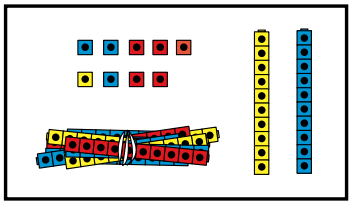
LETTER HOME

Putting Numbers in Their Places

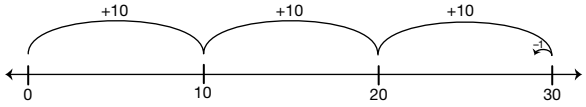
Dear Family Member:
In this unit and the next, your child will study place value—how to tell that the 1 in the number 15, for example, has a value of ten whereas the 1 in 105 has a value of one hundred. This unit and the next lay the groundwork for addition and subtraction of two-digit numbers, which we will study in several weeks.

Bundles of 100	Stacks of 10	Leftovers
1	2	9

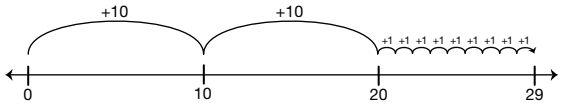


129 represented with connecting cubes

The unit will use investigations of volume as a reason for grouping and counting objects by ones, tens, and hundreds. They will fill containers of different size and shape with marshmallows and count them to determine which container has the largest volume.
Your child will use number lines to represent numbers using "hops" of one, ten, or 100. They will write number sentences to represent their moves. For example they can move from one to 29 in more than one way.



10 + 10 + 10 − 1 = 29



10 + 10 + 9 = 29

As we explore number relationships, you can provide additional support at home.

Play Not More Than 100. Players take turns spinning a 0–9 spinner and taking that number of ones or tens from a collection of 100 objects (cubes, beans, pennies). For example, if you spin 5 you can take 5 pennies or 50 pennies. After five spins, the player with the most objects, but not more than 100, wins. Directions are in Lesson 3 in the *Student Activity Book*.

Show Numbers on Open Number Lines. Ask your child to draw number lines and show you two ways to go from zero to the two-digit number, such as 38 or 27, using hops of tens and ones.

Telling Time. Tell your child a time of day and ask them what they are doing or what someone else might be doing at that time. For example: What are you doing at 4:30 PM?

Play with Volume. Show your child two or three containers and ask them which container will hold the most. Then have your child use pasta, beans, or rice to decide which container will hold the most.

Math Facts and Mental Math

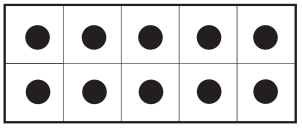
This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group F to develop strategies for those with sums larger than 10. The facts in this group involve the make-ten and use-ten strategies.

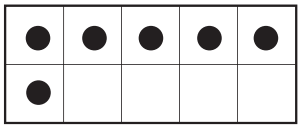
Group F: 8 + 6, 9 + 6, 9 + 7, 10 + 4, 10 + 5, 10 + 6, 10 + 7, 10 + 8, 9 + 8, 9 + 9

Addition Facts. You can help your child develop strategies for these facts using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in a small group each night. As your child goes through the facts, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, use two sets of 0–10 Small Ten Frame Cards to practice using the use-ten strategy to solve addition problems. Show your child the ten card and another card, and ask them to find the sum. For example, 10 + 6. The ten should be easy to recognize and your child should easily recognize the other number using the organization of the dots and the benchmarks of five and ten.

Then ask your child to use those same cards to solve 9 + 6 or 8 + 6.





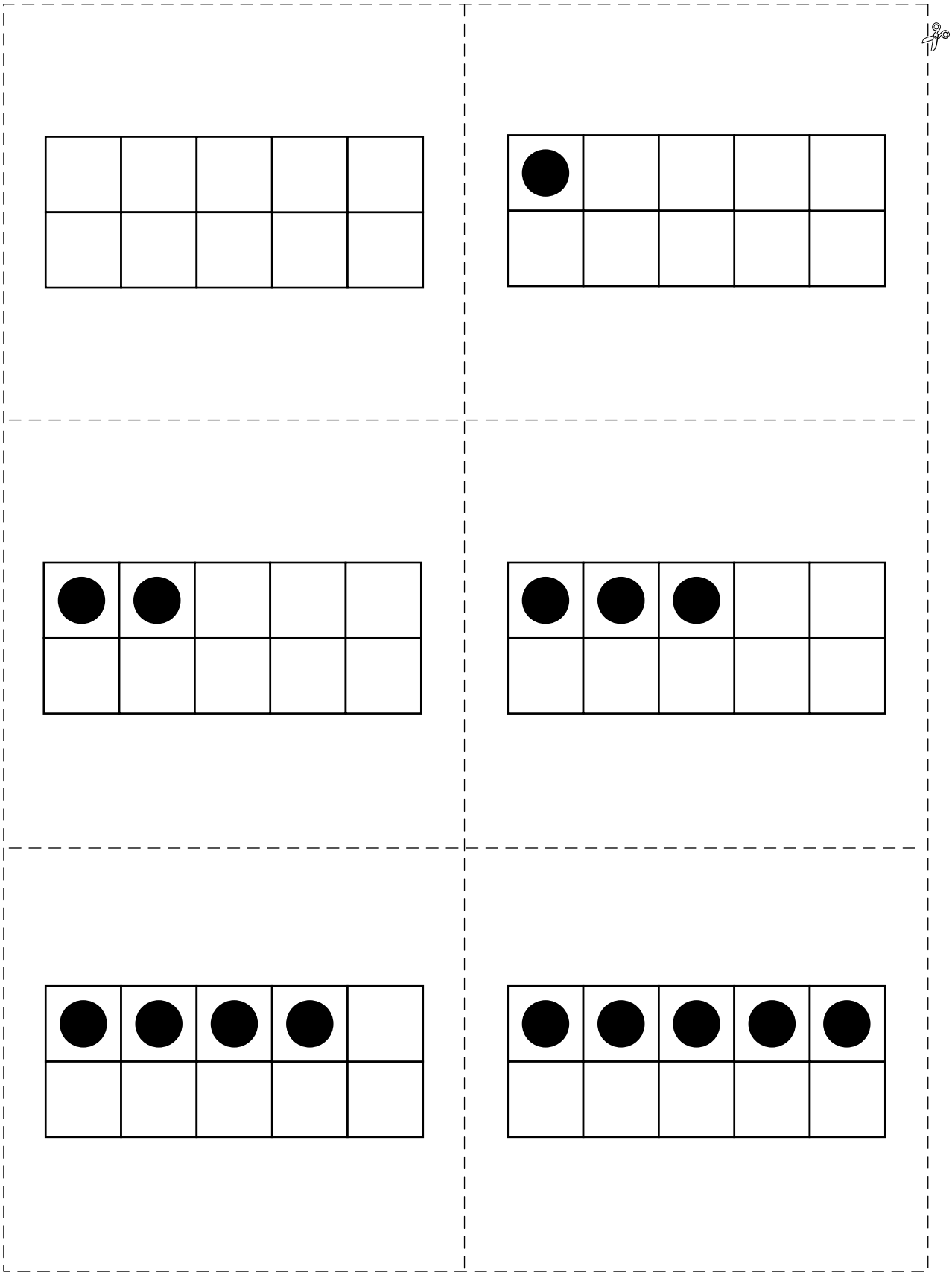
10 + 6 = 16
9 + 6 = 15
8 + 6 = 14

For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child develop strategies for the related subtraction facts (e.g., “If I know that 10 + 6 = 16, what is 16 − 10?”).

Sincerely,

0–10 Small Ten Frame Cards



0–10 Small Ten Frame Cards