



Math Support for Parents

2nd Grade Module 6 Resources

*Note: Teachers may choose to skip certain lessons throughout the year.

Module 6 ❑ Ohio Standards.	Foundations of Multiplication and Division ❑ Module 6 Student Homework Pages ❑ Module 6 Student Workbook Pages	Eureka Math Program ❑ Curriculum Map ❑ Curriculum Overview
Standards 2.OA.4 2.NBT.2 2.NBT.6	Topic A: Formation of Equal Groups ❑ Parent Tips for This Topic Lesson 1: Use manipulatives to create equal groups. ❑ Duane Habecker Teacher/Parent Video Lesson 2-3: Use math drawings to represent equal groups, and relate to repeated addition. ❑ Duane Habecker Teacher/Parent Video (2) ❑ Duane Habecker Teacher/Parent Video (3) Lesson 4: Represent equal groups with tape diagrams, and relate to repeated addition. ❑ Duane Habecker Teacher/Parent Video	Additional Module 6 Resources Digital Support ❑ DreamBox - Login through Clever Activities for home ❑ Encourage your child to skip-count by twos and fives while he washes his hair, gets dressed, or does other daily chores. For example, ask him to start at zero and skip-count by fives up to 50 and back to zero: 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0. If your child shows mastery of skip-counting by fives, challenge him to skip-count by threes and fours in preparation for Grade 3. You might start the skip-counting and then encourage your child to join in. ❑ Look for equal groups in your home that your child can identify and skip-count. For instance, when setting the table for dinner, notice equal groups of silverware. When folding laundry, skip-count pairs of socks. ❑ Look for arrays in your home or community, such as rows or columns of building blocks, cupcakes in a bakery, or windows on buildings. Encourage your child to use the words rows or columns to describe how many are in the array; for example, "I see four rows of three cupcakes!" For an added challenge, invite
Standards 2.OA.4 2.NBT.2	Topic B: Arrays and Equal Groups ❑ Parent Tips for This Topic Lesson 5: Compose arrays from rows and columns, and count to find the total using objects. ❑ Duane Habecker Teacher/Parent Video Lesson 6: Decompose arrays into rows and columns, and relate to repeated addition. ❑ Duane Habecker Teacher/Parent Video Lesson 7: Represent arrays and distinguish rows and columns using math drawings. ❑ Duane Habecker Teacher/Parent Video Lesson 8: Create arrays using square tiles with gaps. ❑ Duane Habecker Teacher/Parent Video Lesson 9: Solve word problems involving addition of equal groups in rows and columns. ❑ Duane Habecker Teacher/Parent Video	
Standards	Topic C: Rectangular Arrays as a Foundation for Multiplication and Division	

2.OA.4 2.G.2	☐ Parent Tips for This Topic Lesson 10-11: Use square tiles to compose a rectangle, and relate to the array model.. ☐ Duane Habecker Teacher/Parent Video (10) ☐ Duane Habecker Teacher/Parent Video (11) Lesson 12: Use math drawings to compose a rectangle with square tiles. ☐ Duane Habecker Teacher/Parent Video Lesson 13: Use square tiles to decompose a rectangle. ☐ Duane Habecker Teacher/Parent Video Lesson 14: Use scissors to partition a rectangle into same-size squares, and compose arrays with the square. ☐ Duane Habecker Teacher/Parent Video Lesson 15: Use math drawings to partition a rectangle with square tiles, and relate to repeated addition. ☐ Duane Habecker Teacher/Parent Video Lesson 16: Use grid paper to create designs to develop spatial structuring. ☐ Duane Habecker Teacher/Parent Video	your child to use a repeated addition equation to describe the array (e.g., $3 + 3 + 3 + 3 = 12$). ☐ To prepare your child for working with money in Module 7, play Coin Drop. Gather 10 dimes and 30 pennies and a metal or plastic container. Invite your child to watch, listen carefully, and count mentally as you drop a certain number of pennies, one at a time, into the container. Increase the complexity for your child by dropping dimes and then a combination of dimes and pennies. After each round, ask, "How much money is in the can?" Count together to confirm the total. For a challenge, you may wish to remove dimes and/or pennies to alternate between addition and subtraction of ones (pennies) and tens (dimes).
Standards 2.OA.3	Topic D: The Meaning of Even and Odd Numbers ☐ Parent Tips for This Topic Lesson 17: Relate doubles to even numbers, and write number sentences to express the sums.. ☐ Duane Habecker Teacher/Parent Video Lesson 18: Pair objects and skip-count to relate to even numbers.. ☐ Duane Habecker Teacher/Parent Video Lesson 19: Investigate the pattern of even numbers: 0,2,4,5, and 8 in the ones place, and relate to odd numbers. ☐ Duane Habecker Teacher/Parent Video Lesson 20: Use rectangular arrays to investigate odd and even numbers. ☐ Duane Habecker Teacher/Parent Video	