

### KEY CONCEPT OVERVIEW

During the next week, our math class will extend the learning from Topics A and B as we **compose**, or bundle, tens and hundreds when adding. We will learn how to use facts students know, such as  $5 + 8 = 13$  (5 ones + 8 ones = 13 ones), to solve more complex problems, such as  $50 + 80 = 130$  (5 tens + 8 tens = 13 tens). We will continue to use place value drawings to model composing tens and hundreds as we work with the vertical form.

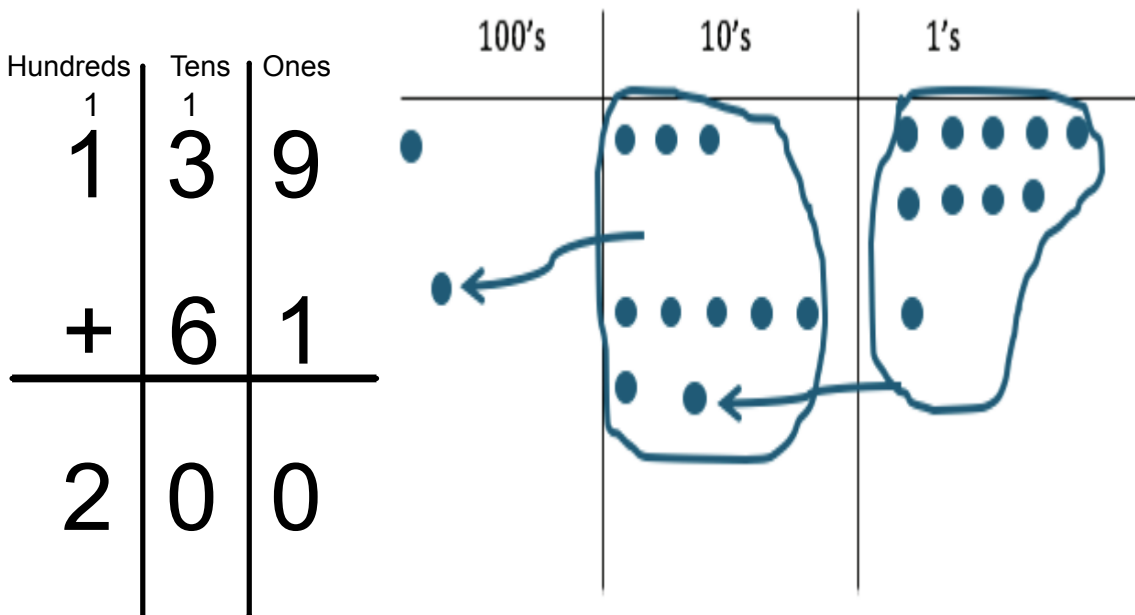
You can expect to see homework that asks your child to do the following:

- Add ones to create units of ten, such as 9 ones + 4 ones = 1 ten 3 ones, and add tens to create units of hundreds, such as 9 tens + 4 tens = 1 hundred 3 tens.
- Use the arrow way to show making a new ten or a new hundred.
- Solve addition problems by bundling a group of 10 ones or 10 tens, using place value disks, the chip model, and the vertical form.
- Use the RDW process to solve word problems involving addition.

### SAMPLE PROBLEM (From Lesson 21)

Solve vertically. Draw chips on the place value chart, and bundle when needed.

$$139 + 61 = 200$$



## HOW YOU CAN HELP AT HOME

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- When your child sees a number that is close to the next ten (one that ends in 7, 8, or 9), suggest she use a simplifying strategy rather than the vertical form. For example, to solve  $58 + 63$ , ask your child, "How can you make the next ten to solve a simpler problem?" ( $60 + 61$ ).
- Practice basic addition and subtraction facts up to 20 with your child to help him build fluency. This fluency will help your child to solve two-digit addition problems. Challenge your child by putting the unknown number in different positions. For example,  $8 + \underline{\quad} = 12$  OR  $\underline{\quad} - 8 = 4$ .
- To reinforce place value understanding, encourage your child to use place value language when adding. For example, to solve  $23 + 54$ , instead of saying, " $2 + 5 = 7$  and  $3 + 4 = 7$ ," she should say, "2 tens + 5 tens = 7 tens, and 3 ones + 4 ones = 7 ones."

## TERMS

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**Compose/Decompose:** To make (compose) or break apart (decompose) a number, a figure, or an array.