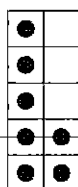


Introducing Addition

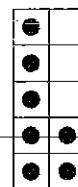
In Unit 2, your child begins learning strategies for solving addition problems. Children create a class “Strategy Wall” that lists all the strategies they learn and practice. Strategies covered in this unit include counting on, using the turn-around rule, and using pairs of numbers that add to 10 (such as 3 and 7, or 9 and 1). Children will continue to learn strategies that help them become fluent with addition within 20 as the year progresses.

An important tool for addition is the ten frame. Ten frames are especially helpful for identifying pairs of numbers that add to 10, as well as for illustrating other facts within 10.



10 frames: 7 dots and 3 blanks

$$7 + 3 = 10$$



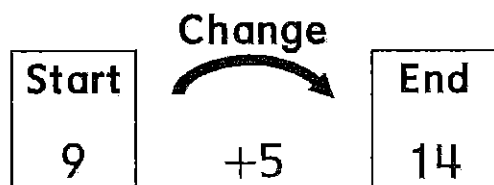
7 dots: 1 full column of 5 dots and 1 column with 2 dots

$$5 + 2 = 7$$

Children also begin modeling number stories using change diagrams to organize information. (See below.) They use numbers and symbols to write number models that represent these problems.

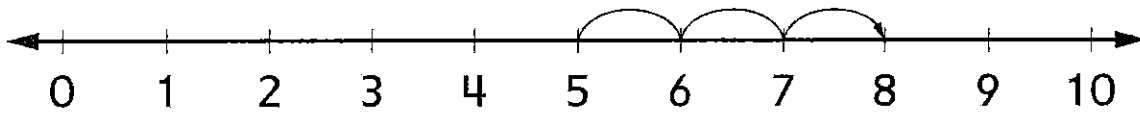
Vocabulary Important terms in Unit 2:

change diagram A diagram used in *Everyday Mathematics* to model situations in which quantities are either increased or decreased. The diagram includes a starting quantity, an ending quantity, and the amount of change.



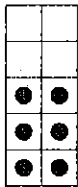
A change diagram for $9 + 5 = 14$

counting on An addition strategy that involves starting with one number being added and counting on the other number. For example, to solve $5 + 3$, start at 5 and count on.



Math Boxes A collection of problems to practice skills.

ten frame An array of 10 squares used to organize small numbers.



Ten frame showing 6

turn-around rule A rule for solving addition problems based on a property of addition. If you know that $6 + 8 = 14$, then, by the turn-around rule, you also know that $8 + 6 = 14$.

unit box A box displaying the unit for numbers. For example, in a problem that involves the number of children in a classroom, the unit box would show the word *children*.

Unit

children

Do-Anytime Activities

To work with your child on concepts taught in this unit and in Unit 1, try these activities:

1. Select a number less than 10. Have your child name the other number needed to make a sum of 10. For example, if you say 7, your child should say 3.
2. Create number stories together and solve them using a change diagram or a number grid. For example, "Carrie had 14 stickers. She gave 3 of them to her friends. How many stickers does Carrie have now?"

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Counting back from 14

3. Make up number stories and number models together for everyday events. For example, when riding in the car, count things you see and make up stories such as: "I saw 3 red cars. Then I saw 2 blue cars. How many cars did I see in all? $3 + 2 = ?$ "

Building Skills through Games

Your child will play these games and others in Unit 2.

High Roller

Players roll two dice. They keep the die with the greater number (the high roll) and then reroll the other die. They count on from the high roll to get the sum of the two dice.

Penny Plate

Players begin with a specified number of pennies, usually 10. One player hides some of the pennies under the plate. The other player counts the visible pennies and guesses how many pennies are hidden using knowledge of numbers that add to 10.

Roll and Total

Players roll a pair of dice: one dot die and one labeled with the numerals 3 through 8. They find the sum and record the result.

Ten-Frame Top-It

Children compare the numbers of dots on ten-frame cards in this variation of *Top-It*.