# First Grade Math Parent Letter - Module 2

Our second module serves as a bridge from problem solving within 10 to work within 100 as students begin to solve addition and subtraction problems involving teen numbers. Students will move from counting all or counting on (as they learned in the last unit) to strategies called "make ten" and "take from ten" (see below).

Counting all	Counting on	Decomposing an addend to compose ten
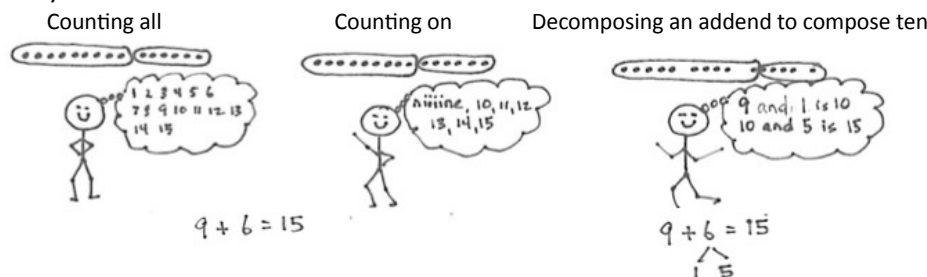
In the beginning of this module, students will be introduced to the make ten strategy. They will solve problems with three addends, discovering different ways to compose ten, e.g., "Maria made 1 snowball. Tony made 5 and their father made 9. How many snowballs did they make in all?" $1 + 5 + 9 = (9 + 1) + 5 = 10 + 5 = 15$. Since we can add in any order, we can pair the 1 with the 9 to make a ten first. Having seen how to use partners to ten to simplify addition, students next decompose a second addend in order to compose a ten from 9 or 8, e.g., "Maria has 9 snowballs and Tony has 6. How many do they have in all?" $9 + 6 = 9 + (1 + 5) = (9 + 1) + 5 = 10 + 5 = 15$.

As part of this work, students will also work with 5-groups. For example, using the 5-groups pictured to the right, students can simply count on from 9 to 15, tracking the number of counts on their fingers just as they did in module 1. They come to learn that making ten is a convenient shortcut. This is a critical step in building flexible part–whole thinking. Students need to see numbers as parts and wholes, rather than as discrete counts or one part and some ones. 5-groups will begin to be thought of as ten-frames, focusing on the usefulness of trying to group 10 when possible.
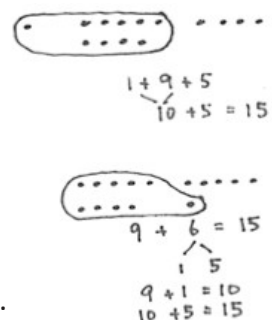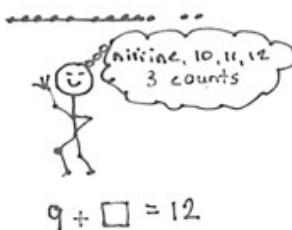

By the end of the module, students should come to see the ten is shifting to being one module, a structure from which they can compose and decompose teen numbers (e.g., 13 is a ten and 3 ones). This significant step forward sets the stage for understanding all the numbers within 100 as composed of a number of units of ten and some ones.

To introduce students to the take from ten strategy, students are asked questions such as, "Mary has two plates of cookies, one with 10 and one with 2. At the party, 9 cookies were eaten from the plate with 10 cookies. How many cookies were left after the party?" $10 – 9 = 1$ and $1 + 2 = 3$. Students then reinterpret the story to see its solution can also be written as $12 – 9$.

Two plates of cookies	Count on	Decompose ten and compose with the ones