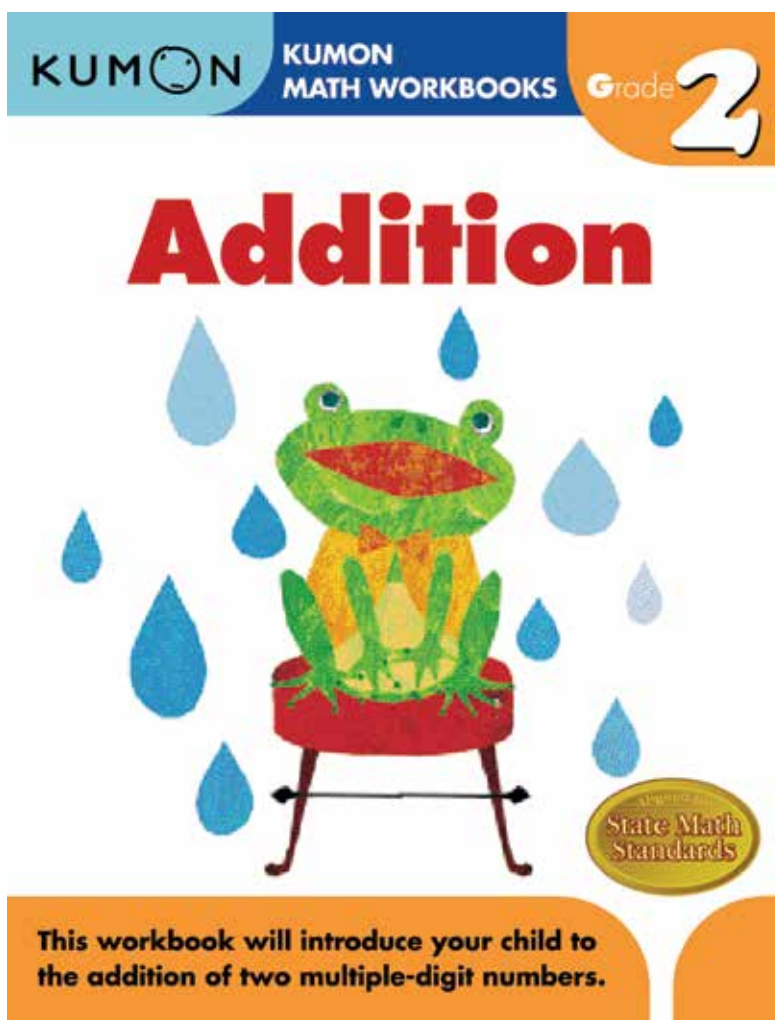


# Kumon *Grade 2 Addition* Workbook Educator's Guide

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## Using Kumon Calculations Workbooks: General Guidance

Kumon Calculations Workbooks follow the Kumon Method, a proven learning system from Japan that has helped millions of children worldwide develop math skills without frustration.

You can use Kumon Calculations Workbooks to **introduce new math skills** or **to provide additional support** after/alongside another program. The table below shows benefits of each approach.

Using Kumon Workbooks to teach a new skill	Using Kumon Workbooks for additional support
<ul style="list-style-type: none"><li>• Learn the new concept(s) using an efficient and targeted approach</li><li>• Avoid development of misconceptions</li><li>• Progress toward mastery of the relevant math facts and procedures</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>	<ul style="list-style-type: none"><li>• Refine and deepen understanding of the concept(s)</li><li>• Solidify mastery of math facts and gain procedural fluency</li><li>• Identify and correct misconceptions</li><li>• Improve your child's mental calculation abilities and their ability to learn independently</li></ul>

Please note that **for the full benefit of the Kumon Method**, including personalized learning plans and individualized instruction, take the next step and contact a Kumon Learning Center near you. Visit [www.kumon.com](http://www.kumon.com) for more information about our Learning Centers.

### Important Steps

For all Kumon Calculations Workbooks, please use the following steps for best results.

Timing
<ul style="list-style-type: none"><li>• We recommend having your child complete about one section (2 pages) a day. This should include the answer check.</li><li>• Each daily session is about 15 to 30 minutes. If your child is learning the skill for the first time, the learning session will be closer to 30 minutes.</li></ul>
Sequencing
<ul style="list-style-type: none"><li>• Even if your child is reviewing material, have them start on page 1 and work through the book page by page. Similarly, they should always work problems on each page in order. For best results, do not skip any content.</li></ul> <p>Kumon Workbooks are designed so the student “learns through doing”; therefore, the sequence of pages and</p>

problems in each book is key to the instructional method and effectiveness.

### Checking Answers and Moving On

- Checking and correcting answers is an essential part of the learning process. One approach is to have a parent or teacher mark the child's answers as either correct or incorrect. Then have the child correct the wrong answers.
- You may choose to require a perfect score before your child moves on the next section. If you use this approach, you can repeat each section as many times as you wish by erasing it and having your child redo it. Or, have your child write answers on a separate sheet.

### Encourage Self-Learning

- One hallmark of the Kumon Method is the emphasis on learning through doing rather than passive absorption of information. This is why there is minimal direct explanation in the book; the understanding comes through working problems in sequence.
- Support your child in the self-learning process by allowing them to work independently on the problems, correct their answers, and reflect on their errors. We encourage you to ask questions to promote deeper engagement, but resist the urge to "just explain" what they should learn from the page.

For a daily plan and page-by-page guidance to support using Kumon *Grade 2 Addition*, see the next page.

## KUMON Grade 2 Addition Workbook: Daily Guide



### Using this guide

- This guide organizes the workbook into daily sessions of 2 pages each.
- Each daily session should last about 15 to 30 minutes.
- Fill in the Date column to keep track of your progress.

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Date	Book Section	PP.	Description	Educator Notes
<b>TOPIC: Review</b>				
	1	2–3	• Adding numbers 1 through 9	This lesson reviews single-digit addition. If your child struggles with this section, have them use a manipulative such as counting tiles or a number line. The next few lessons get progressively more difficult, so make sure they are comfortable solving these problems before moving on.
	2	4–5	• Adding numbers up to 14	These lessons should serve as a review. If your child has difficulty with these lessons, allow them to practice before moving on to the rest of the book. If your child is not yet comfortable adding numbers up to 18, consider using <i>Grade 1 Addition</i> to help them practice. Consult the answer key for lesson 4 for more details.
	3	6–7	• Adding numbers up to 18	
	4	8–9	• Mixed review	
<b>TOPIC: Sums up to 28</b>				
	5	10–11	• Sums up to 20	Ask your child what patterns they notice. Prompt them to look at questions 1 through 4 and ask them what they notice about the first number being added and how it affects the sum of the two numbers. Then have them compare those questions with numbers 5 through 7 and ask them what they notice.
	6	12–13	• Sums up to 24	These questions are also sequenced so that children can see patterns. Make sure they notice that when the numbers being added increase by one or two, the sum increases by the same amount.
	7	14–15	• Sums up to 28	
<b>TOPIC: Addition of Tens</b>				
	8	16–17	• Adding two multiples of ten	Have your child trace the first two answers, and ask them if they can spot the pattern. Guide them to see that they can add the first two digits in each number and then add a zero to the end.
	9	18–19	• Adding a multiple of ten and a single digit number	Your child should be able to recognize that they can write the first number from the two-digit number and then the single-digit to create the sum. You can also have them practice by counting on a number line.
<b>TOPIC: 1- and 2-Digit Addition</b>				
	10	20–21	• 2-digits + 1-digit	This lesson builds naturally from lesson 9, but with students adding two numbers in the ones place.
	11	22–23	• 1-digit + 2-digits	This lesson flips the order and has children add a single digit to a double-digit number. Encourage them to notice that the sum is the same regardless of which order they add in.
<b>TOPIC: Sums up to 50</b>				
	12	24–25	• Sums up to 20	Show your child that they can add numbers horizontally or vertically and get the same answer. Even when they add single-digit numbers, encourage them to align the numbers carefully. This way when they are ready to add two-digit numbers, they will align the columns correctly.
	13	26–27	• Sums up to 50	Continue to have your child notice patterns as they add larger numbers. This lesson serves as a checkpoint before students move on to larger numbers. See answer key for more details.
<b>TOPIC: Sums up to 100</b>				
	14	28–29	• Sums up to 100	Have your child continue to add using the skills they have already developed. Make sure they are aligning columns correctly.

Date	Book Section	PP.	Description	Educator Notes
	15	30–31	• Sums up to 100	This lesson introduces regrouping. When the numbers in the ones column sum to a number greater than or equal to ten, they must regroup and carry the number in the tens column over. If they need reinforcement, you can use manipulatives to illustrate $15 + 5$ . Split 15 into groups of 5 and 10. Add the two groups of 5 together. Then show how it makes a group of 10 that needs to be added to the first group of 10. Repeat with 15 and 6. Page 31 is set up to reveal several patterns. As your child moves down the each column, the first number increases by 10. Moving horizontally left to right, the second number increases by 10. Ask your child to notice how this affects the sum.
	16	32–33	• Sums up to 100	Have your child continue to observe patterns as they add.
	17	34–35	• Sums up to 100	
	18	36–37	• Sums up to 100	
	19	38–39	• Sums up to 100	
	20	40–41	• Sums up to 100	
	21	42–43	• Sums up to 100	
	22	44–45	• Sums up to 100	
<b>TOPIC: Sums Beyond 100</b>				
	23	46–47	• 2-Digit Addition	This lesson introduces sums greater than 100. Your child will need to regroup up to the hundreds column. Though they've already learned all of the skills they need to add these numbers, the larger numbers may be daunting. Encourage them to take their time and work carefully. If they are not feeling confident adding these numbers, have them continue to practice before moving on.
	24	48–49	• 2-Digit Addition	Have your child continue to observe patterns as they add.
	25	50–51	• 2-Digit Addition	
	26	52–53	• 2-Digit Addition	
	27	54–55	• 2-Digit Addition	
	28	56–57	• 2-Digit Addition	
	29	58–59	• 2-Digit Addition	
	30	60–61	• 2-Digit Addition	
	31	62–63	• 2-Digit Addition	
	32	64–65	• 2-Digit Addition	
	33	66–67	• 2-Digit Addition	
	34	68–69	• 2-Digit Addition	Have your child continue to observe patterns as they add.
	35	70–71	• 2-Digit Addition	
<b>TOPIC: 3- and 4-Digit Addition</b>				
	36	72–73	• 3-Digit Addition	This lesson has your child add multiples of 100. They should quickly catch on to the pattern, but they must pay attention to make sure they regroup when they encounter a sum of four digits.
	37	74–75	• 3-Digit Addition	Your child may wish to write the first few problems vertically and solve that way before they add horizontally.

Date	Book Section	PP.	Description	Educator Notes
	38	76-77	• 4-Digit Addition	Have your child continue to observe patterns as they add.
<b>TOPIC: Three Numbers</b>				
	39	78-79	• Three Numbers	The first section in this lesson asks your child to notice how grouping can be used to make addition easier. They should understand that the numbers can be added in any order to get the same sum, so they can choose to add them in an order that makes it easier to calculate. In later sections, they can put parentheses around the numbers they'd like to add first to show the easiest way to calculate.
	40	80-81	• Three Numbers	Have your child continue to observe patterns as they add.
	41	82-83	• Three Numbers	
	42	84-85	• Three Numbers	
<b>TOPIC: Review</b>				
	43	86-87	• Review	After completing the review, see the answer key options for additional practice.