

**Homework Helpers**

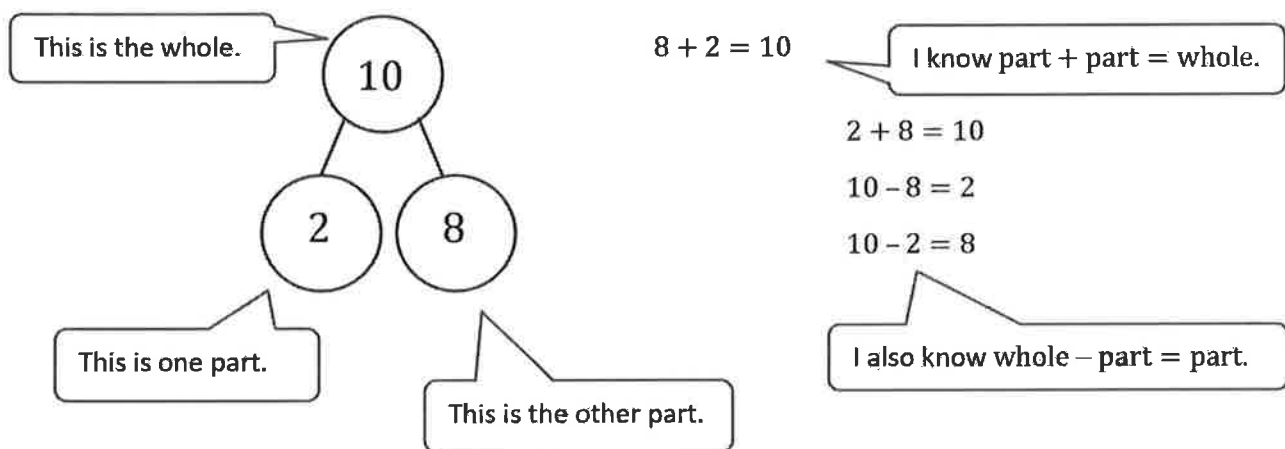
**Grade 2**  
**Module 1**



## G2-M1-Lesson 1

## Fluency Practice

Making ten and adding to ten is foundational to future Grade 2 strategies. Students use a number bond to show the part-whole relationship with numbers.



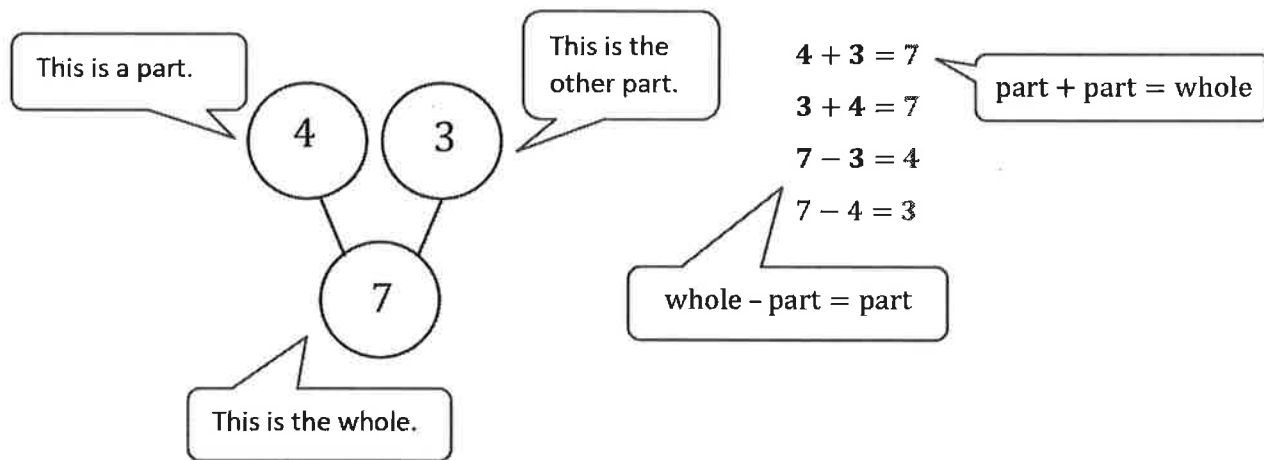
$$10 = 7 + 3$$

I need to be careful when looking at the signs.  
This says 10 *equals*  $7 + \underline{\quad}$ , not 10 *plus*  $7 = \underline{\quad}$ .  
That means 10 is the same as  $7 + 3$ .

## G2-M1-Lesson 2

## Fluency Practice

Making the next ten and adding to a multiple of ten is foundational to future Grade 2 strategies. Students continue to use a number bond to show the part-whole relationship with numbers.



1.  $30 + 6 = 36$

I can add 3 tens and 6 ones to get 36.

2.  $64 = 60 + 4$

I can break apart 64 into tens and ones.  
64 is 6 tens and 4 ones, so  $64 = 60 + 4$ .

3.  $35 = 30 + 5$

I can think 35 is 5 and what?

### G2-M1-Lesson 3

#### Add and Subtract Like Units, Ones, To Solve Problems Within 100

1.  $20 + 7 = 27$

$20 + 7 = \underline{\quad}$

I can think 2 tens + 7 ones = 2 tens 7 ones.

2.  $20 + 70 = 90$

To solve  $20 + 70$  add tens to tens. The units are the same, so I can add them together.

2 tens + 7 tens = 9 tens.

3.  $62 + 3 = 65$

4.  $62 + 30 = 92$

To solve  $62 + 3$  add ones to ones.

6 tens 2 ones + 3 ones = 6 tens 5 ones

To solve  $62 + 30$  add tens to tens.

6 tens 2 ones + 3 tens = 9 tens 2 ones

5. Complete each blank in the table below.

a.  $24 + 5 = \underline{29}$

I can use a related fact to help me solve. I know  $4 + 5 = 9$ , so  $24 + 5 = 29$ .

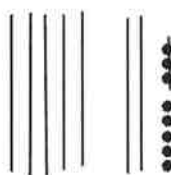
b.  $24 + 50 = \underline{74}$



I can think 2 tens + 5 tens = 7 tens. I can break apart 24 and draw a number bond if I need help seeing the units.

c.  $78 - 3 = \underline{75}$

I can draw tens and ones to help me. Now it is easy to see 8 ones - 3 ones is 5 ones, and the 7 tens did not change.



d.  $78 - 30 = \underline{48}$

## G2-M1-Lesson 4

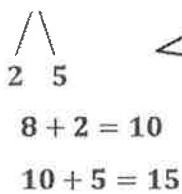
## Making Ten from an Addend of 9, 8, or 7

1.  $9 + 3 = 12$



I can draw 9 circles and 3 Xs to add.  
I see that I made a ten! Now it is easy to add because I know  $10 + 2$  is 12.

2.  $8 + 7 = 15$



I can also solve without a drawing.  
8 is closer to 10 than 7, so I can make 10 with the 8.  
8 needs 2 to make 10, so I can break apart 7 with a number bond to get the 2 out.  
Now I can add 8 and 2 to get 10, and now it is easy to add what is left; 10 and 5 is 15.  
So  $8 + 7$  is 15.

3.  $10 + 2 = 12$

To solve, I can think 10 and what make 12? 10 and 2 make 12.

4.  $9 + 3 = 12$

I know 9 is 1 less than 10, so the answer for  $9 + \_ = 12$  must be 1 more than  $10 + \_ = 12$ .  
So  $9 + 3 = 12$ .

5. Ronnie uses 5 brown bricks and 8 red bricks to build a fort. How many bricks does Ronnie use in all?

$$5 + 8 = 13$$



$$8 + 2 = 10$$

$$10 + 3 = 13$$

I can use this strategy to solve word problems too! I know 2 parts, so I can add to find the whole.

*Ronnie used 13 bricks in all.*

## G2-M1-Lesson 5

## Making the Next Ten

1.  $9 + 3 = 12$



If I need to, I can draw circles and Xs to add.  
I see that I made a ten! Now it is easy to add because I know  $10 + 2$  is 12.

2.  $19 + 3 = 22$



$$19 + 1 = 20$$

$$20 + 2 = 22$$

I know 19 is really close to a ten, 20. It just needs 1 more.  
I can break apart 3 with a number bond to get the 1 out.  
Now I can add 19 and 1 to get 20, and it is easy to add 20 and 2.  
So,  $19 + 3$  is 22.

3.  $38 + 7 = \underline{\quad}$



38 is close to 40. I know  $8 + 2 = 10$ , so 38 needs 2 more to make the next ten.

I can break apart the 7 into 2 and 5 to get 2 out.

In my head, I can add  $38 + 2$  to get 40. Now, I just add what is left,  $40 + 5$  is 45, so  $38 + 7 = 45$ .

4.  $8 + 78 = \underline{\quad}$



$$78 + 2 = 80$$

$$80 + 6 = 86$$

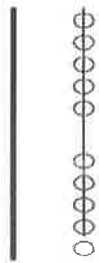
Using this strategy is easy because I:

- Can break apart numbers, like 8 into 6 and 2.
- Know 8 ones need 2 ones to make 10, so  $78 + 2 = 80$ .
- Know how to add tens and some ones, like  $80 + 6$ .



## G2-M1-Lesson 6

1.  $20 - 9 = \underline{11}$



I can draw 20 and show how I will take 9 from a ten.

Now I see 10 and 1 left, which is 11.  
So,  $20 - 9$  is 11.

2.  $30 - 7 = \underline{23}$



$10 - 7 = 3$

$20 + 3 = 23$

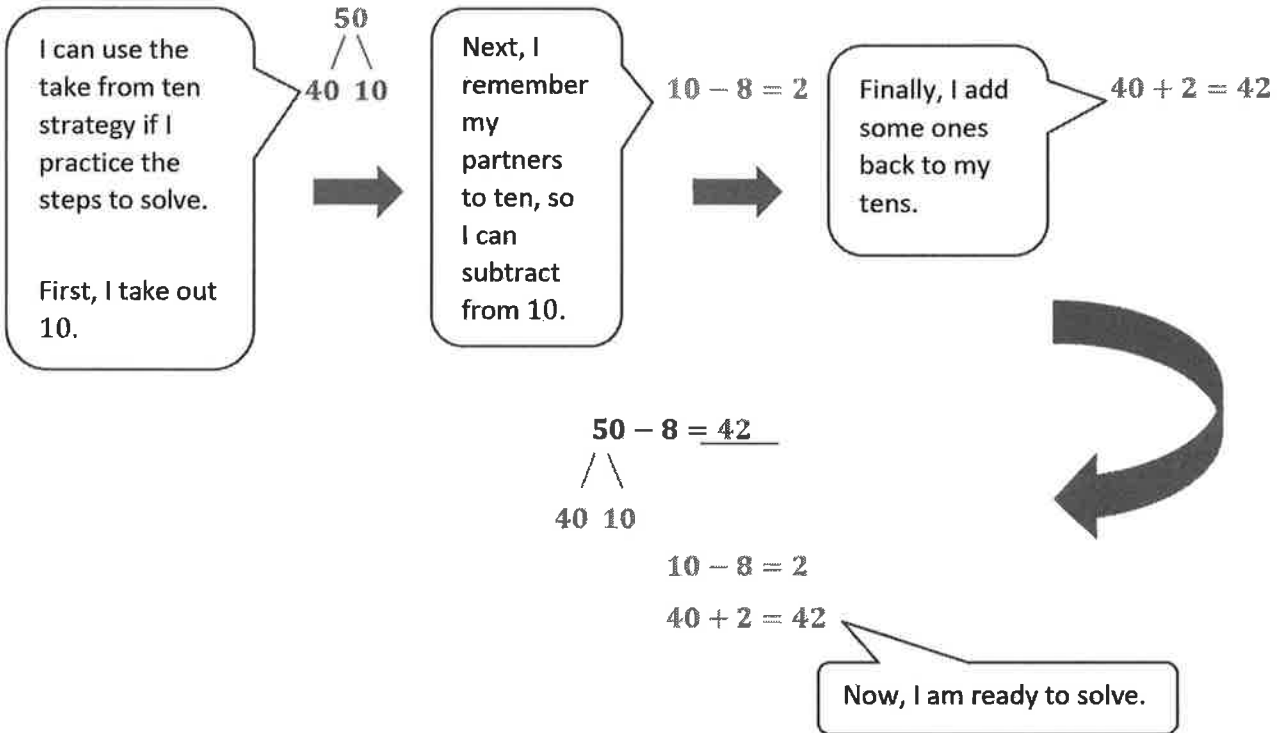
I can solve without drawing, too!

First, I break apart 30 with a number bond to take out 10.

Next, I take 7 from 10. I know from my partners to ten that is 3.

$20 + 3 = 23$ , so  $30 - 7$  is 23.

3.  $50 - 8 = \underline{42}$



## G2-M1-Lesson 7

### Take from 10

1.  $12 - 9 = 3$



I can draw 12 and show how I will take 9 from 10.  
Now I see 1 and 2 left, which is 3.  
So  $12 - 9 = 3$ .

$$\begin{array}{r} 12 - 9 = 3 \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 9 = 1 \\ 2 + 1 = 3 \end{array}$$

I can solve without drawing too! I can break apart 12 into 2 and 10. Now, it is easy to take 9 from 10.  $10 - 9$  is 1. And then I just add what is left.  $2 + 1$  is 3. So,  $12 - 9$  is 3.

2.  $14 - 8 = 6$

First, take out 10.

$$\begin{array}{r} 14 - 8 = \underline{\quad} \\ \swarrow \searrow \\ 4 \quad 10 \end{array}$$

Now, subtract from 10.

$$10 - 8 = 2$$

And adding what is left is easy because I know my related facts.

$$2 + 4 = 6$$

So  $14 - 8 = 6$ .

3. Shane has 12 pencils. He gives some pencils to his friends. Now, he has 7 left. How many pencils did he give away?

$$\begin{array}{r} 12 - 7 = 5 \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 7 = 3 \\ 3 + 2 = 5 \end{array}$$

*Shane gave away 5 pencils.*



I can use this strategy to solve word problems, too!

I know the whole and a part. That means a part is missing! I can subtract to find how many pencils Shane gave away.

G2-M1-Lesson 8

Take from 10

I can use the same take from ten strategy when subtracting from bigger numbers!

I can break apart 52 into 42 and 10. Now it is easy to take away 9. I know from the partners to ten that  $10 - 9 = 1$ . Now I just add what is left.  $42 + 1 = 43$ .

1.  $12 - 9 = 3$

$\begin{array}{r} 12 \\ / \quad \backslash \\ 2 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 2 + 1 = 3 \end{array}$

➔

$52 - 9 = 43$

$\begin{array}{r} 52 \\ / \quad \backslash \\ 42 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 42 + 1 = 43 \end{array}$

2.  $61 - 5 = \underline{56}$

Let's get ready to use this strategy! Let's take out 10.

$\begin{array}{r} 61 - 5 \\ / \quad \backslash \\ 51 \quad 10 \end{array}$

Now, let's practice subtracting from 10.

$10 - 5 = 5$

And adding what is left is easy because I know my related facts.

$51 + 5 = 56$

3. Mrs. Watts had 12 tacos. The children ate some. Nine tacos were left. How many tacos did the children eat?

$12 - 9 = \underline{\quad}$

$\begin{array}{r} 12 \\ / \quad \backslash \\ 2 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 2 + 1 = 3 \end{array}$

*The children ate 3 tacos.*



I can use this strategy to solve word problems, too!

I know the whole and a part. That means a part is missing! I can subtract to find how many tacos the children ate.