

Grade 2 Module 6

Tips for Families

Key Concepts Overview

Focus TEKS: **2.6A, 2.6B, 2.7A, 2.9F**

In Module 6, students develop foundational understanding of multiplication and division. They also begin to build an understanding of area and the meaning of even and odd numbers. Your student will:

- ☐ Create equal groups using objects and drawings.
- ☐ Write **repeated addition** sentences to match drawings of equal groups.
- ☐ Draw strip diagrams to represent equal groups.
- ☐ Use equal groups to create **arrays** and describe the arrays in terms of **rows** and **columns**.
- ☐ Use arrays and strip diagrams to model and solve word problems.
- ☐ Use drawings and a number line to show division situations and relate them to **repeated subtraction**.
- ☐ Find the **area** of a rectangle by counting **square units**.
- ☐ Use square tiles and drawings to **compose** and **decompose** rectangular arrays to show equal rows and equal columns.
- ☐ Pair objects and skip-count by twos to investigate **even** and **odd numbers**.

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

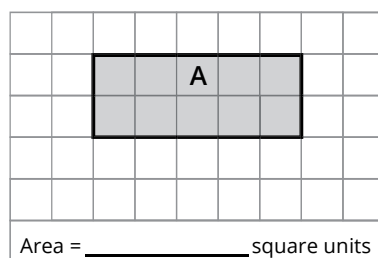
- Encourage your student to skip-count by twos and fives while he washes his hair, gets dressed, or does other daily chores. For example, ask him to start at zero and skip-count by fives up to 50 and then back to zero: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0. If your student shows proficiency of skip-counting by fives, challenge him to skip-count by threes and fours in preparation for Grade 3. To provide support, try starting the skip-counting and then encourage your student to join in.
- Give your student 12 counters (e.g., pennies, buttons). Invite her to form equal groups of counters. Ask, “How many equal groups are there? How many are in each group?” She might say, for example, “There are 2 groups of 6 pennies.” Then challenge her to make equal groups with the same number of pennies in a different configuration (e.g., 6 groups of 2, or 3 groups of 4).
- Look for arrays in your home or community, such as rows or columns of building blocks, cupcakes in a bakery, or windows on a building. Encourage your student to use the words *rows* or *columns* to describe how many are in the array; for example, “I see 4 rows of 3 cupcakes!” For an added challenge, invite your student to use a repeated addition equation to describe the array (e.g., $3 + 3 + 3 + 3 = 12$).



- Give your student up to 20 counters, such as pennies or beans. Invite him to arrange a given number of counters (e.g., 7 counters) in as many pairs as possible to determine whether the total number is even or odd. Ask your student to share his reasoning. For example, “The number 7 is not even because there’s a penny left over when I make pairs.”
- Practice Happy Counting with your student. Point up (to count up) or down (to count down) repeatedly and rhythmically to help your student practice skip-counting by twos or fives in a fun and energetic way. Consider Happy Counting by threes or fours when your student is ready for a bigger challenge.
- To prepare your student for working with money in Module 7, play the game “Coin Drop” with her. Gather 10 dimes and 30 pennies and a metal or plastic container. Invite your student to watch, listen carefully, and count mentally as you drop a certain number of pennies, one at a time, into the container. Increase the complexity for your student by dropping dimes and then a combination of dimes and pennies. After each round, ask, “How much money is in the can?” Count together to confirm the total.

Terms

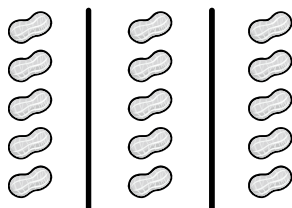
Area: (*Área*): the amount of two-dimensional space in a bounded region



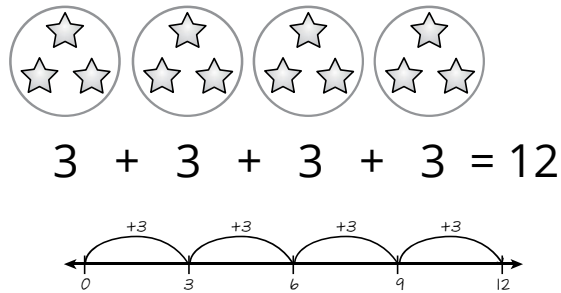
Array: an arrangement of objects in rows and columns



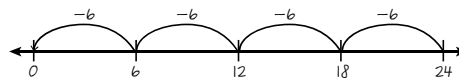
Columns (*Columnas*): the vertical groups in a rectangular array



Repeated addition: to add the same number over and over (e.g., $2 + 2 + 2$)



Repeated subtraction: to take away the same amount over and over again until you get to zero



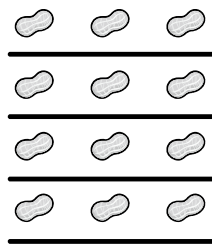
$$24 - 6 = 18$$

$$18 - 6 = 12$$

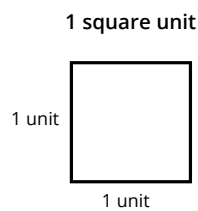
$$12 - 6 = 6$$

$$6 - 6 = 0$$

Rows: the horizontal groups in a rectangular array



Square unit: a unit of area—specifically square centimeters, square inches, square feet, and square meters



Models

Area Model (*Modelo de área*)

