

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

Unit Name: 2-Digit Addition

Common Core State Standards:

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Essential Vocabulary:

- | | | |
|------------------|---------------|--------------|
| • Addition | • Number Line | • Tens |
| • Groups | • One-Digit | • Tens Frame |
| • Hundreds Chart | • Ones | • Tens Stick |
| • Left-Over(s) | • Strategy | • Two-Digit |

Unit Overview:

First Grade Students use concrete materials, models, drawings and place value strategies to add within 100. They do so by being flexible with numbers as they use the base-ten system to solve problems. The standard algorithm of carrying or borrowing is neither an expectation nor a focus in First Grade. Students use strategies for addition and subtraction in Grades K-3. By the end of Third Grade students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4

Strategies/Skills:

First Grade Students use place value understanding and properties of operations to add and subtract. The students will:

- Use their knowledge of strategies and the place value system to add within 100.
- Explain and justify their thinking using materials, models, and/or drawings.
- Relate their chosen strategy to a writing method.
- Understand that a two-digit number is composed of tens and ones.
- Understand the concept of adding tens and ones separately.
- When adding, compose a ten drawing on their knowledge place value.

Video Support:

Video support can be found on Khan Academy

- <https://www.khanacademy.org/>
 - [Introduction to Place Value](#)

Video support can be found on The YouTube Channel.

- [Add a Two-Digit Number and One-Digit Number](#)
- [Common Core Standard 1.NBT.4](#)
- [Adding a Multiple of 10 to a Two-Digit Number](#)
- [Add a Two-Digit Number with a One-Digit Number with Regrouping](#)

Wake County Public Schools, Unit Overview for Parents

This document should not replace on-going communication between teachers & parents.

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Additional Resources:

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

[NCDPI Additional Resources](#)

- http://www.abcya.com/one_hundred_snowballs.htm
- <https://www.khanacademy.org/math/early-math/cc-early-math-add-sub-topic/cc-early-math-add-subtract-100/e/add-within-100--level-1>
- <http://mathwire.com/strategies/matspv.html>

Questions to Ask When Helping Your Child with Math Homework

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?