



MATH NEWS



2nd Grade Unit 1

Volume 1

1st 9 Weeks

Math Parent Letter

Welcome back! We hope you had a fun and restful summer. We are so excited to begin a new year, and see your child's mathematical knowledge grow. This newsletter is designed to give parents and students a better understanding of the math concepts found in the Georgia Standards of Excellence. We look forward to teaching your child and helping them master these standards.

UNIT 1 GOALS:

- Add & subtract within 20 using mental strategies.
- Solve addition & subtraction word problems to 20.
- Organize, represent, and interpret data in picture graphs.
- Recognize coins.

WORDS TO KNOW:

- Add-** to combine; put together two or more quantities.
Commutative property for addition- changing the order of the addends does not change the sum.
Difference- the result when one number is subtracted from another.
Fluently- accuracy (correct answer), efficient (within 4-5 seconds).
Subtract- take away.
Unknowns- the part of the problem that is not known.

STRATEGIES TO USE:

1. Use doubles, doubles plus 1 or doubles minus 1.
2. Use Think Addition to solve subtraction.
3. Looking for combinations of ten.
4. Make a ten.
5. Decomposing a number leading to a ten.

Use doubles or doubles + 1 or - 1:

When presented with a problem, students think of doubles facts that are close.

Example:

$8 + 9 = \underline{\quad}$
I know $8 + 8$ is 16.
9 is 1 more than 8.

Use Think Addition to solve subtraction:

Students think of the related addition fact when presented with a subtraction problem.

$13 - 9 = ?$

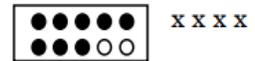
I know that 9 plus 4 equals 13. So 13 minus 9 equals 4.

Looking for combinations of ten:

When presented with a problem, students notice numbers that make a friendly ten.

$8 + 2 + 4 = \underline{\quad}$
I know $8 + 2 = 10$. Then I add $10 + 4$.
So $8 + 2 + 4 = 14$.

$$\begin{array}{c} 10 \\ \swarrow \quad \searrow \\ 8 \quad + \quad 2 \end{array} + 4 = 14$$



Make a Ten

When presented with a problem, students notice numbers that make a friendly ten.

$$\begin{array}{c} 9 + 5 = \\ \quad \swarrow \quad \searrow \\ \quad 1 \quad 4 \\ 9 + 1 = 10 \\ 10 + 4 = 14 \end{array}$$

Decomposing a number leading to a ten:

$15 - 8 = \underline{\quad}$
I know 8 can be decomposed into 5 and 3.
I can easily take 5 from 15.
Now I have $10 - 3$.
 $10 - 3 = 7$, so $15 - 8 = 7$.

Ask your child,

“What strategy did you use?” Expect them to be able to explain their thinking.

Students will continue to solve a variety of addition and subtraction situations. In this unit, we will be focusing on story problems using numbers within 20.

Examples:

John has 14 fish. Sally has 6 fish. How many more fish does John have than Sally?

$$14 - 6 = \underline{\quad} \text{ fish more than Sally.}$$

John has 14 fish. Sally has some fish. Together they have 20 fish. How many fish does Sally have?

$$14 + \underline{\quad} = 20 \text{ fish altogether}$$

Students will organize, represent, and interpret data with up to four categories.

Favorite Ice Cream Flavor						
Chocolate						
Vanilla						
Strawberry						
Cherry						
	1	2	3	4	5	6

Addition and Subtraction Situations

Add to Result Unknown
Join

Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now?
 $2 + 3 = ?$

Take from Result Unknown
Separate

Five apples were on the table. I ate two apples. How many apples are on the table now?
 $5 - 2 = ?$

Put Together/Take Apart
Part-Whole

Three red apples and two green apples are on the table. How many apples are on the table?
 $3 + 2 = ?$

Put Together/Take Apart
Total Unknown
Part-Whole

Grandma has five flowers. How many can she put in her red vase and how many in her blue vase?
 $5 = 0 + 5, 5 = 5 + 0$
 $5 = 1 + 4, 5 = 4 + 1$
 $5 = 2 + 3, 5 = 3 + 2$

Add to Change Unknown
Join

Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two?
 $2 + ? = 5$

Take from Change Unknown
Separate

Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?
 $5 - ? = 3$

Put Together/Take Apart
Addend Unknown
Part-Whole

Five apples are on the table. Three are red and the rest are green. How many apples are green?
 $3 + ? = 5, 5 - 3 = ?$

Compare
Difference Unknown

("How many more?" version):
Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?
 $2 + ? = 5, 5 - 2 = ?$

Coins

Students will be working with coins in word problems.

			
Penny	Nickel	Dime	Quarter
1¢	5¢	10¢	25¢

Video Links

Addition Videos:

<http://hcbemathk-5.weebly.com/addition-strategy-videos.html>

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