Student Activity Book

Addition Strategy Session (SAB p. 325) Questions A–B

*Problems and strategies will vary.

Possible strategies are listed in the lesson.

Olympic Field Day Problems (SAB pp. 327–328) Questions 1–5

Strategies will vary. Possible strategies are shown for each problem.

- 1. 62 children; 29 + 33 = 62 students Possible strategy: I took one from the 33 and added it to the 29. Then I added 30 + 32 = 62.
- 2. 93 children; 55 + 38 = 93 children Possible strategy: I used the 200 Chart. I started at 55 and moved straight down 4 rows to 95 and then, I went back 2 to the left because 38 is 2 less than 40. My answer is 93.

	Addition Strategy Session
	uss with your partner how you would solve each of the wing problems:
199	+ 3 = 12 + 12 + 12 = 52 + 39 =
41 -	+ 39 = 10 + 15 = 51 + 24 =
Cho	ose 2 problems and show or tell how you would solve ea
A.	Problem 1:
B.	Problem 2:
Copyright (

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INU	me Date
	Olympic Field Day Problems
	ow or tell how you solve each problem. Write a number ntence.
1	 On Olympic Field Day, 29 children signed up for the long jump contest and 33 children signed up for the jump rope contest. How many children signed up for the two contests?
	Number sentence
2	2. 55 boys and 38 girls entered the speed walking contest. How many children entered the contest?
Congress transment and a second conjugate to the conjugat	Number sentence
COLYNGIII w neine	
An A	Addition Seminar SAB · Grade 2 · Unit 7 · Lesson 2

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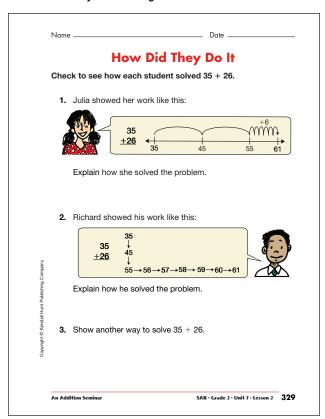
^{*}Answers and/or discussion are included in the lesson.

Answer Key • Lesson 2: An Addition Seminar

	Number sentence	
4.	On Tuesday morning, 46 children were in the hula hoop contest and 36 were in the three-legged race. How many children were in the two events altogether?	
	Number sentence	Copyright @ Ken
5.	There were 35 second-grade students and 57 third-grade students in the marathon. How many students were in the marathon altogether?	Copyright @ Kendall Hunt Publishing Company
	Number sentence	

- **3.** 81 children; 54 + 27 = 81 children Possible strategy: I used the number line. I started at 54 and made 2 jumps of 10 to 74. Then, I made 7 more jumps of one and my answer is 81.
- **4.** 82 children; 46 + 36 = 82 children Possible strategy: I added the tens, 40 + 30 = 70, and I added the ones, 6 + 6 = 12. Then I added 70 + 12 = 82.
- **5.** 92 students; 35 + 57 = 92 students
 Possible strategy: I used base-ten pieces. I took
 3 skinnies and 5 bits and added 5 skinnies and
 7 bits. I put the skinnies together and that made
 8 skinnies or 80 and then I counted on 5 more
 to 85 and 7 more to 92.

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How Did They Do It (SAB p. 329) Questions 1–3

Responses will vary. Possible responses are shown for each problem.

- 1.* Possible response: Julia used the number line to find the answer. She started at 35 and made 2 jumps of 10 to 55. Then she made 6 jumps of 1 to 61.
- 2.* Possible response: Richard used the 200 Chart. He started at 35 and added 26. Twenty-six has 2 tens and 6 ones. He moved two lines below to add 10 and 10 more. He landed at 55 and then he added 6 ones by moving to the right 6 times. The answer is 61.
- **3.*** Possible response: I used base-ten pieces. I used 3 skinnies and 5 bits for 35 and 2 skinnies and 6 bits for 26. I added 3 skinnies and 2 skinnies and that makes 50. Then I added the bits: 5 + 6 = 11. I traded 10 of the bits for another skinny and I had 6 skinnies or 60 and then I added the leftover 1 bit. My answer is 61.

^{*}Answers and/or discussion are included in the lesson.