



Dear Second Grade Families,

In Unit 4, students will work on the following second grade Common Core standards in the Number and Operations in Base Ten (NBT) domain. Students will build on the addition strategies learned in Unit 3 to add with regrouping.

2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.7	Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

**Unit 4 Concepts:**

- Addition of two-digit numbers
- Addition of three-digit numbers
- Addition Properties

**Commutative Property of Addition**

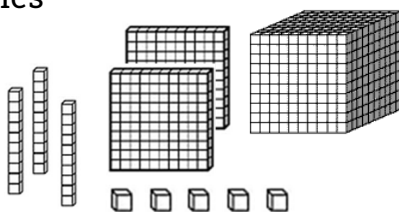
$12 + 5$  is the same as  $5 + 12$

**Associative Property of Addition**

$(2 + 3) + 4$  is the same as  $2 + (3 + 4)$

**Unit 4 Vocabulary:**

- Bundle
- Regroup
- Digit
- Commutative Property of Addition
- Associative Property of Addition
- Addends
- Sum



	Th	H	T	O
		□	□	
+				

Ask questions like these to help your child become a productive mathematical thinker:

- What steps helped you solve the problem?
- What strategies did you use to help solve the problem?
- How do you know your answer is reasonable?
- Show me how you add when you have to regroup. Explain why that make sense.

**Need a review?**

Have your student login to Swun Math to access lesson support videos.

We encourage you to talk with your child daily about what was learned in math class.

Thank you for your support!

# Grade 2 – Unit 4

## Addition with Regrouping Using Addition Strategies

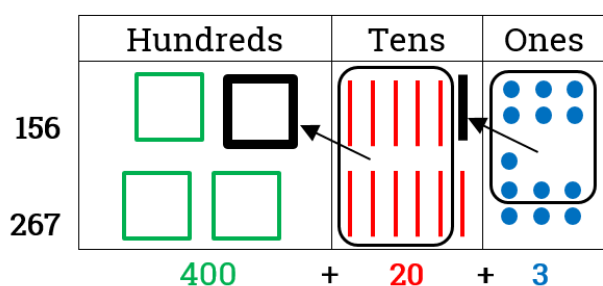


Our focus in this unit is to help students understand what is happening when regrouping with addition. Before we work with the traditional algorithm, students will first build their conceptual understanding of addition with several different strategies and models.

When helping with homework at home, ask your child to show you how they're using these strategies and models to show how they understand what they're adding.

$$156 + 267 = 423$$

### Draw a Picture Strategy



1. Draw pictures of both addends in the base ten chart.
2. Add the cubes in the ones column. If necessary, bundle a group of ten cubes by circling them. Draw a ten rod in the tens column.
3. Add the ten rods in the tens column. If necessary, bundle a group of 10 ten rods by circling them. Draw a hundred square in the hundreds column.
4. Add the hundred squares in the hundreds column.
5. Record the sum.
6. Rewrite the problem in working form and record the sum.

### Place Value Strategy

H	T	O	
100	10		400
100	50	6	20
			+ 3
200	60	7	<hr/>
	120	13	423
400	20	3	

1. Decompose the addends into ones, tens, and hundreds on a place value chart.
2. Add the ones. If necessary, regroup tens to the tens column.
3. Add the tens. If necessary, regroup hundreds to the hundreds column.
4. Add the hundreds.
5. Add the total hundreds, tens, and ones and record the sum.
6. Rewrite in working form and record the sum.

### Working Form

	thousands	hundreds	tens	ones
	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 1	
+		1	5	6
		2	6	7
<hr/>		4	2	3

