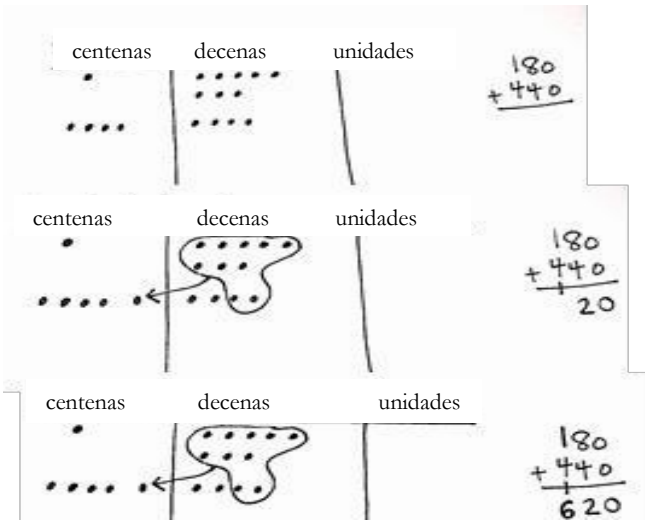




Estrategia: **Modelo de fichas**

$180 + 440 = \underline{\hspace{2cm}}$



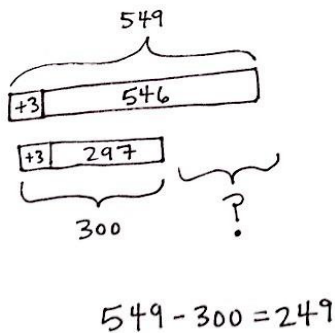
**Posible explicación:**

Elegí el modelo de fichas. El modelo de fichas llevó más tiempo, pero pude verificar mi trabajo fácilmente con el dibujo.



Estrategia: **Compensación/Diagrama de Cinta**

$546 - 297 = \underline{\hspace{2cm}}$



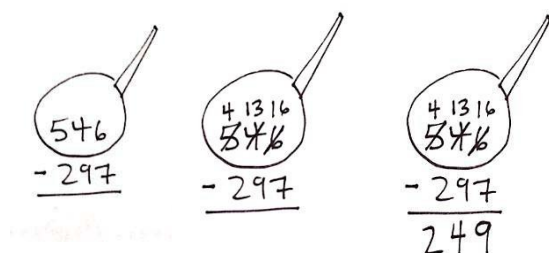
**Posible explicación:**

Usé compensación y sumé 3 a ambos números, para poder restar 300 en vez de 297. Entonces, 549 menos 300 es igual a 249. ¡Fácil!



Estrategia: **Algoritmo**

$546 - 297 = \underline{\hspace{2cm}}$



**Posible explicación:**

Usé el algoritmo para resolver, porque conozco los pasos, de modo que no me lleva mucho tiempo.



# MATH TODAY



Grade 2, Module 5, Topic D

## 2nd Grade Math

*Module 5: Addition and Subtraction within 1,000 with Word Problems to 100*

### Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in the Engage New York material which is taught in the classroom. Module 5 of Engage New York covers strategies for adding and subtracting within 1,000 with word problems to 100. This newsletter will discuss Module 5, Topic D.

### Focus Area Topic D:

*Student Explanations for Choice of Solution Methods*

#### Words to Know:

**Algorithm** – a step-by-step strategy to solving a problem in which the number are lined up. (For example: add the ones, add the tens, add the hundreds, etc...)

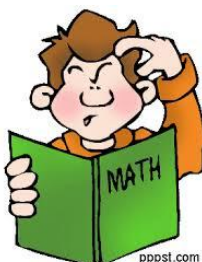
**Arrow notation (the arrow way)** – a strategy in which you add or subtract multiples of 1, 10, or 100 and draw arrows to point to what the number becomes after you change it.

**Number Bond** – a simple addition sum; they are simply the pairs of numbers that make up a given number.

**Compensation** – Adding or subtracting the same number to both parts of the problem in order to find a friendly number (multiple of ten), making it easier to solve the given problem.

## OBJECTIVES OF TOPIC D

Choose and explain solution strategies and record with a written addition or subtraction method.



## Focus Area– Topic D

This topic focuses on applying the tools and concepts used in Topics A through C.

Students will determine which strategy to apply to a variety of addition and subtraction problems, including number bond problems and problems with the unknown in all positions.

(Example:  $200 + \underline{\quad} = 342$  or  $\underline{\quad} - 53 = 400$ )

Then, students will solve and explain their chosen methods.

### Possible Solution Strategies:

#### Strategy: Number Bond

$$499 + 166 = \underline{\quad}$$

$$\begin{array}{r} 499 + 166 \\ \phantom{0}11 \\ 1\ 165 \end{array}$$

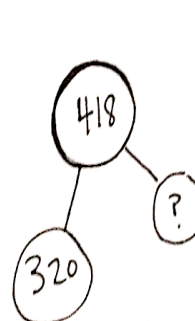
$$500 + 165 = 665$$

#### Possible Explanation:

I used a number bond since 499 is so close to 500. I took 1 from 166 and added it to 499 to get 500; then I added on the rest to get 665.

#### Strategy: Number Bond with Algorithm

$$320 + \underline{\quad} = 418$$



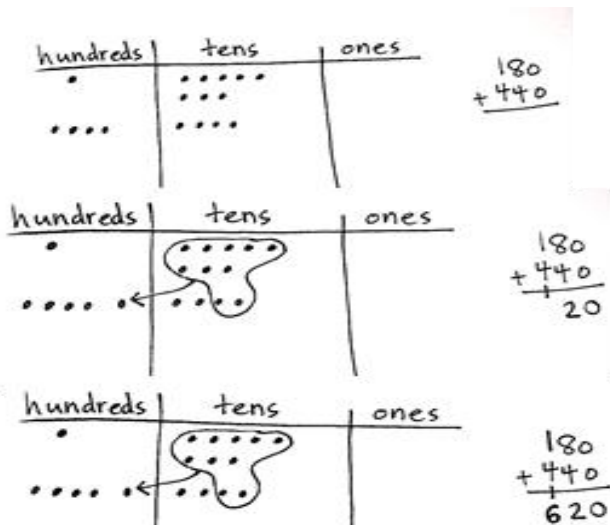
$$\begin{array}{r} 311 \\ \cancel{418} \\ -320 \\ \hline 98 \end{array}$$

#### Possible Explanation:

I drew a number bond to show the missing part, and then I used related subtraction to solve. I thought drawing a number bond was a good idea, because it helped me know where to start to find the answer.

## Strategy: Chip Model

$180 + 440 = \underline{\quad}$

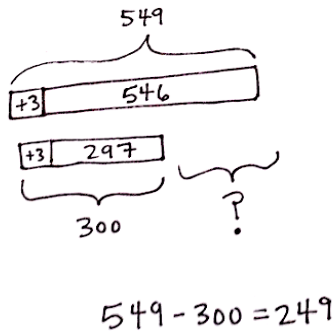


## Possible Explanation:

I chose the chip model.  
The chip model took longer, but I was able to check my work easily with the drawing.

## Strategy: Compensation/Tape Diagram

$546 - 297 = \underline{\quad}$

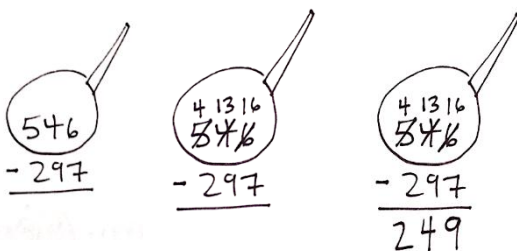


## Possible Explanation:

I used compensation and added 3 to both numbers, so that I could subtract 300 instead of 297. So, 549 minus 300 equals 249. Easy!

## Strategy: Algorithm

$546 - 297 = \underline{\quad}$



## Possible Explanation:

I used the algorithm to solve, because I know the steps, so it doesn't take me long.