

Eureka Math™ Homework Helper

2015–2016

Grade 2 Module 1 *Lessons 1–8*

Eureka Math, A Story of Units®

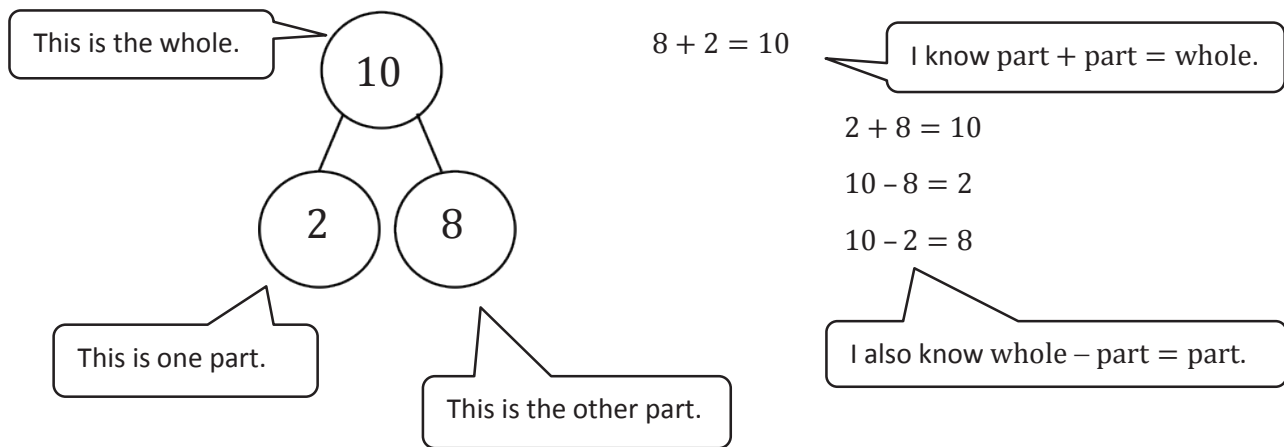
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G2-M1-Lesson 1

Fluency Practice

Making ten and adding to ten is foundational to future Grade 2 strategies. Students use a number bond to show the part-whole relationship with numbers.



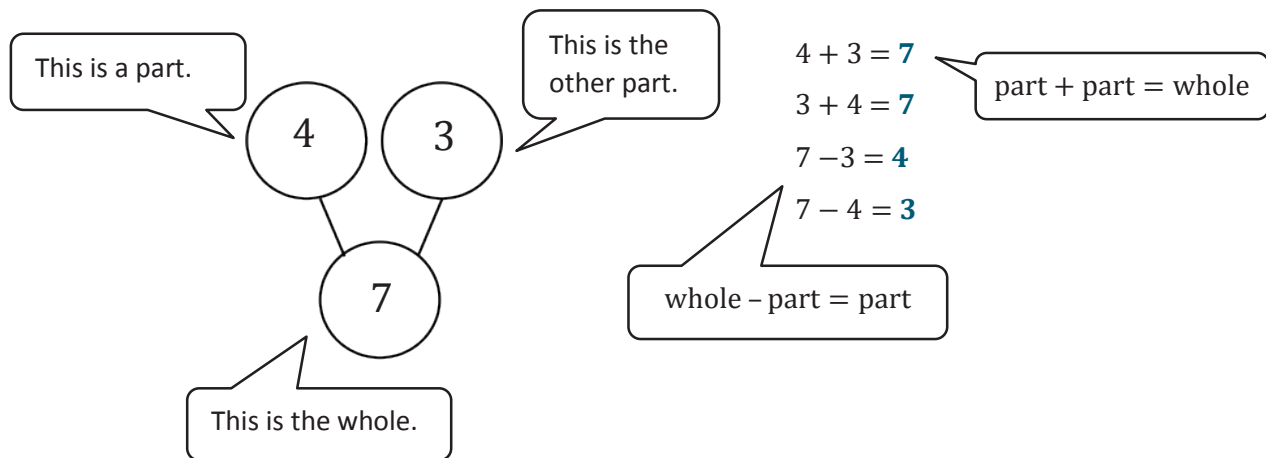
$$10 = 7 + 3$$

I need to be careful when looking at the signs.
This says 10 *equals* $7 + \underline{\quad}$, not 10 *plus* $7 = \underline{\quad}$.
That means 10 is the same as $7 + 3$.

G2-M1-Lesson 2

Fluency Practice

Making the next ten and adding to a multiple of ten is foundational to future Grade 2 strategies. Students continue to use a number bond to show the part-whole relationship with numbers.



1. $30 + 6 = 36$

I can add 3 tens and 6 ones to get 36.

2. $64 = 60 + 4$

I can break apart 64 into tens and ones.
64 is 6 tens and 4 ones, so $64 = 60 + 4$.

3. $35 = 30 + 5$

I can think 35 is 5 and what?

G2-M1-Lesson 3

Add and Subtract Like Units, Ones, To Solve Problems Within 100

1. $20 + 7 = 27$

$20 + 7 = \underline{\quad}$

I can think 2 tens + 7 ones = 2 tens 7 ones.

To solve $20 + 70$ add tens to tens. The units are the same, so I can add them together.

$2 \text{ tens} + 7 \text{ tens} = 9 \text{ tens}.$

2. $20 + 70 = 90$

3. $62 + 3 = 65$

4. $62 + 30 = 92$

To solve $62 + 3$ add ones to ones.

$6 \text{ tens } 2 \text{ ones} + 3 \text{ ones} = 6 \text{ tens } 5 \text{ ones}$

To solve $62 + 30$ add tens to tens.

$6 \text{ tens } 2 \text{ ones} + 3 \text{ tens} = 9 \text{ tens } 2 \text{ ones}$

5. Complete each blank in the table below.

a. $24 + 5 = \underline{29}$

I can use a related fact to help me solve. I know $4 + 5 = 9$, so $24 + 5 = 29$.

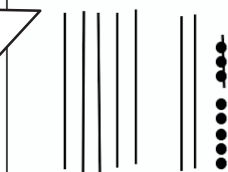
b. $24 + 50 = \underline{74}$



I can think $2 \text{ tens} + 5 \text{ tens} = 7 \text{ tens}$. I can break apart 24 and draw a number bond if I need help seeing the units.

c. $78 - 3 = \underline{75}$

I can draw tens and ones to help me. Now it is easy to see $8 \text{ ones} - 3 \text{ ones} = 5 \text{ ones}$, and the 7 tens did not change.

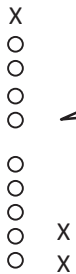


d. $78 - 30 = \underline{48}$

G2-M1-Lesson 4

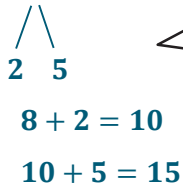
Making Ten from an Addend of 9, 8, or 7

1. $9 + 3 = 12$



I can draw 9 circles and 3 Xs to add.
I see that I made a ten! Now it is easy to add because I know $10 + 2 = 12$.

2. $8 + 7 = 15$



I can also solve without a drawing.
8 is closer to 10 than 7, so I can make 10 with the 8.
8 needs 2 to make 10, so I can break apart 7 with a number bond to get the 2 out.
Now I can add 8 and 2 to get 10, and now it is easy to add what is left; 10 and 5 is 15.
So $8 + 7$ is 15.

3. $10 + 2 = 12$

To solve, I can think 10 and what make 12? 10 and 2 make 12.

4. $9 + 3 = 12$

I know 9 is 1 less than 10, so the answer for $9 + \underline{\quad} = 12$ must be 1 more than $10 + \underline{\quad} = 12$.
So $9 + 3 = 12$.

5. Ronnie uses 5 brown bricks and 8 red bricks to build a fort. How many bricks does Ronnie use in all?

$$\begin{array}{r} 5 + 8 = 13 \\ \swarrow \quad \searrow \\ 3 \quad 2 \\ 8 + 2 = 10 \\ 10 + 3 = 13 \end{array}$$

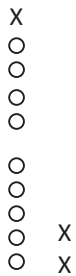
I can use this strategy to solve word problems too! I know 2 parts, so I can add to find the whole.

Ronnie used 13 bricks in all.

G2-M1-Lesson 5

Making the Next Ten

1. $9 + 3 = 12$



If I need to, I can draw circles and Xs to add.
I see that I made a ten! Now it is easy to add because I know $10 + 2$ is 12.

2. $19 + 3 = 22$



$$\begin{aligned} 19 + 1 &= 20 \\ 20 + 2 &= 22 \end{aligned}$$

I know 19 is really close to a ten, 20. It just needs 1 more.
I can break apart 3 with a number bond to get the 1 out.
Now I can add 19 and 1 to get 20, and it is easy to add 20 and 2.
So, $19 + 3$ is 22.

3. $38 + 7 = \underline{\quad}$



38 is close to 40. I know $8 + 2 = 10$, so 38 needs 2 more to make the next ten.

I can break apart the 7 into 2 and 5 to get 2 out.

In my head, I can add $38 + 2$ to get 40. Now, I just add what is left, $40 + 5$ is 45, so $38 + 7 = 45$.

4. $8 + 78 = \underline{\quad}$



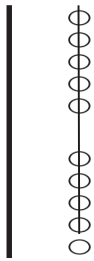
$$\begin{aligned} 78 + 2 &= 80 \\ 80 + 6 &= 86 \end{aligned}$$

Using this strategy is easy because I:

- Can break apart numbers, like 8 into 6 and 2.
- Know 8 ones need 2 ones to make 10, so $78 + 2 = 80$.
- Know how to add tens and some ones, like $80 + 6$.

G2-M1-Lesson 6

1. $20 - 9 = \underline{11}$



I can draw 20 and show how I will take 9 from a ten.
Now I see 10 and 1 left, which is 11.
So, $20 - 9$ is 11.

2. $30 - 7 = \underline{23}$

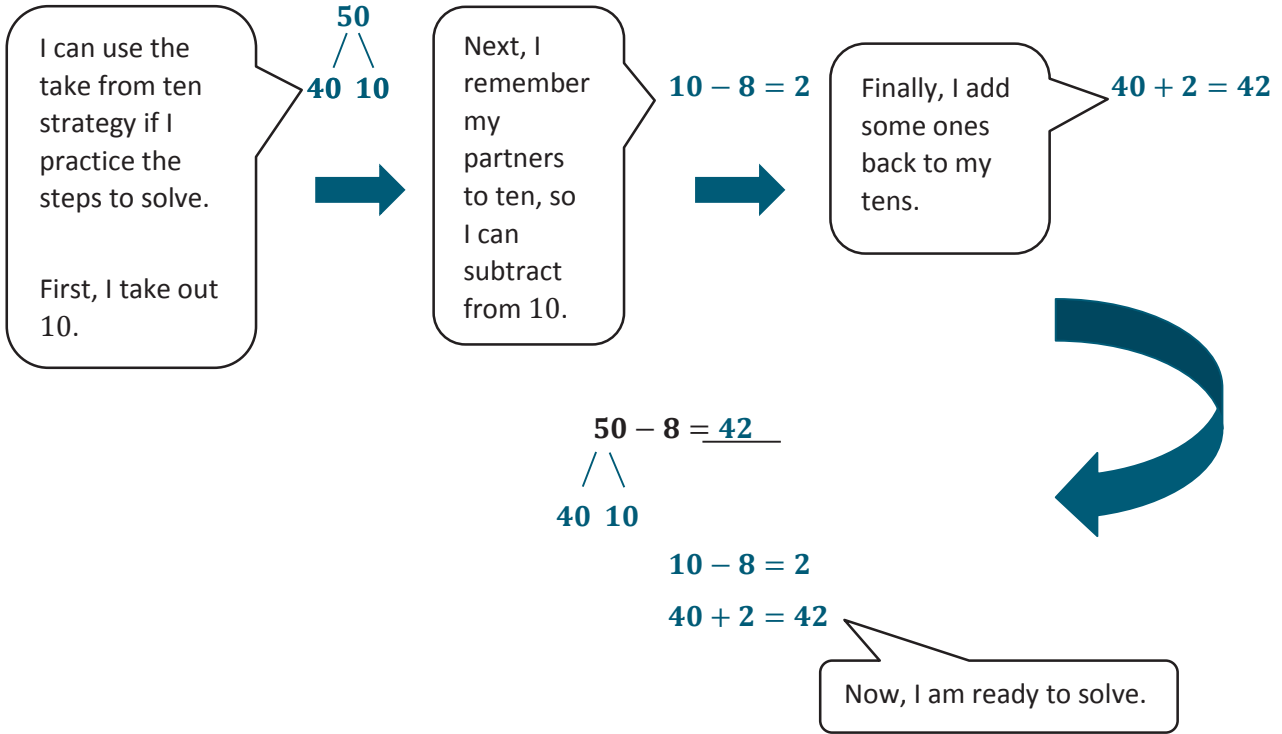
$$\begin{array}{r} 30 \\ / \quad \backslash \\ 20 \quad 10 \end{array}$$

$10 - 7 = 3$

$20 + 3 = 23$

I can solve without drawing, too!
First, I break apart 30 with a number bond to take out 10.
Next, I take 7 from 10. I know from my partners to ten that is 3.
 $20 + 3 = 23$, so $30 - 7$ is 23.

3. $50 - 8 = \underline{42}$



G2-M1-Lesson 7

Take from 10

1. $12 - 9 = 3$



I can draw 12 and show how I will take 9 from 10.
Now I see 1 and 2 left, which is 3.
So $12 - 9 = 3$.

$$\begin{array}{r} 12 - 9 = 3 \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 9 = 1 \\ 2 + 1 = 3 \end{array}$$

I can solve without drawing too! I can break apart 12 into 2 and 10. Now, it is easy to take 9 from 10. $10 - 9$ is 1. And then I just add what is left. $2 + 1$ is 3. So, $12 - 9$ is 3.

2. $14 - 8 = 6$

First, take out 10.

$$\begin{array}{r} 14 - 8 = \underline{\quad} \\ \swarrow \searrow \\ 4 \quad 10 \end{array}$$

Now, subtract from 10.

$$10 - 8 = 2$$

And adding what is left is easy because I know my related facts.

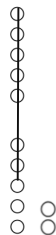
$$2 + 4 = 6$$

So $14 - 8 = 6$.

3. Shane has 12 pencils. He gives some pencils to his friends. Now, he has 7 left. How many pencils did he give away?

$$\begin{array}{r} 12 - 7 = 5 \\ \swarrow \searrow \\ 2 \quad 10 \\ 10 - 7 = 3 \\ 3 + 2 = 5 \end{array}$$

Shane gave away 5 pencils.



I can use this strategy to solve word problems, too!

I know the whole and a part. That means a part is missing! I can subtract to find how many pencils Shane gave away.

G2-M1-Lesson 8

Take from 10

I can use the same take from ten strategy when subtracting from bigger numbers!

1. $12 - 9 = 3$

$$\begin{array}{r} 12 \\ \swarrow \searrow \\ 2 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 2 + 1 = 3 \end{array}$$



$52 - 9 = 43$

$$\begin{array}{r} 52 \\ \swarrow \searrow \\ 42 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 42 + 1 = 43 \end{array}$$

I can break apart 52 into 42 and 10. Now it is easy to take away 9. I know from the partners to ten that $10 - 9$ is 1. Now I just add what is left. $42 + 1$ is 43.

2. $61 - 5 = \underline{56}$

Let's get ready to use this strategy! Let's take out 10.

$$\begin{array}{r} 61 - 5 \\ \swarrow \searrow \\ 51 \quad 10 \end{array}$$

Now, let's practice subtracting from 10.

$10 - 5 = 5$

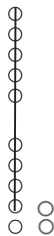
And adding what is left is easy because I know my related facts.

$51 + 5 = 56$

3. Mrs. Watts had 12 tacos. The children ate some. Nine tacos were left. How many tacos did the children eat?

$$\begin{array}{r} 12 - 9 = \underline{\quad} \\ \swarrow \searrow \\ 2 \quad 10 \\ \quad 10 - 9 = 1 \\ \quad 2 + 1 = 3 \end{array}$$

The children ate 3 tacos.



I can use this strategy to solve word problems, too!

I know the whole and a part. That means a part is missing! I can subtract to find how many tacos the children ate.