

Parent Activity Grade 2 Unit 2

Using the 200 Chart

Parent Tip:

When students use the 200 Chart, number sense is developed. In first grade, children are introduced to the 100s Chart to learn how to skip count, find patterns, and learn the *Counting On* addition strategy. The family letter for Unit 2 explains the importance of the 200 Chart, along with using manipulatives and calculators, for exploring addition and subtraction. For more specific information on math facts for grade 2, follow this link http://www.kendallhunt.com/uploads/2/MTB_Gr2_mfactsPhilo.pdf.

How to use the 200 Chart with your child:

A very helpful game to play with your child that uses the 200s Chart is to think of a number such as “37”, but do not tell your child the number. Ask your child to start by placing their finger or pencil on any number on the 200 Chart. Next, figure at least three moves using the terms add or subtract: add to the right \Rightarrow ; subtract to the left \Leftarrow ; subtract 10, up a row \Uparrow , or add 10, down a row \Downarrow ; that will land the student on the target number of “37”.

Note illustration below:

Yellow = number green = student's start

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

1. Parent thinks of a number unknown to the child, e.g. “37”.
2. Parent directs child to start at any number on the 200s Chart.
3. In this case, the child starts at “9”. Child should move finger or pencil to “9”.
4. Parent states, “Add 10”. Child should move finger or pencil down (\Downarrow) 1 row, which adds ten.
5. Parent states, “Subtract 2”. Child should move finger or pencil 2 squares to the left (\Leftarrow).
6. Parent states, “Add 20”. Child should move finger or pencil down 2 rows (\Downarrow).
7. Parent asks, “What number are you are on?” If the directions were followed properly the child should be on the target number.

NOTE: As a parent, the thinking of moves needs to be well thought out before giving the directions to the player.

Next, let your child think of a target number and plan out the moves from any starting point that will get the parent to the target number. ***This strategy provides a visual context for the relationship between two numbers, allowing students to perform mental math more efficiently.*** Students will begin to see the left moves, up moves and back moves are making the number smaller (subtracting), and the right, down and forward moves make the number larger (adding).

Throughout this unit, your child will also be using a *200 Chart Strategy* to add and subtract two-digit numbers in their Daily Practice Problems (DPPs). This 200 Chart Strategy will be used to develop the students' capacity to perform ***mental math***. See Figure 1.

Student Visualization
Figure 1

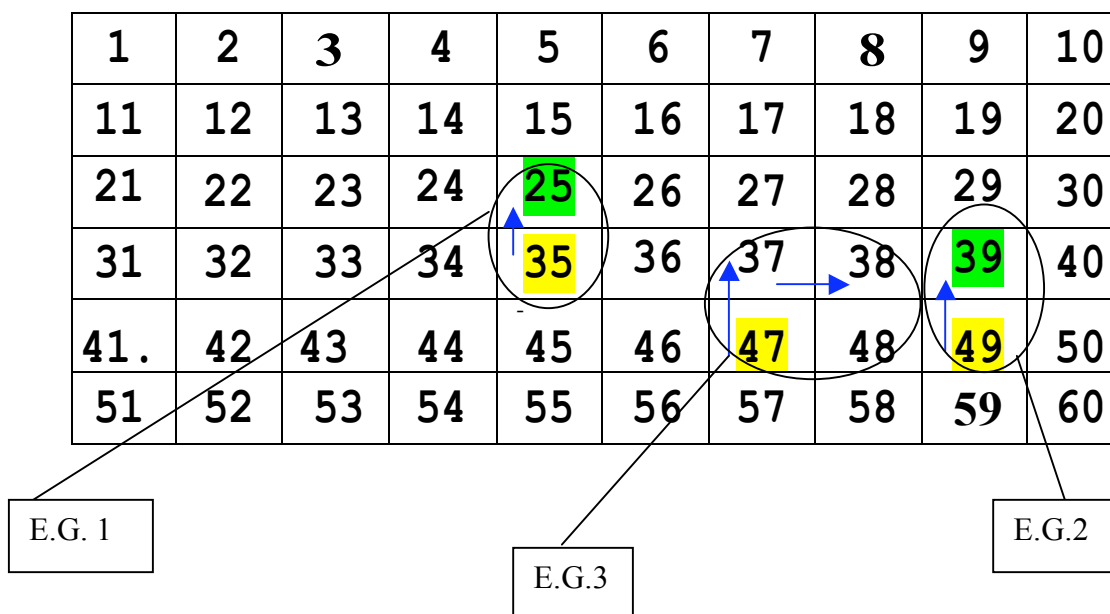


Figure 1: For example: 1) $35 + 10$ starts on 35 and moves down 1 row (add 10). Example 2) $49 - 10$ starts on 49 and moves up 1 row (subtract 10). Example 3) $47 - 9$, student moves up a row and to the right 1 (subtract 10 and add 1). **Yellow = number** **green = student's start**

(200s Chart on following page)

200s Chart

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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200