

## KEY CONCEPT OVERVIEW

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During the next week, our math class will apply place value understanding to add numbers up to 100. We will learn to add and subtract multiples of 10 (e.g., 20, 30, 40). We will add sets of two-digit numbers by using place value strategies such as adding tens first or making the next ten.

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

- Use number sentences, number bonds, or drawings to add or subtract multiples of 10 to or from multiples of 10.
- Add multiples of 10 to two-digit numbers (e.g.,  $54 + 40$ ).
- Add pairs of two-digit numbers by using different strategies (e.g., adding tens first, making the next ten first, drawing quick tens and ones, or adding ones to ones and tens to tens).

## SAMPLE PROBLEM (From Lesson 14)

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Solve and show your work.

$$46 + 28 = \underline{74}$$

Adding tens first and then adding the ones:

$$\begin{array}{r} 46 + 28 = 74 \\ \quad \wedge \\ 20 \ 8 \end{array}$$

$$\begin{array}{r} 46 + 20 = 66 \\ 66 + 8 = 74 \\ \quad \wedge \\ 4 \ 4 \end{array}$$

Adding to make the next ten first and then adding the remaining part:

$$\begin{array}{r} 46 + 28 = 74 \\ \quad \wedge \\ 4 \ 24 \end{array}$$

$$\begin{array}{r} 46 + 4 = 50 \\ 50 + 24 = 74 \\ \quad \wedge \\ 20 \ 4 \end{array}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- Give your child a number. Have her take out 1 and identify the two parts created. For example, if you say “4,” your child would say “1 and 3.” Continue the activity with related numbers (e.g., 14, 74, 24, 54). When your child is comfortable with taking out 1, have her try taking out 2, 3, and then 4.



- Challenge your child to solve sequences of math problems that follow a pattern, starting with a problem your child can solve easily. For example, if you start with  $5 + 2$ , you can continue with  $15 + 2$ ,  $25 + 2$ , and  $35 + 2$ . Ask your child to tell you what he noticed about the math problems. How did knowing  $5 + 2$  help with the other problems?