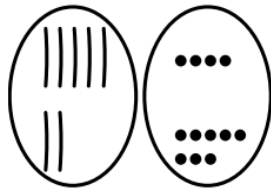


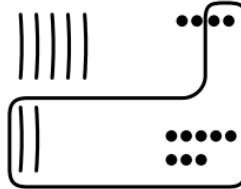
Dear Parents of our First Grade,

Your student is using familiar drawings and strategies to add two-digit numbers. Now the totals are larger and your student is practicing adding up to 100. They may draw to represent each number by using lines for tens and dots for ones. Then your student chooses how to combine the numbers. Using various strategies (*shown below*) allows your student to think flexibly and prepares them for adding with larger numbers in later grades.



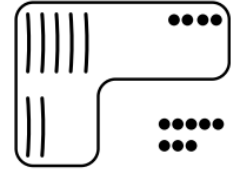
$$70 + 12 = 82$$

$$54 + 28$$



$$28 + 2 = 30$$

$$30 + 52 = 82$$



$$54 + 20 = 74$$

$$74 + 8 = 82$$

Add by grouping all of the tens and all of the ones. This is called adding tens with tens and ones with ones.

28 is close to 30. Adding 2 ones from 54 to the 28 makes this an easier problem:  $30 + 52$ . This is called making the next ten.

Count on from 54 by tens. Then add the remaining ones. This is called adding tens first.

Dear Parents of our Kindergarten,

Students have mastered the number word list to twenty and are ready to extend the count to 100. They come to recognize patterns they notice in the counting sequence, and draw on these patterns and their place value understanding to count, rather than memorizing each individual number word.

Numbers 1-100									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100