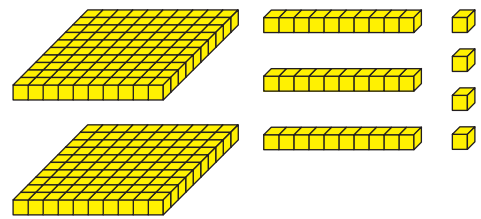# LETTER HOME

Place Value

Dear Family Member:

This unit is the second of two units in which your child has been studying place value—learning, for example, that the 1 in the number 18 has a value of ten while the 1 in the number 108 has a value of one hundred. The students use their understanding of place value when they learn to add and subtract with larger numbers.

We will use base-ten pieces to explore place value in this unit. Base-ten pieces are blocks that concretely show the ten-to-one relationship between the places in our number system. The blocks in the figure show the relationships between hundreds, tens, and ones. The values of different numbers become visible when the numbers are shown using base-ten pieces. Students will model different partitions of a number with ones, tens, and hundreds to underscore the fact that the number remains the same, even when trades are made. Students will see that $20 + 7$ and $10 + 17$ are both partitions of the same number and therefore are equivalent.

Base-ten pieces help children visualize a number's value. These pieces show 234.

Your child will again use number lines to represent numbers. In this unit, students will also use number lines to compare numbers and put them in order. Repeated use of the number line provides students with an intuitive sense of the relative size and order of numbers.

As your child explores number relationships, your continued support at home is important.

Compare Numbers. Ask your child about numbers. Ask which numbers are larger and which numbers are smaller.

Play Take Your Places, Please. To practice place value, play the game *Take Your Places Please*. The directions and recording sheets are in the *Student Activity Book.*

Time. Continue to make frequent reference to the time of day. Ask how many minutes have passed in the hour. Encourage your child to skip count by five-minute intervals to tell the time to the nearest five minutes.

Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group C and Group D to increase and maintain fluency with the facts.

Group C: $1 + 9, 2 + 7, 2 + 8, 2 + 9, 3 + 6, 3 + 7, 3 + 8, 4 + 6, 4 + 7, 5 + 5, 5 + 6$

Group D: $3 + 3, 3 + 4, 4 + 4, 4 + 5, 6 + 6, 6 + 7, 7 + 7, 7 + 8, 8 + 8, 10 + 9, 10 + 10$

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 small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.
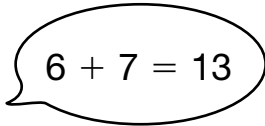
For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group C include the facts that make ten (e.g., $6 + 4$) or are close to making ten (e.g., $6 + 3$). The facts in Group D include facts that are doubles (e.g., $6 + 6$) or are close to a double (e.g., $6 + 7$).
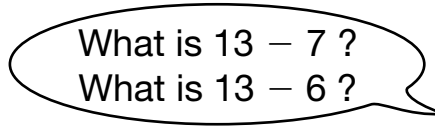
For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts: $12 + 8$ (to practice $2 + 8$) or $50 + 50$ (to practice $5 + 5$).

Related Subtraction Facts. You can help your child develop strategies for the related subtraction facts.

For Facts I Need to Learn, work on strategies for figuring them out.

$6 + 7 = 13$

What is $13 - 7$?
What is $13 - 6$?

You may also ask your child to tell an addition story and a related subtraction story for a fact.

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

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the subtraction facts: $20 - 8$ (to practice $10 - 8$) or $100 - 50$ (to practice $10 - 5$).

I look forward to working with your child as we sort, group, and count.

Sincerely,