MATH NEWS

Grade 2, Module 5, Topic B 2014-2015

2nd Grade Math

Module 5: Strategies for Composing 10's and 100's to 1000

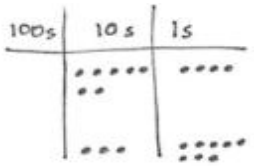
Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers strategies for composing tens and hundreds within 1,000. This newsletter will discuss Module 5, Topic B.

Words to Know:

Mental Math- Calculations that are done in a student's head without the guidance of pencil and paper, calculators or other aids.

Chip Model- Each dot represents 1 unit of the column that it is in.



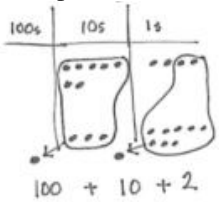
Place Value Chart

Place Value Chart with Headings (use with numbers)

hundreds	tens	ones
7	2	6

Place value determines the value of the position of each digit.
6 tens = 60
3 ones= 3

Bundle, unbundle, regroup, rename, change (compose or decompose a 10 or 100)



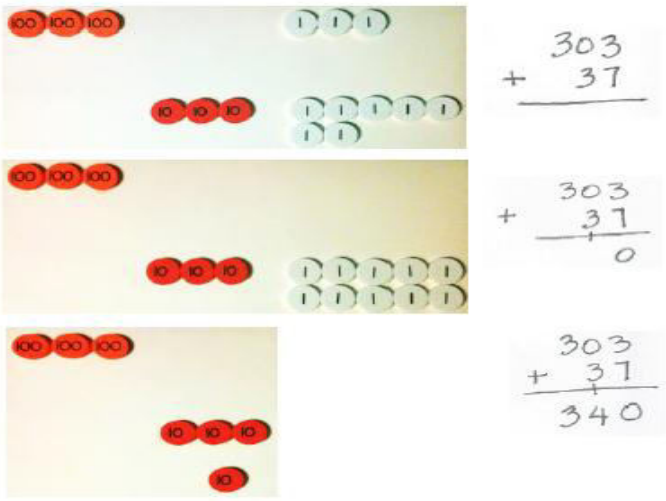
Objectives of Topic B

1. Relate manipulative representations to the addition algorithm.
2. Use math drawings to represent additions with up two compositions and relate drawings to the addition algorithm.
3. Choose and explain solution strategies and record with a written addition method.

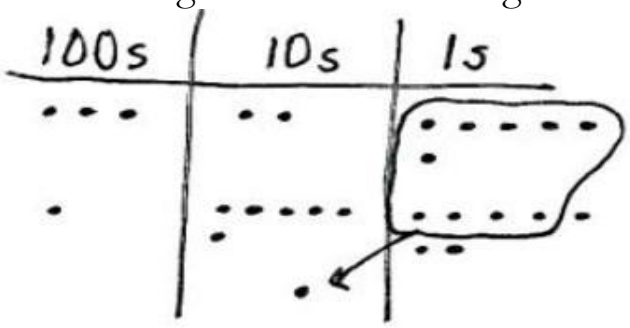
Focus Area Topic B:
Add and subtract within 1000

Having worked with manipulatives to compose 10 ones as 1 ten, and 10 tens as 1 hundred, students now compose 10 hundreds to 1000. They use place value language to explain when they make a new thousand and to express the action and physically exchange 10 ones for 1 ten and 10 tens for 1 hundred, as needed. They record each change in the written vertical method, step by step. Students move from concrete conception to pictorial representation as they draw chip models to represent addition within 1,000. As they did with the manipulatives, students record each action in their drawings step by step on the algorithm.

Students relate each action on the place value chart to the written vertical method for addition.



Students use math drawings to represent additions with up to two compositions and relate drawings to the addition algorithm



$$\begin{array}{r} 326 \\ +\ 167 \\ \hline 493 \end{array}$$

Students choose and explain solution strategies and record with a written addition method.

I used mental math (arrow method) and what I know about place value. I started at 374, and then in my head I counted on 2 more hundreds. So, I had 574. Then I added a ten, and I had 584.