

Grade 1

Module 2

OVERVIEW

Module 2 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. ~~1.NBT.2a~~ In Module 1, students were encouraged to move beyond the Level 1 strategy of counting all to the more efficient counting on. Now they go beyond Level 2 to learn Level 3 decomposition and composition strategies, informally called make ten or take from ten.

Level 1: Count all

Level 2: Count on

Level 3: Decompose an addend to compose ten

Throughout Topic A, students also count on to add. Students begin by modeling the situations with concrete materials, move to representations of groups and progress to modeling with number bonds. The representations and models make the connection between the two strategies clear. For example, using the 5-groups pictured above, 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 repeatedly compare and contrast counting on with making ten, seeing that the latter is a convenient shortcut. Many start to make the jump to move from counting on, a Level 2 strategy, to make ten, a Level 3 strategy, persuaded by confidence in their increasing skill and the joy of the shortcut. This is a critical step in building flexible thinking whereby students see numbers

Level 2: Count on

Level 3: Decompose ten and
compose with the ones

with a lesson to further solidify their understanding of the equal sign as it has been applied throughout the module. Students match equivalent expressions to construct number sentences and explain their reasoning using words, pictures, and numbers, e.g., $12 - 3 + 2$, $10 + 5 = 9 + 16$ (A.7).

In Topic D, after all their work with 10, the module culminates naming all ten (T.2).
Familiar representations of ten

