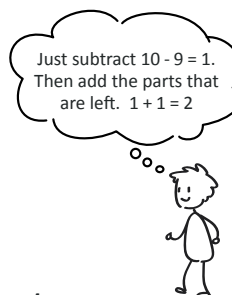
Make ten and take from ten: Make ten is an addition strategy where you decompose one of the addends to make a unit of ten with the other addend. Take from ten is a subtraction strategy where you subtract a number from a unit of ten.



$$\begin{array}{r}
 9 + 6 = 15 \\
 \swarrow \searrow \\
 1 \quad 5 \\
 9 + 1 = 10 \\
 10 + 5 = 15 \\
 \text{make ten}
 \end{array}$$



$$\begin{array}{r}
 11 - 9 = 2 \\
 \swarrow \searrow \\
 1 \quad 10 \\
 10 - 9 = 1 \\
 1 + 1 = 2 \\
 \text{take from ten}
 \end{array}$$



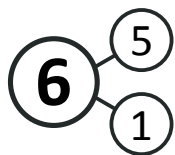
Say Ten counting: a way of counting; say the number of tens and ones. Say Ten counting can also include hundreds; for example: 12 tens 3 or 1 hundred 2 tens 3 for 123.

Regular	Say Ten
fifty-one	5 tens 1
sixty-seven	6 tens 7
seventy-five	7 tens 5
eighty-four	8 tens 4
ninety-five	9 tens 5



Models

Number Bond



5-Group Column



Quick Ten and Ones (vertical line representing a unit of ten)



Place Value Chart

(a labeled chart used to organize units according to place value)

tens	ones

