

## 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](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 |

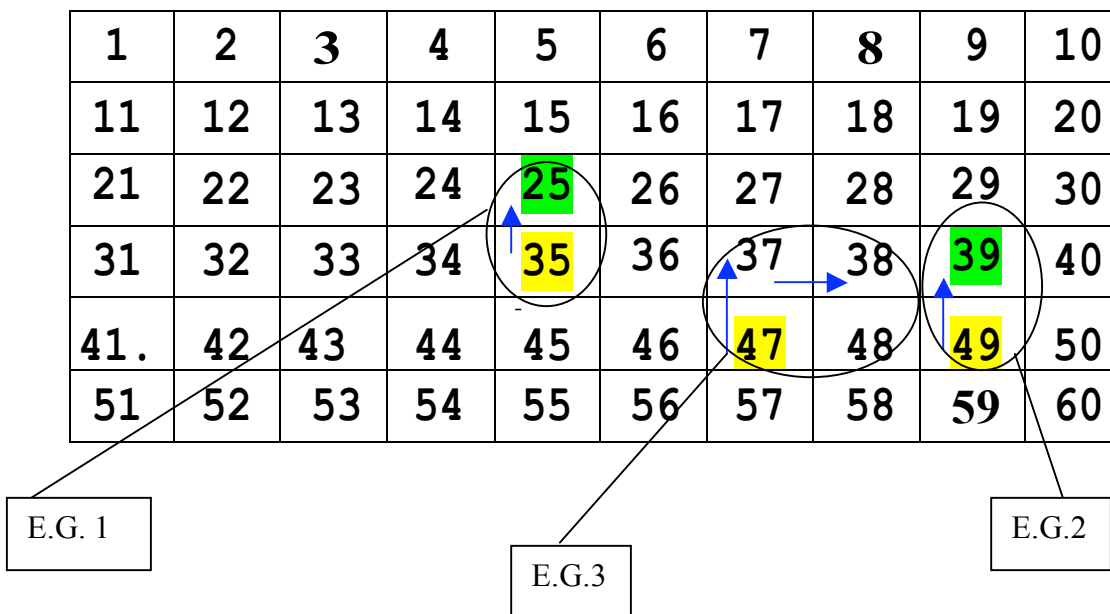
1. Parent thinks of a number unknown to the child, e.g. “37”.
2. Parent directs child to start at any number on the 200s Chart.
3. In this case, the child starts at “9”. Child should move finger or pencil to “9”.
4. Parent states, “Add 10”. Child should move finger or pencil down ( $\Downarrow$ ) 1 row, 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 |