

Math Connections for Parents

Grade 2 Module 5

Addition and Subtraction Within 1,000 and Word Problems to 100

Welcome to Second Grade Module 5! In the previous module, students worked on two-digit and three-digit addition and two-digit and three-digit subtraction to 100. In Module 5, students will now work on adding and subtracting within 1,000. Students should begin to think about what strategies they will use and be able to explain why they picked that strategy to use.

Important Words and Concepts

- Bundling: grouping, putting small units together to make a larger one, for example putting 10 ones together to make a ten.
- Renaming: changing, instead of “carrying” or “borrowing”, for example a group of 10 ones is “renamed” a ten when the ones are bundled and moved from the ones to the tens place.
- Difference: answer to a subtraction problem
- Sum: answer to an addition problem
- Algorithm: step by step procedure to solve a problem
- Compose: make 1 larger unit from 10 smaller units
- Decompose: break 1 larger unit into 10 smaller units

Sums and Differences to 20

Students continue to work on mastering addition and subtraction facts from 0-10. Now they will apply that knowledge to adding and subtracting two and three digit numbers. Continue to work toward quick recall of these basic facts with flash cards, apps, or online games.

KEY STANDARDS

- Represent and solve problems involving addition and subtraction, in one and two step word problems
- Add and subtract within 1,000 using place value, drawings and written methods
- Add up to four two-digit numbers
- Mentally add or subtract 10 or 100 to a given number.
- Check subtraction work by adding, and addition work by subtracting
- Explain why addition and subtraction strategies work

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Graphics and Strategies you may see...

Thousands	Hundreds	Tens	Ones

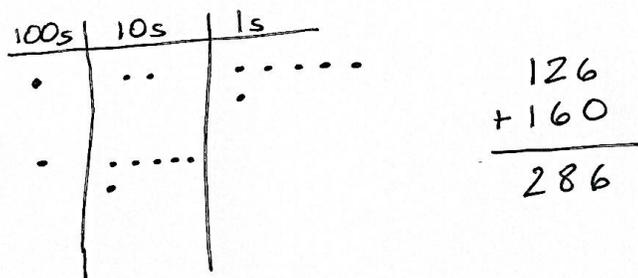


Place value charts will be used throughout to model bundling and renaming groups of ones, tens and hundreds.

Students will also use place value disks to represent numbers and to model bundling and renaming groups of ones, tens and hundreds.

In this module, students are presented with different strategies to solve the problems. By the end of the module, students will choose a strategy and explain why they are using that method to solve.

A **Chip Model** uses a place value chart and circles to model as well as using a traditional method to solve.



Arrow Notation is another strategy to add which has students think about moving along a number line.

$$450 - 250$$

$$450 \xrightarrow{-200} 250 \xrightarrow{-10} 240 \xrightarrow{-40} 200$$

A **Tape Diagram** can show how to simplify a problem before solving.

220 – 190 could be thought of as
230 – 200 = 130

