



# GRADE 2 MATHEMATICS—Unit 5

Dear Parents,

Here is what your child is learning in Grade 2, Unit 5 along with some specific ways you can help.

## NUMBER RELATIONSHIPS AND COMPUTATION

*Students need to:*

- **Demonstrate mastery of basic addition and subtraction facts for sums through 18.**
- **Solve problems involving money through \$10.00.**
- **Estimate to check the reasonableness of computation results.**

**Examples:**

1. The student completes addition and subtraction basic facts problems with sums through 18.

a.  $7 + 8 =$  \_\_\_\_\_

b.  $17 - 9 =$  \_\_\_\_\_

*Sample responses:*

a. 15                      b. 8

2. A baseball hat costs \$8.75.

Paul has \$6.45.

- a. How much more money does Paul need to buy the hat?
- b. Use words, pictures, or numbers to show how you know.

*Sample responses:*

a. \$2.30                      b.  $\$6.45 + \$0.30 = \$6.75$   
 $\$6.75 + \$2.00 = \$8.75$

3. Look at the addition problem below.

$$54 + 98$$

Is 1,412 a reasonable answer to this problem?

Use what you know about estimation to explain your thinking.

*Sample response:*

No, the answer should be closer to 150 because 54 is about 50 and 98 is about 100.

$$50 + 100 = 150$$

## ALGEBRA, PATTERNS, AND FUNCTIONS

*Students need to:*

- **Solve problems involving multiplication and division using models and number sentences.**

**Example:**

A bookcase has 2 shelves.

Each shelf has 4 books.

- a. How many books are in the bookcase?
- b. Write a number sentence to show how many books are in the bookcase.

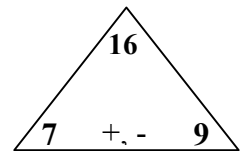
*Sample responses:*

a. 8                      b.  $4 + 4 = 8$  or  $2 \times 4 = 8$

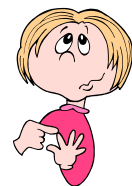
## WAYS PARENTS CAN HELP

- A **fact triangle** can be used as an alternative to traditional flash cards. Cover one of the numbers and ask your child to determine the missing number from the fact family.

**Fact Triangle**



- Place a handful of mixed coins and dollars on the table. Encourage your child to count them in different ways. Use amounts up to \$10.00.
- Identify objects that come in groups, such as fingers, shoes, or dog legs. Ask your child questions, such as: “How many fingers do 3 people have? How many shoes are 5 people wearing?” Have your child explain how he/she found the answer.



- Provide your child with opportunities to share a set of objects. Discuss how to share the set equally. For example: There are 12 cookies in a bag. How can 3 children share them equally?

For additional activities, visit [www.ed.gov/pubs/parents/Math](http://www.ed.gov/pubs/parents/Math)