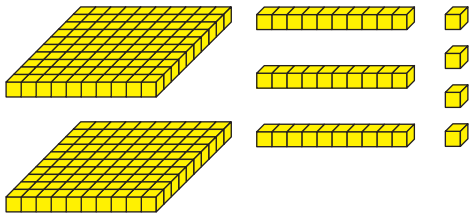
LETTER HOME

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.

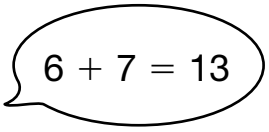
For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group C include the facts that make ten (e.g., 6 + 4) or are close to making ten (e.g., 6 + 3). The facts in Group D include facts that are doubles (e.g., 6 + 6) or are close to a double (e.g., 6 + 7).

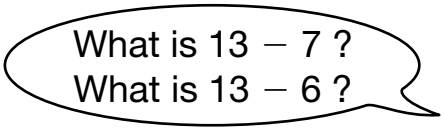
For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

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.





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,

Name _____ Date _____

Unit 6: Home Practice

Part 1 Addition Flash Cards: Groups C and D

Take home your Triangle Flash Cards: Groups C and D. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Update your *Addition Facts I Know* chart. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 Use Reasoning

1. Complete each number sentence. Circle the part that makes ten.

Example: (9 + 1) + 1 = 11

A. 7 + 4 = (7 + ☐) + ☐

B. 8 + 2 + 1 = ☐

C. 6 + 3 = (6 + ☐) − ☐

D. 5 + 5 + 1 = ☐

2. Is each number sentence true or false?

A. 3 + 4 = 3 + 3 + 1 _____ True or False

B. 7 + 8 = 8 + 8 − 1 _____ True or False

C. 7 + 6 = 6 + 6 − 1 _____ True or False

Name _____ Date _____

Part 3 Math Facts Practice

A. $\square + 6 = 12$

B. $6 + \square = 13$

C. $8 = 4 + \square$

D. $\square + 4 = 7$

E. $7 + 7 = \square$

F. $15 = 7 + \square$

G. $10 + \square = 20$

H. $10 + 9 = \square$

I. $8 + 8 = \square$

J. $15 - \square = 8$

K. $6 - \square = 3$

L. $7 - \square = 3$

M. $8 + \square = 12$

N. $11 = \square + 8$

O. $10 - \square = 3$

P. $11 - \square = 3$

Q. How can your answer for Question E help you solve Question F?

Name _____ Date _____

Part 4 Make Ten or Twenty

Use the rule to complete the table. Split 9 into two parts so that the first part makes a ten with the number. Write a number sentence that shows the ten. Circle the ten. Follow the example.

1.

Rule: Add 9		
Number	**Split 9 to Make Ten**	**Number Sentence**
6	4 + 5	(6 + 4) + 5 = 15
4		
5		
2		
9		
7		

2.

Rule: Add 9		
Number	**Split 9 to Make Twenty**	**Number Sentence**
16	4 + 5	(16 + 4) + 5 = 25
14		
15		
12		
17		
19		

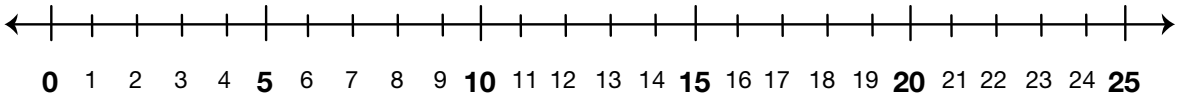
Name _____ Date _____

Part 5 Strategy Practice

1. Use the number line to solve the following problems.

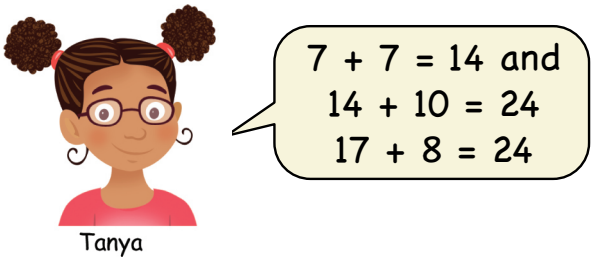
A. 16 − 9 = ☐ **B.** 9 + 12 = ☐

C. Show or tell how you solved Question 1A.



2. A. Show or tell how to solve 17 + 8.

B. Look at Tanya's solution.



Do you agree with Tanya's solution? Why or why not?

_____

_____

Name _____ Date _____

3. The target number is 78.

A. Write a number that is a little smaller than 78.

_____

B. Write a number that is a little larger than 78.

_____

C. Write a number that is a 22 more than 78.

_____

D. Write a number that is 20 more than 78.

_____

4. The target number is 183.

A. Write a number that is a 23 less than 183.

_____

B. Write a number that is a little smaller than 183.

_____

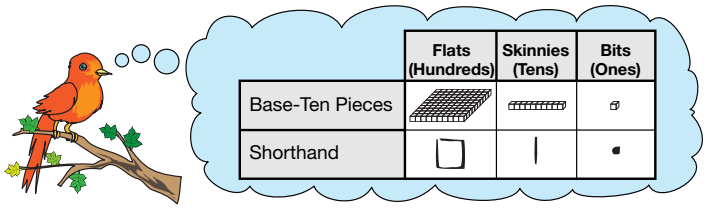
C. Write a number that is a little bigger than 183.

_____

Name _____ Date _____

Part 6 Base-Ten

1. Draw base-ten pieces to show the following numbers. Write a number sentence to represent your base-ten pieces. You may use base-ten shorthand.



A. 96

Number sentence

_____

B. 65

Number sentence

_____

C. 102

Number sentence

_____

D. 122

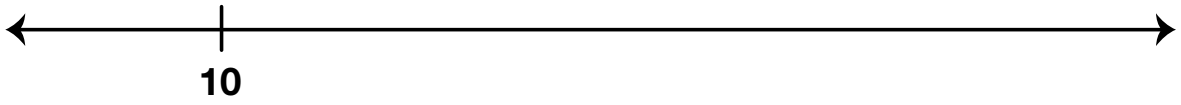
Number sentence

_____

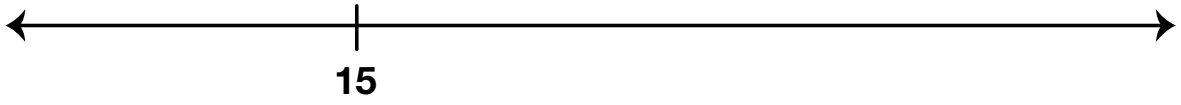
Name _____ Date _____

2. Remember, the base-ten hopper hops only in ones and tens.

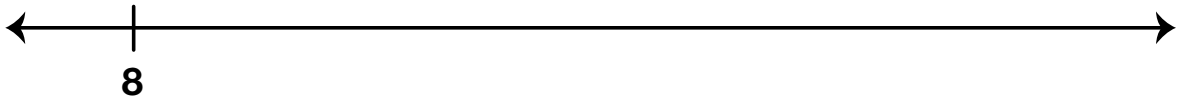
A. Start at 10 and move forward 12.



B. Start at 15 and move forward 9.

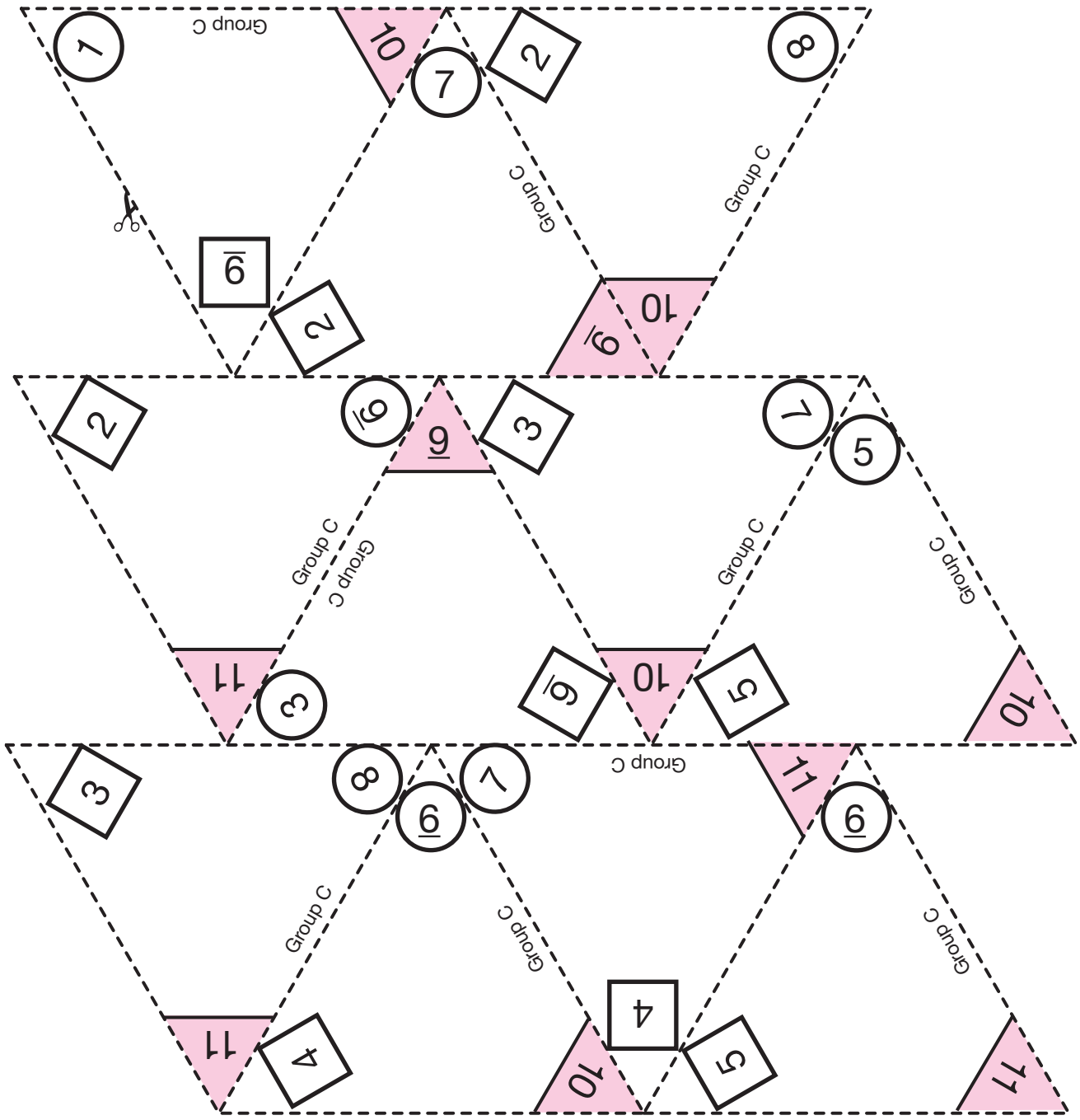


C. Start at 8 and move forward 12.



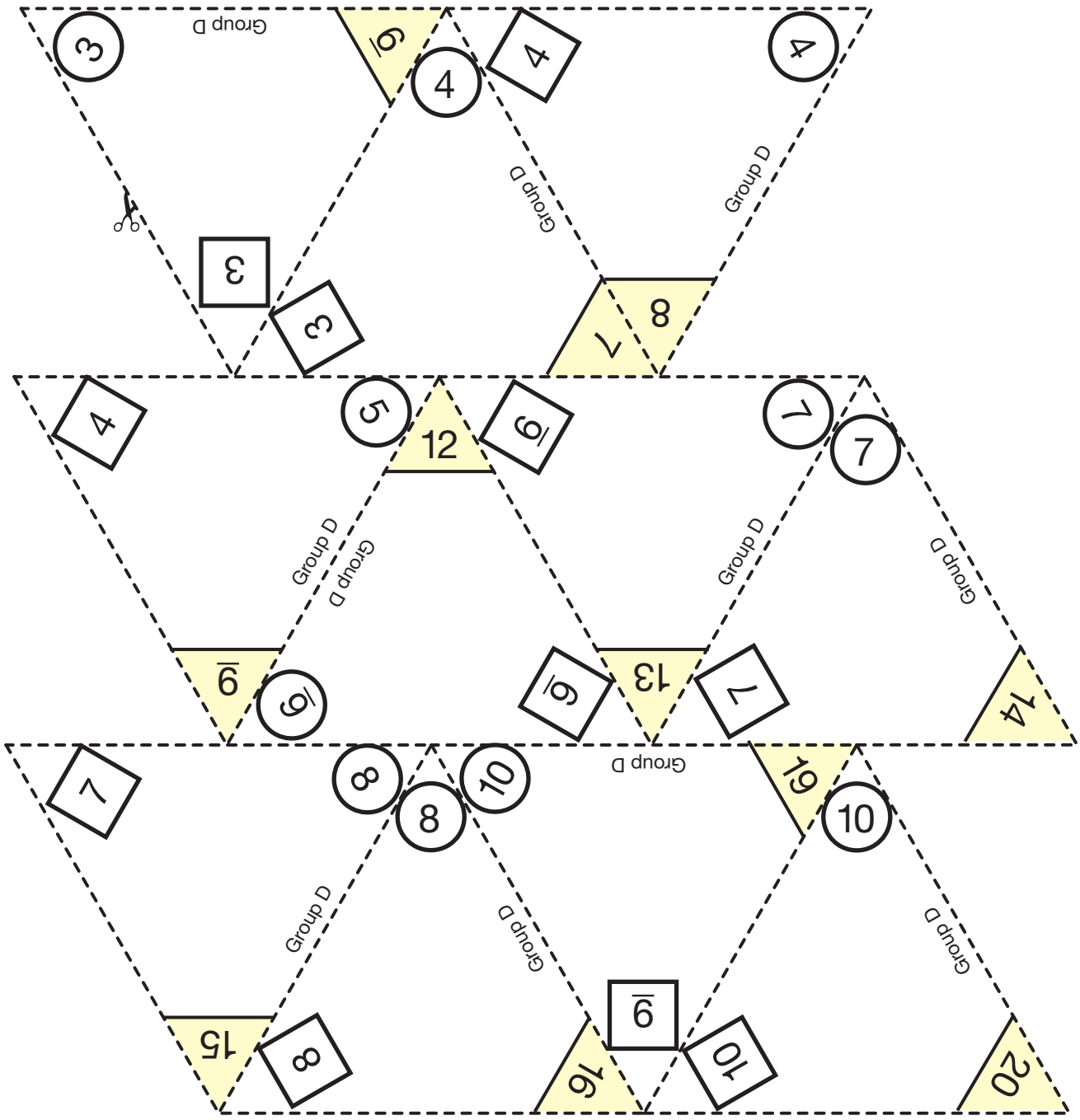
Triangle Flash Cards: Group C

- **To practice an addition fact, cover the corner with the highest number. Add the two uncovered numbers.**
- **To practice a subtraction fact, cover one of the smaller numbers and subtract from the highest number.**



Triangle Flash Cards: Group D

- **To practice an addition fact, cover the corner with the highest number. Add the two uncovered numbers.**
- **To practice a subtraction fact, cover one of the smaller numbers and subtract from the highest number.**



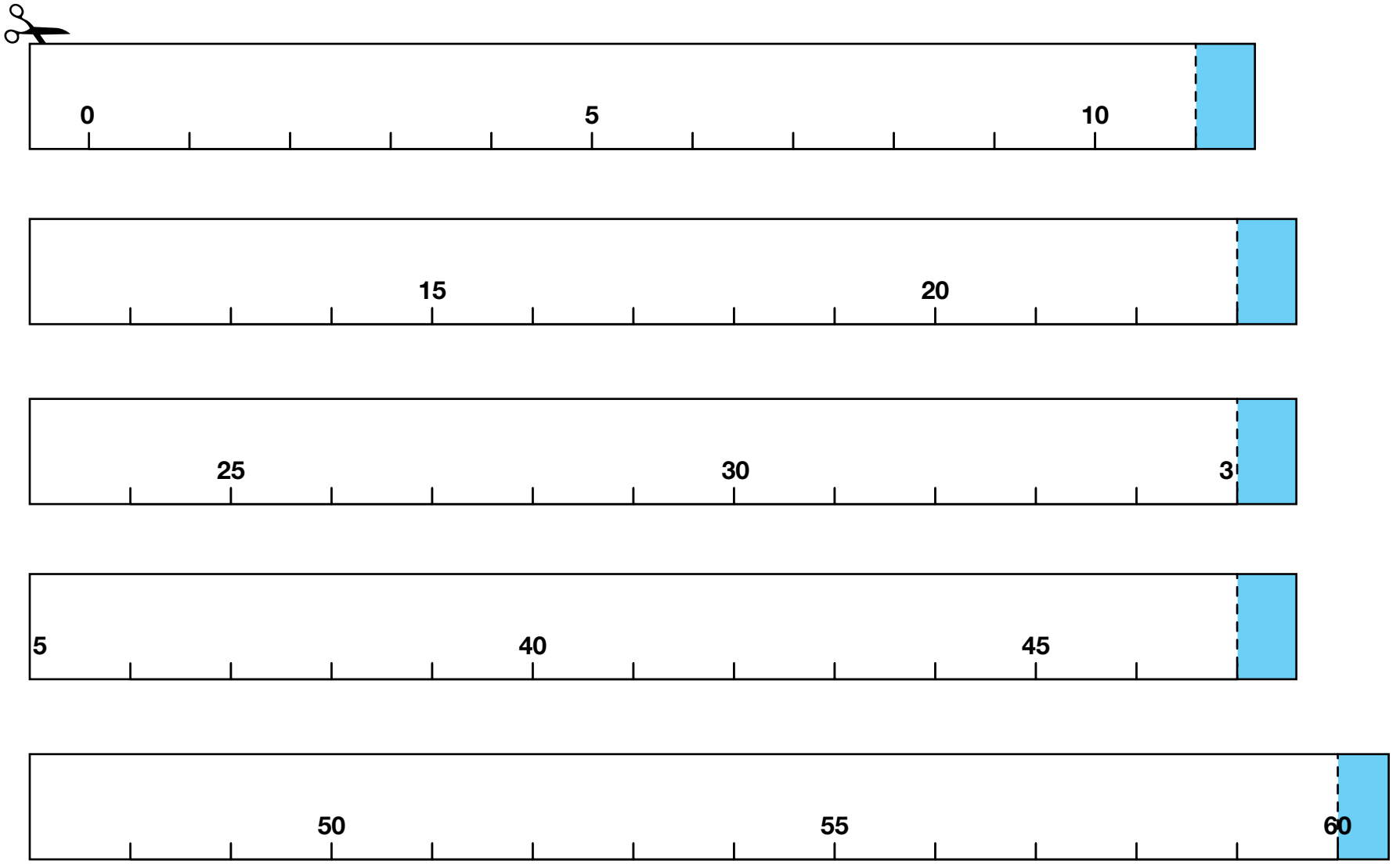
Name _____ Date _____

Addition Facts I Know

Circle the facts you know quickly.

1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10	
3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10		
4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10			
5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10				
6 + 6	6 + 7	6 + 8	6 + 9	6 + 10					
7 + 7	7 + 8	7 + 9	7 + 10						
8 + 8	8 + 9	8 + 10							
9 + 9	9 + 10								
10 + 10									

Clock Number Line



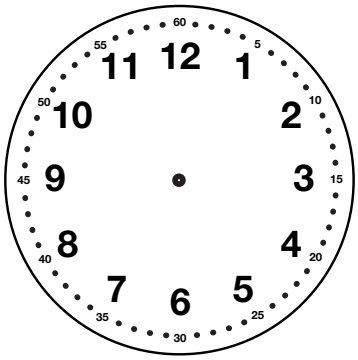
Name _____ Date _____

Time Around the Clock

Homework

Write or draw the times on the clocks.

1.



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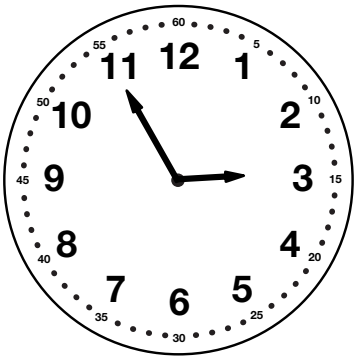
2.



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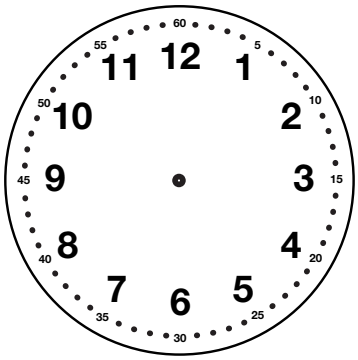

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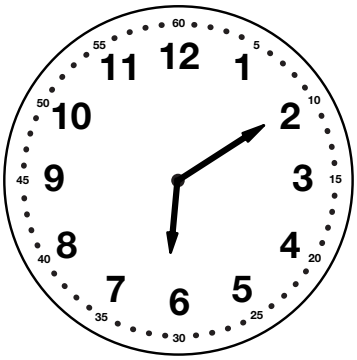
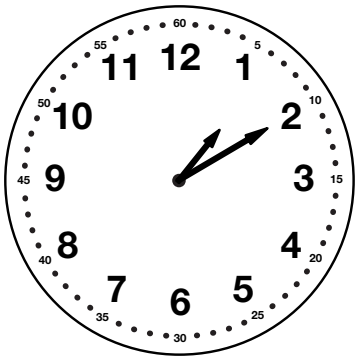


5.



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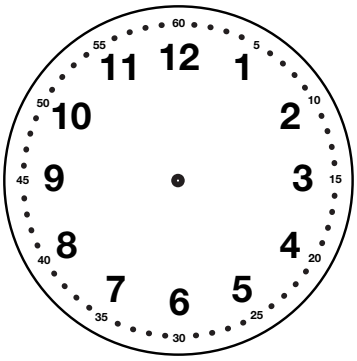

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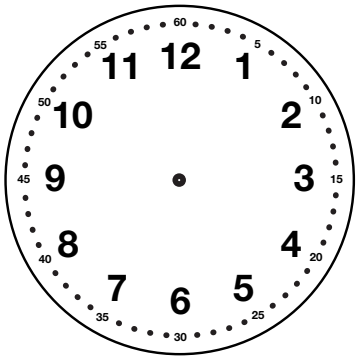
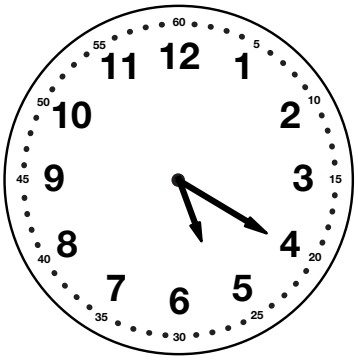
Name _____ Date _____

7.

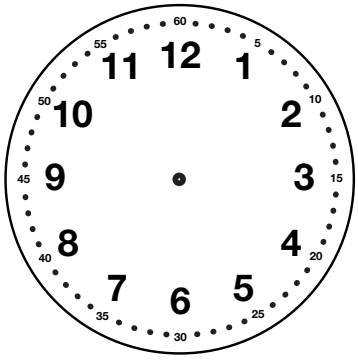


1:30

8.



9.



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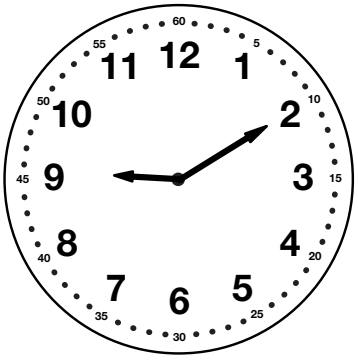
10.



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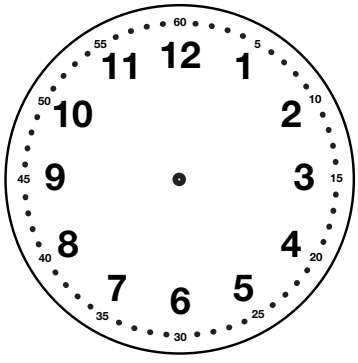

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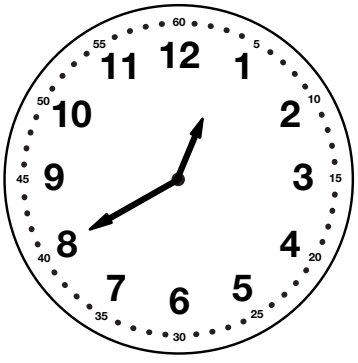
12.



Name _____ Date _____

Collection of Bits

Names	Skinnies	Bits	Number Sentence

Name _____ Date _____

Number Riddles

Homework

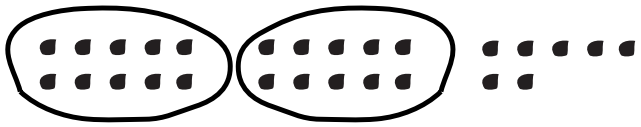
Dear Family Member:

Your child has been breaking numbers into groups of tens and ones. We have been calling the ones "leftovers." Sometimes there are more than ten leftovers. Your child is learning that different partitions of a number equal the same amount. For example, 20 + 2 is the same amount as 10 + 12. These activities build your child's understanding of place value and prepare him or her for addition and subtraction with larger numbers. Have your child explain to you how he or she decides what the number is.

Thank you.

Draw the groups of ten and leftovers. Then tell what the number is. Use dots to show the bits. Circle the groups of 10. The first is an example.

Ex. I have 2 groups of 10 bits and 7 bits left over.



What number am I? 27

1. I have 1 group of 10 bits and 13 bits left over.

What number am I? _____

Name _____ Date _____

2. I have 3 groups of 10 bits and 21 bits left over.

What number am I? _____

3. I have 4 groups of 10 bits and 0 bits left over.

What number am I? _____

4. I have 1 group of 10 bits and 20 bits left over.

What number am I? _____

5. I have 4 groups of 10 bits and 5 bits left over.

What number am I? _____

Show a Number with Base-Ten Pieces

Number	Base-Ten Pieces	Number Sentence
	_____ flats _____ skinnies _____ bits	_____ + _____ + _____ = _____
	_____ flats _____ skinnies _____ bits	_____ + _____ + _____ = _____
	_____ flats _____ skinnies _____ bits	_____ + _____ + _____ = _____
	_____ flats _____ skinnies _____ bits	_____ + _____ + _____ = _____

Name _____ Date _____

Are They the Same Number

Homework

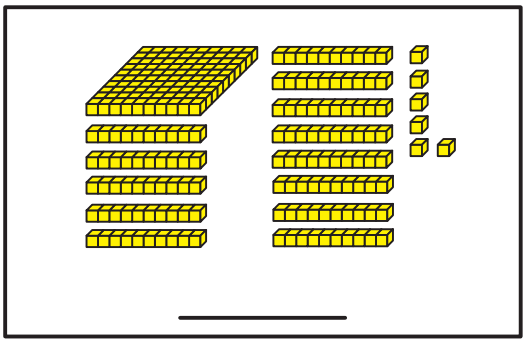
Dear Family Member:

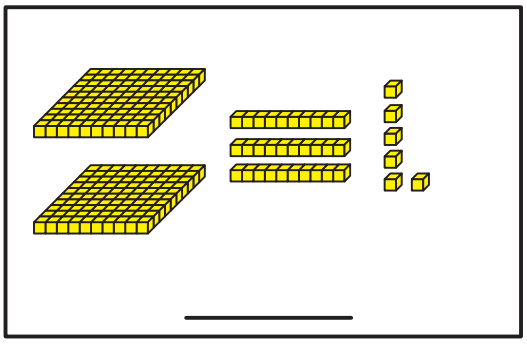
Students continue to learn about place value by using base-ten pieces to represent numbers. In this exercise, they identify representations that are the same after trades have been made between ones and tens and between tens and hundreds. Have your child explain his or her reasoning in deciding the answers to these problems.

Thank you.

What number is shown in each picture? Write the number. Compare the two pictures. If they are the same, circle "yes." If they are not the same, circle "no."

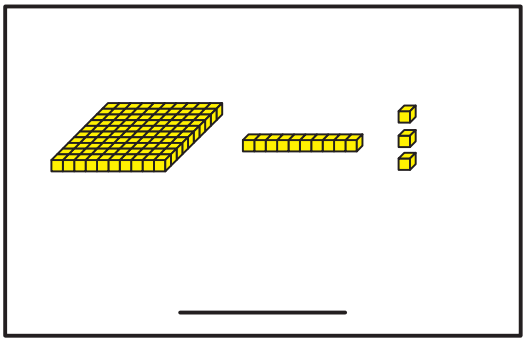
1.

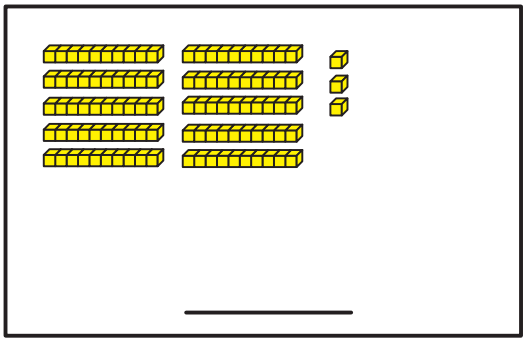




Are they the same? Yes No

2.

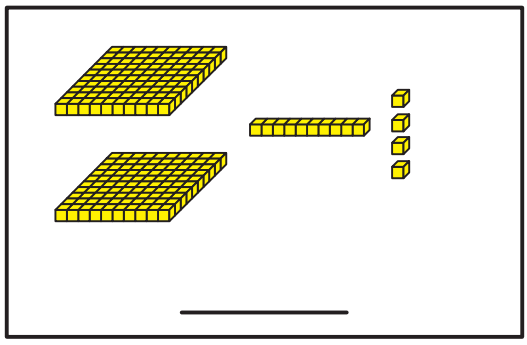


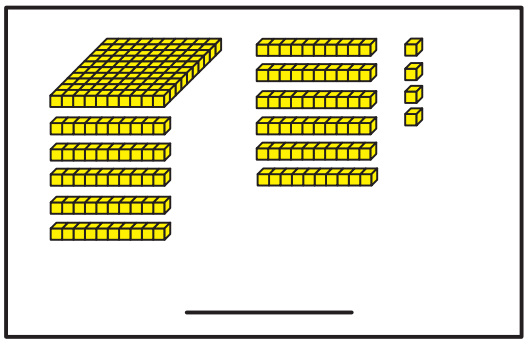


Are they the same? Yes No

Name _____ Date _____

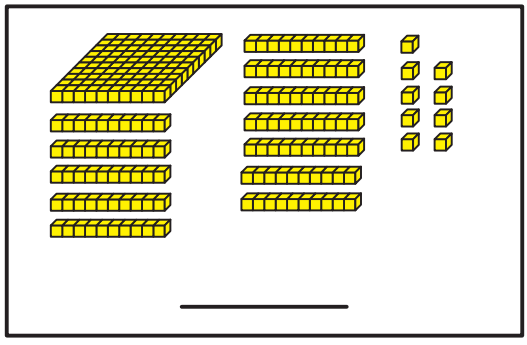
3.

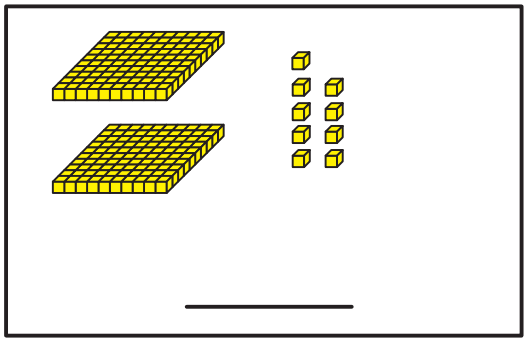




Are they the same? Yes No

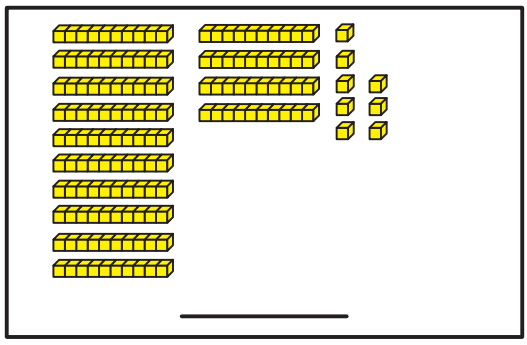
4.

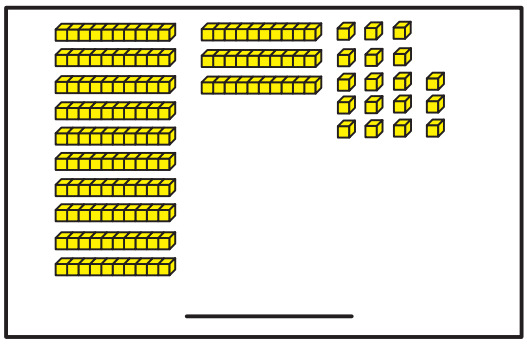




Are they the same? Yes No

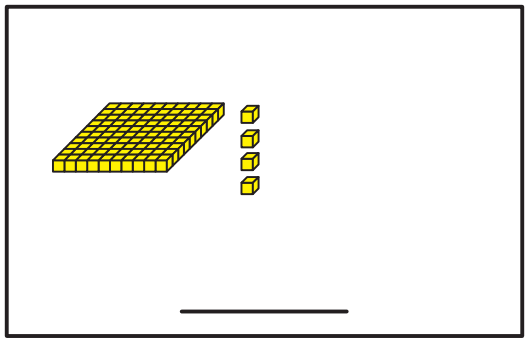
5.

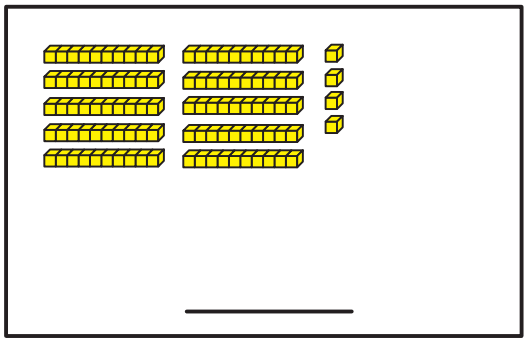




Are they the same? Yes No

6.





Are they the same? Yes No

Name _____ Date _____

Base-Ten Pieces and Numbers

Homework

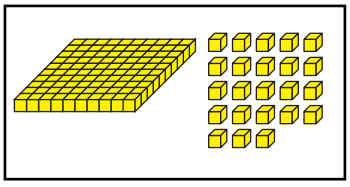
Dear Family Member:

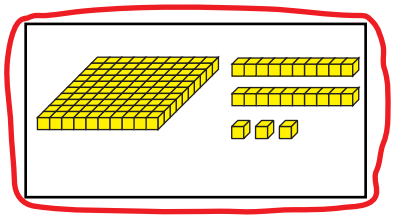
This page shows numbers represented by base-ten pieces. The flat piece (flat) represents 100. The long skinny piece (skinny) represents 10, and the small piece (bit) represents 1. A number may be represented in many ways. A number represented by the Fewest Pieces Rule has the fewest number of the base-ten pieces. Both pictures in the example represent 123. The second picture is circled because it uses the fewest pieces to represent the number 123.

Thank you.

Write a number sentence for each. Circle the example that uses the Fewest Pieces Rule.

Example:

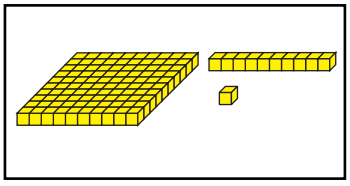


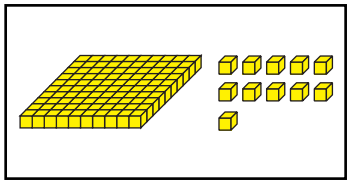


100 + 23 = 123

100 + 20 + 3 = 123

1.

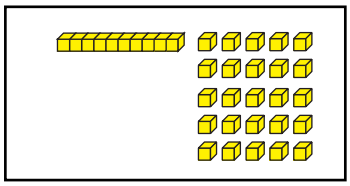


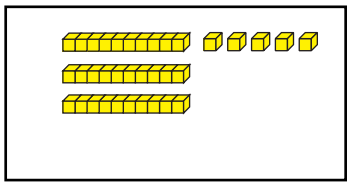


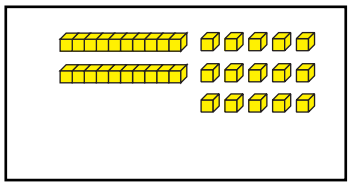
_____ _____

Name _____ Date _____

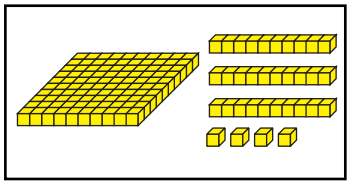
2.

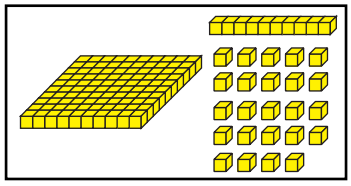




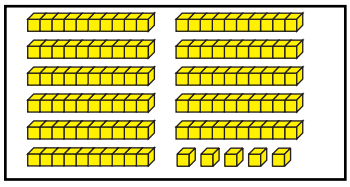


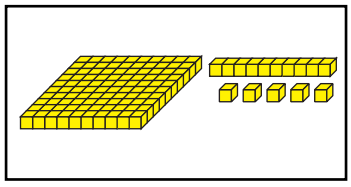
3.



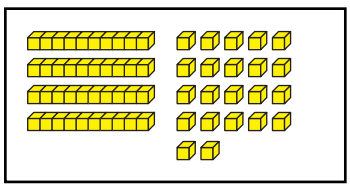


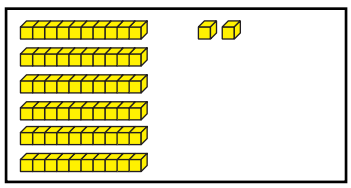
4.





5.

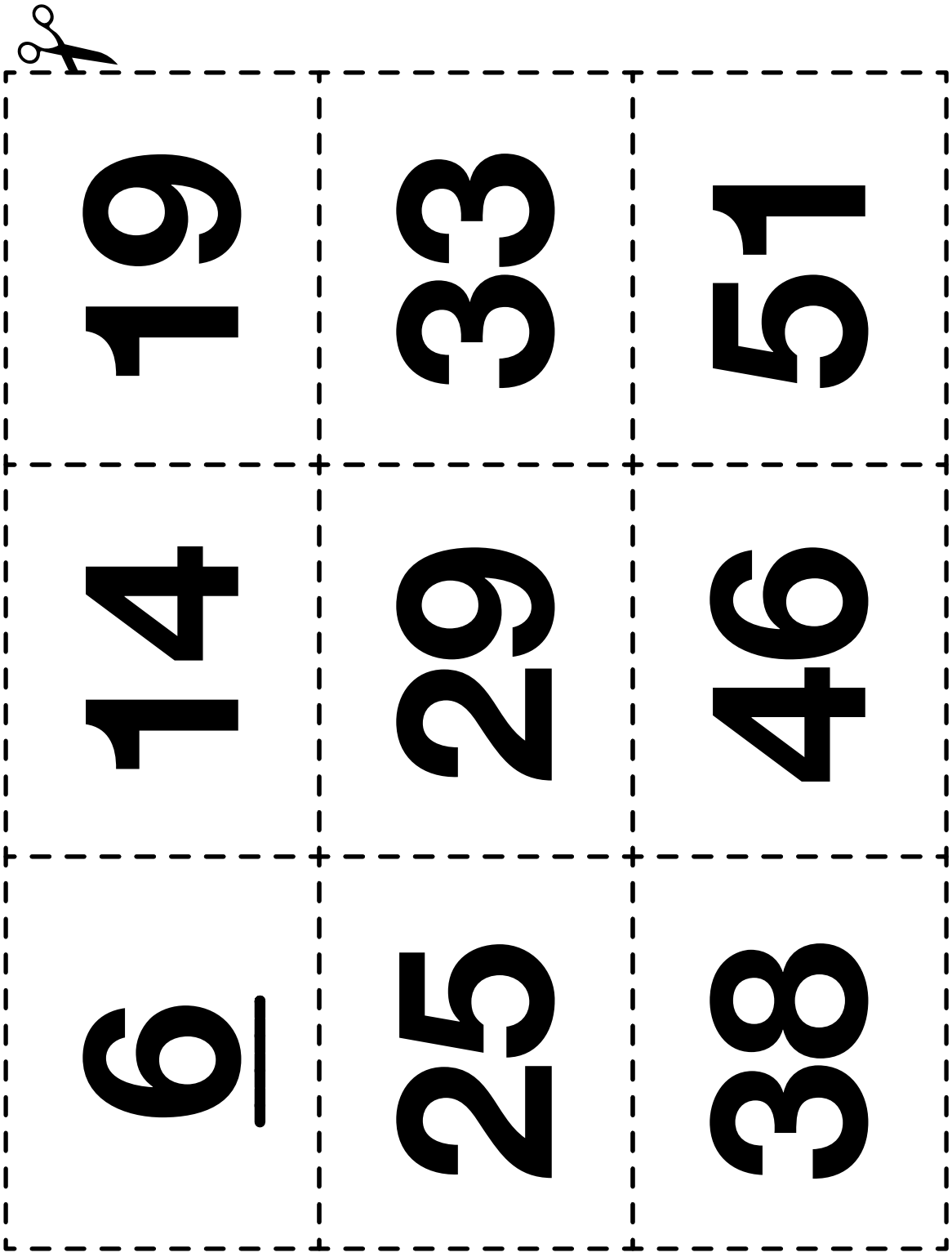




Name _____ Date _____

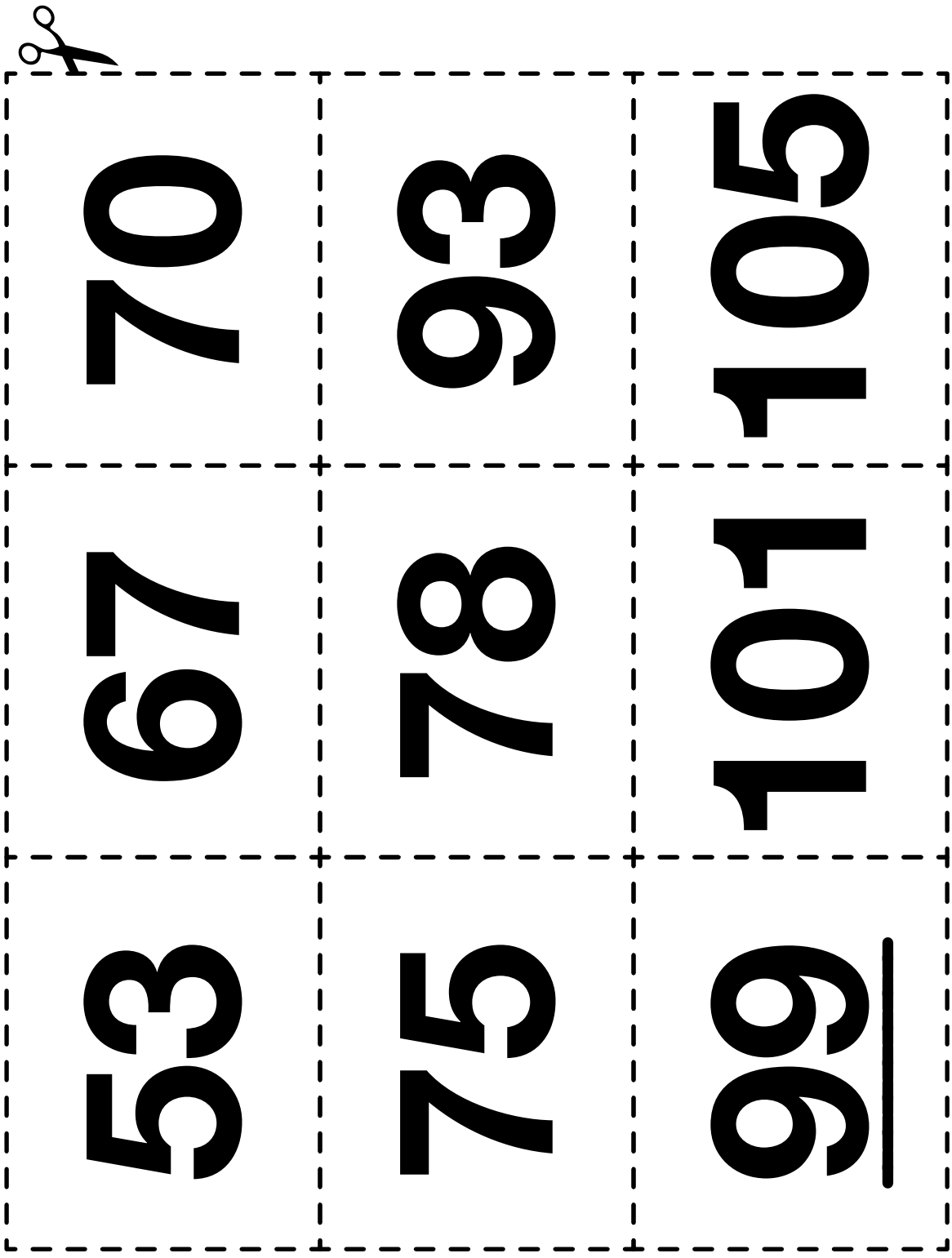
Number Representation Cards

Number Cards 1



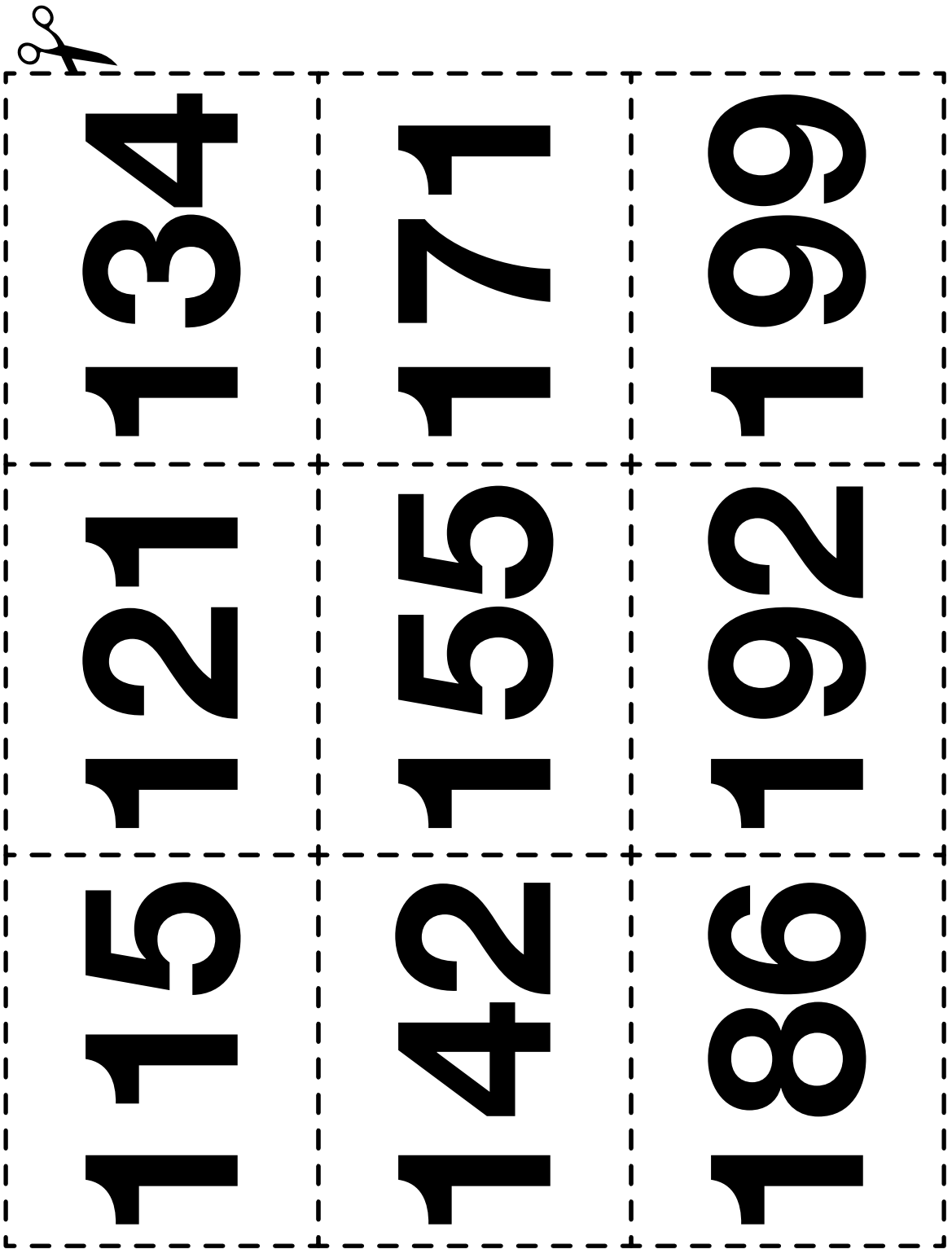
Name _____ Date _____

Number Cards 2



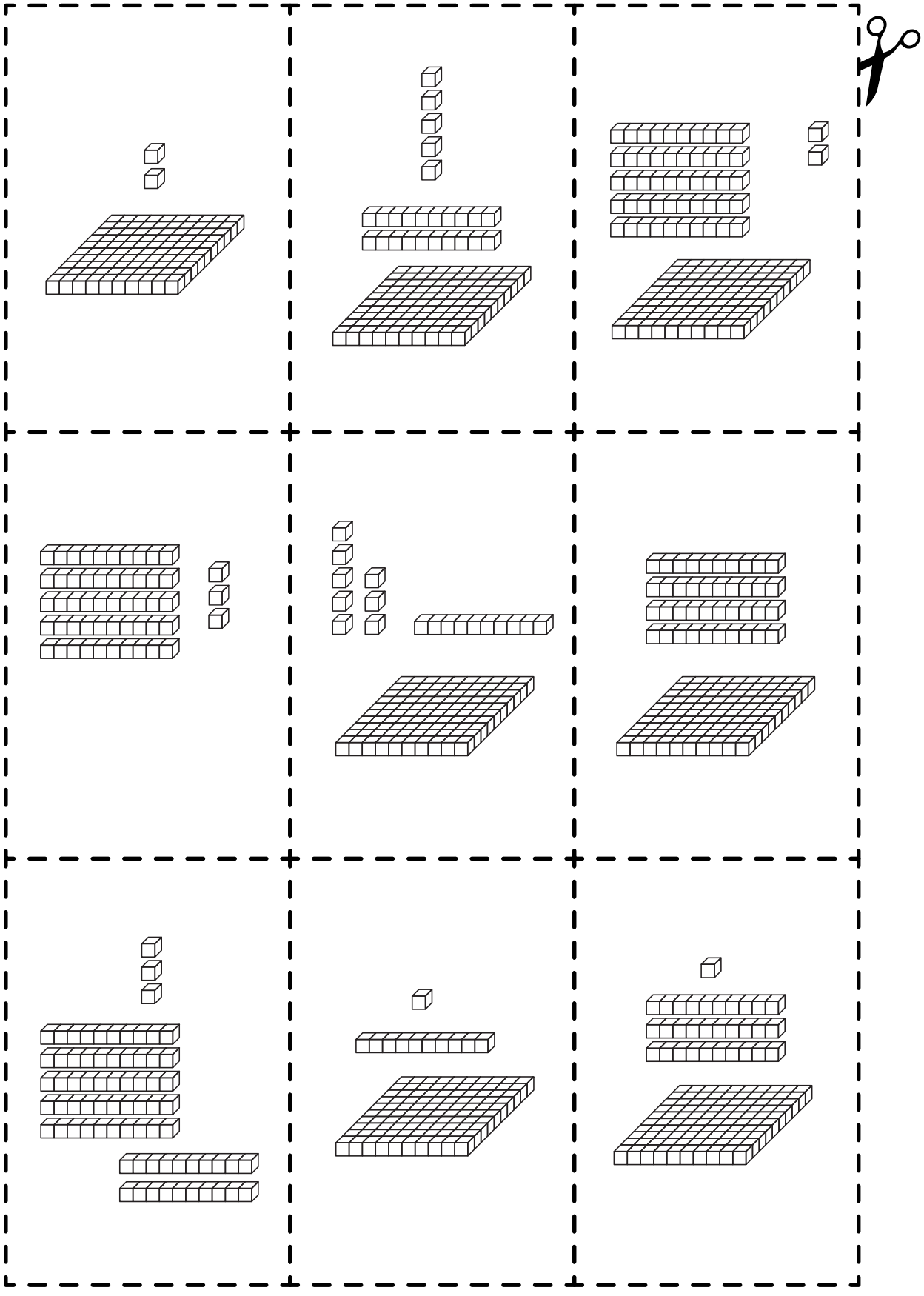
Name _____ Date _____

Number Cards 3



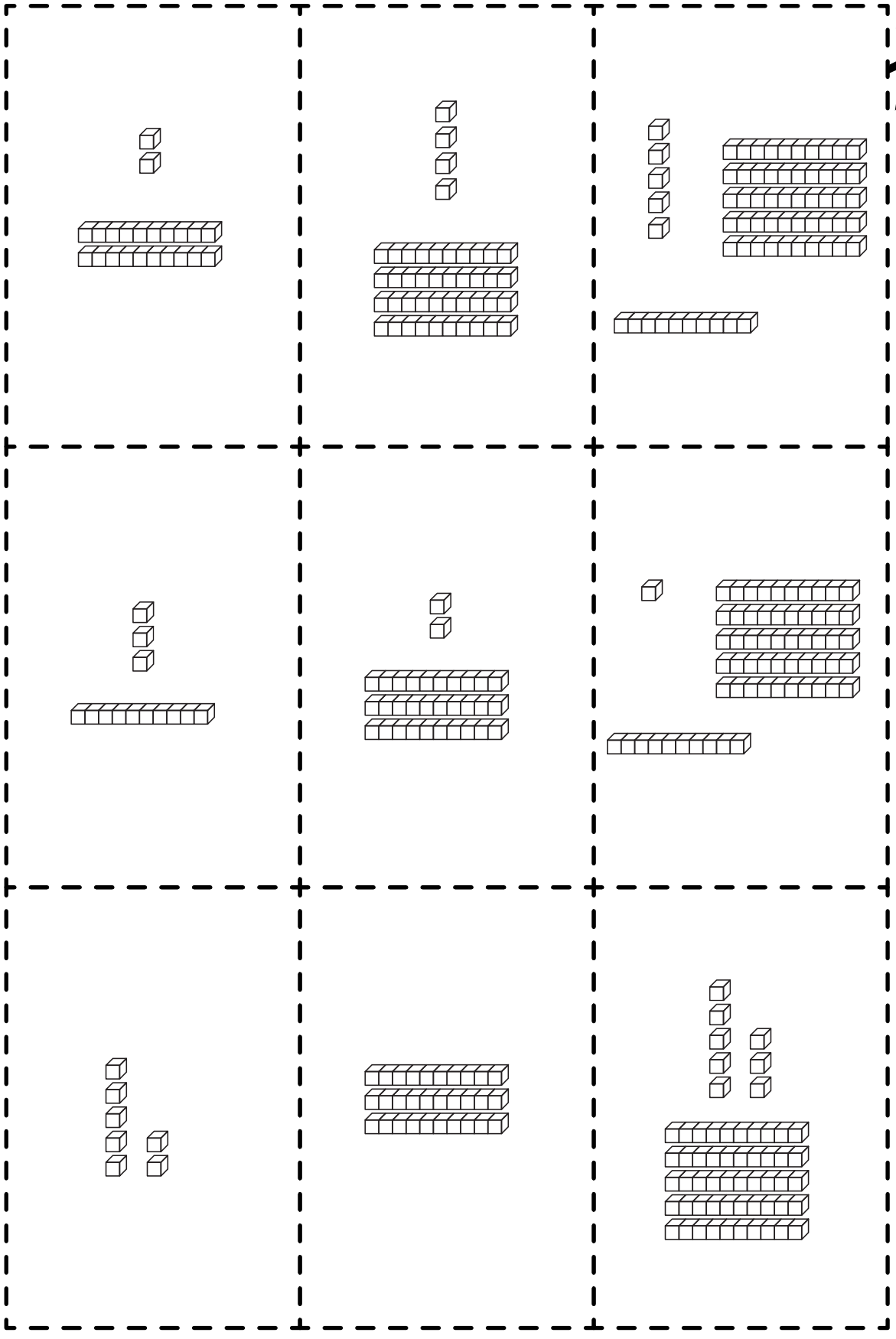
Name _____ Date _____

Base-Ten Pieces Cards 1



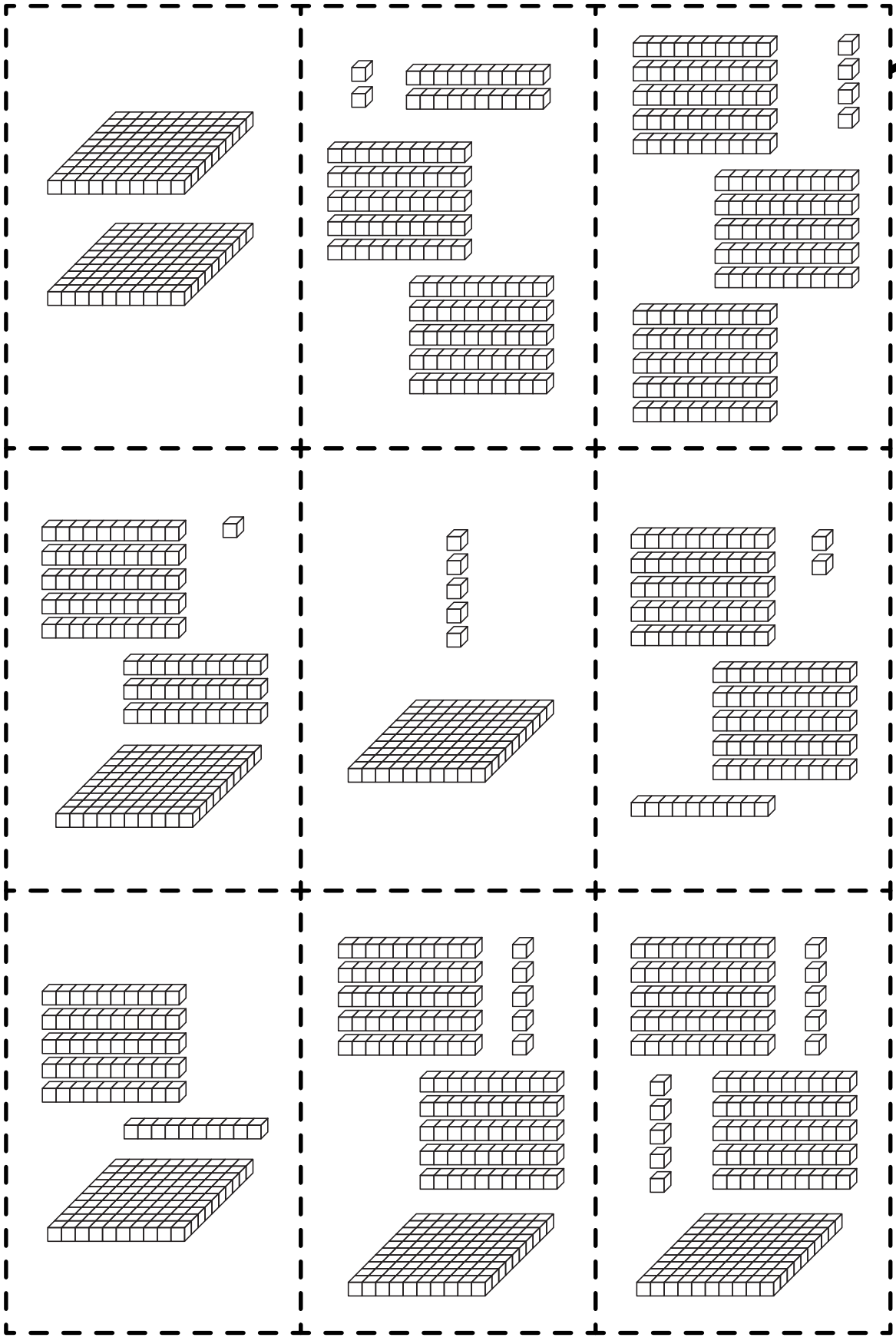
Name _____ Date _____

Base-Ten Pieces Cards 2



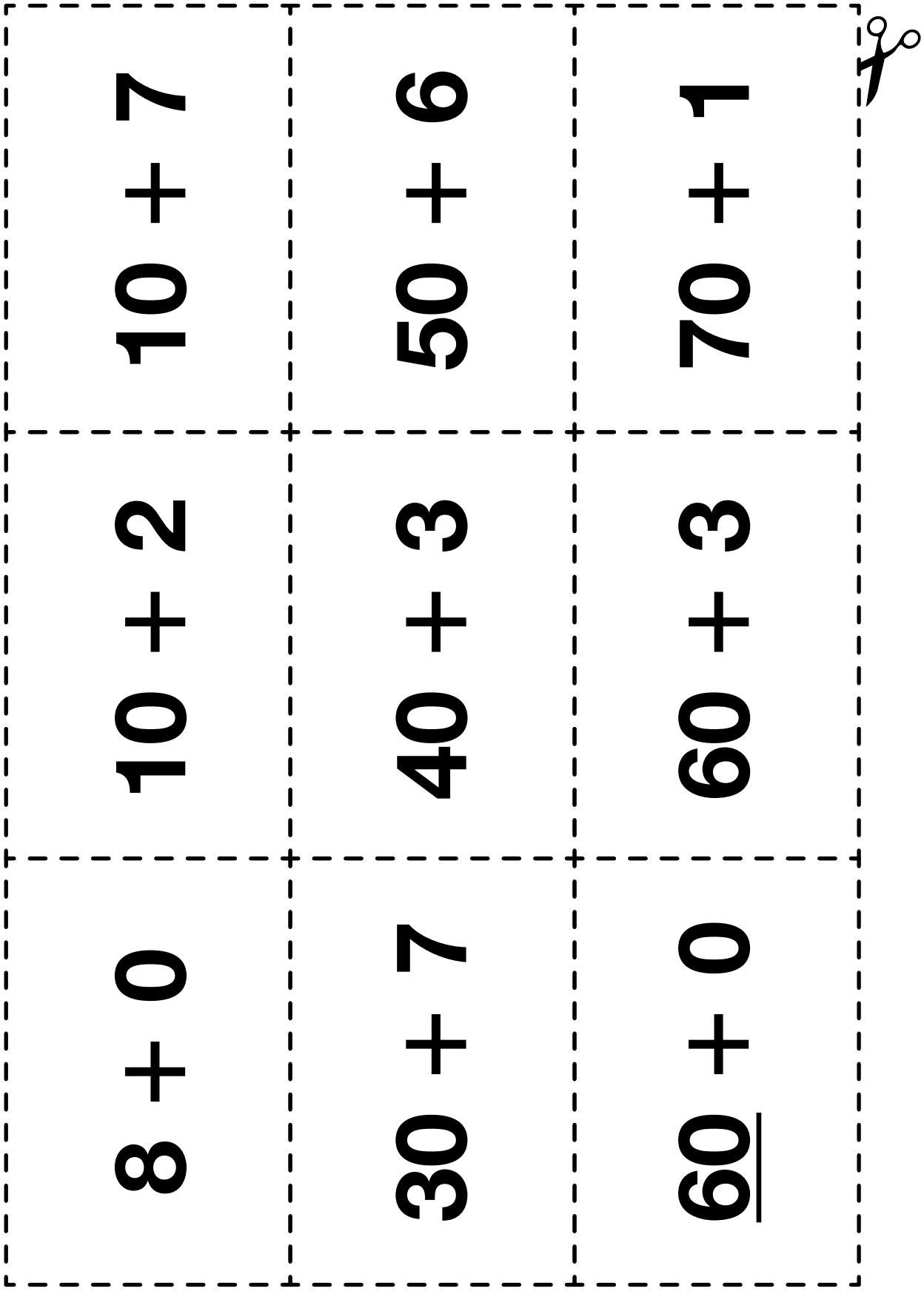
Name _____ Date _____

Base-Ten Pieces Cards 3



Name _____ Date _____

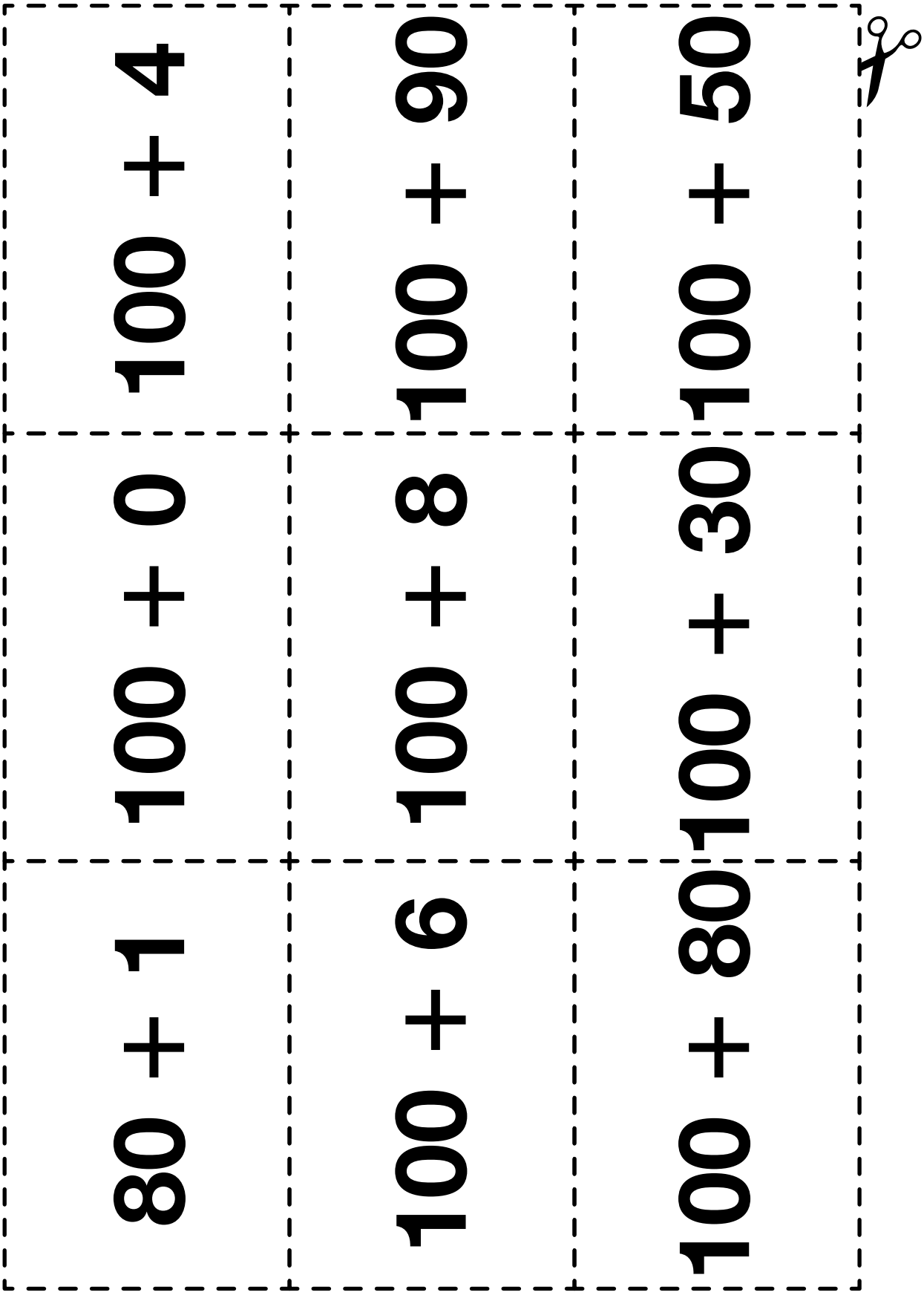
Number Sentence Cards 1



10 + 7	50 + 6	70 + 1
10 + 2	40 + 3	60 + 3
8 + 0	30 + 7	60 + 0 = 60

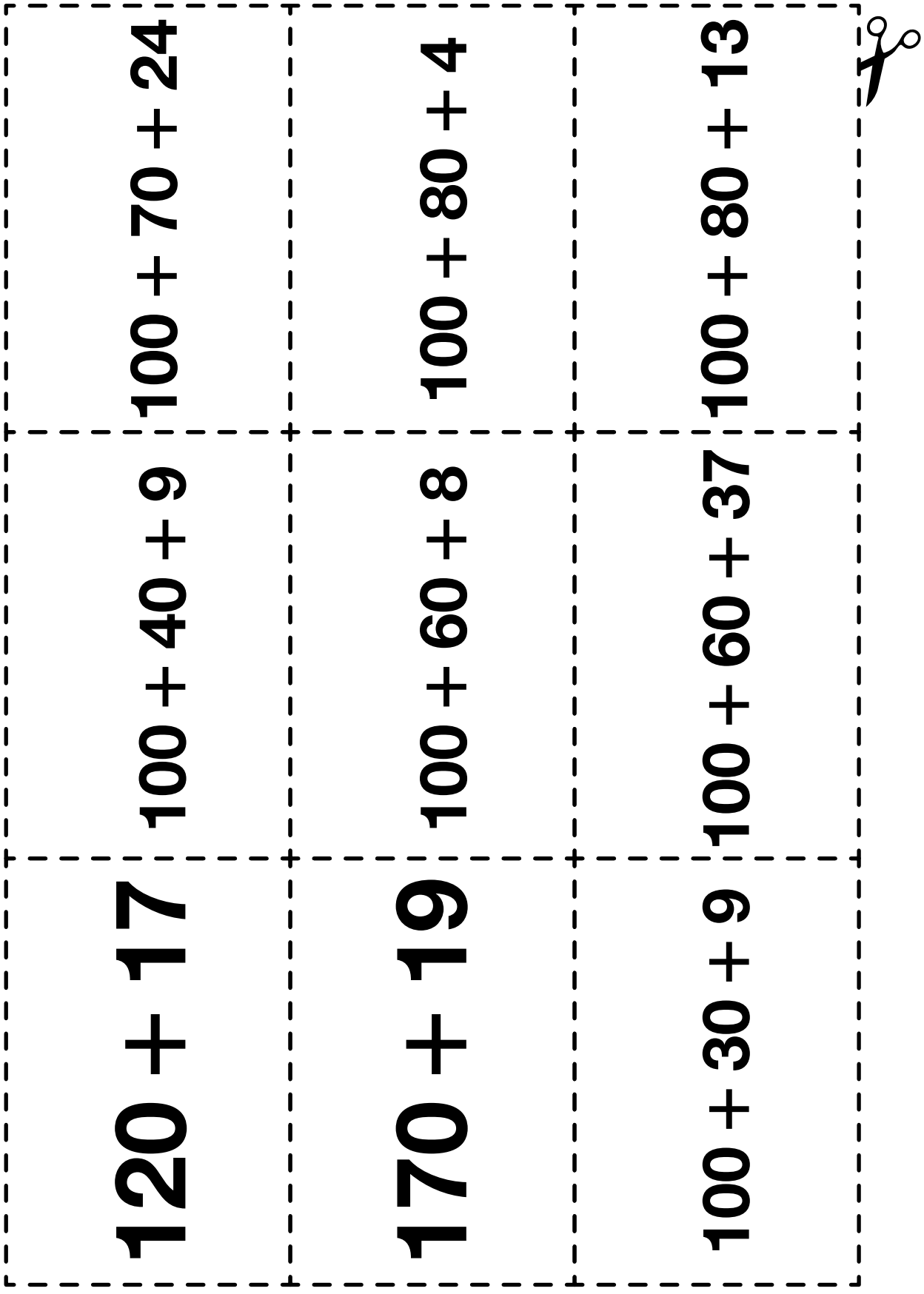
Name _____ Date _____

Number Sentence Cards 2



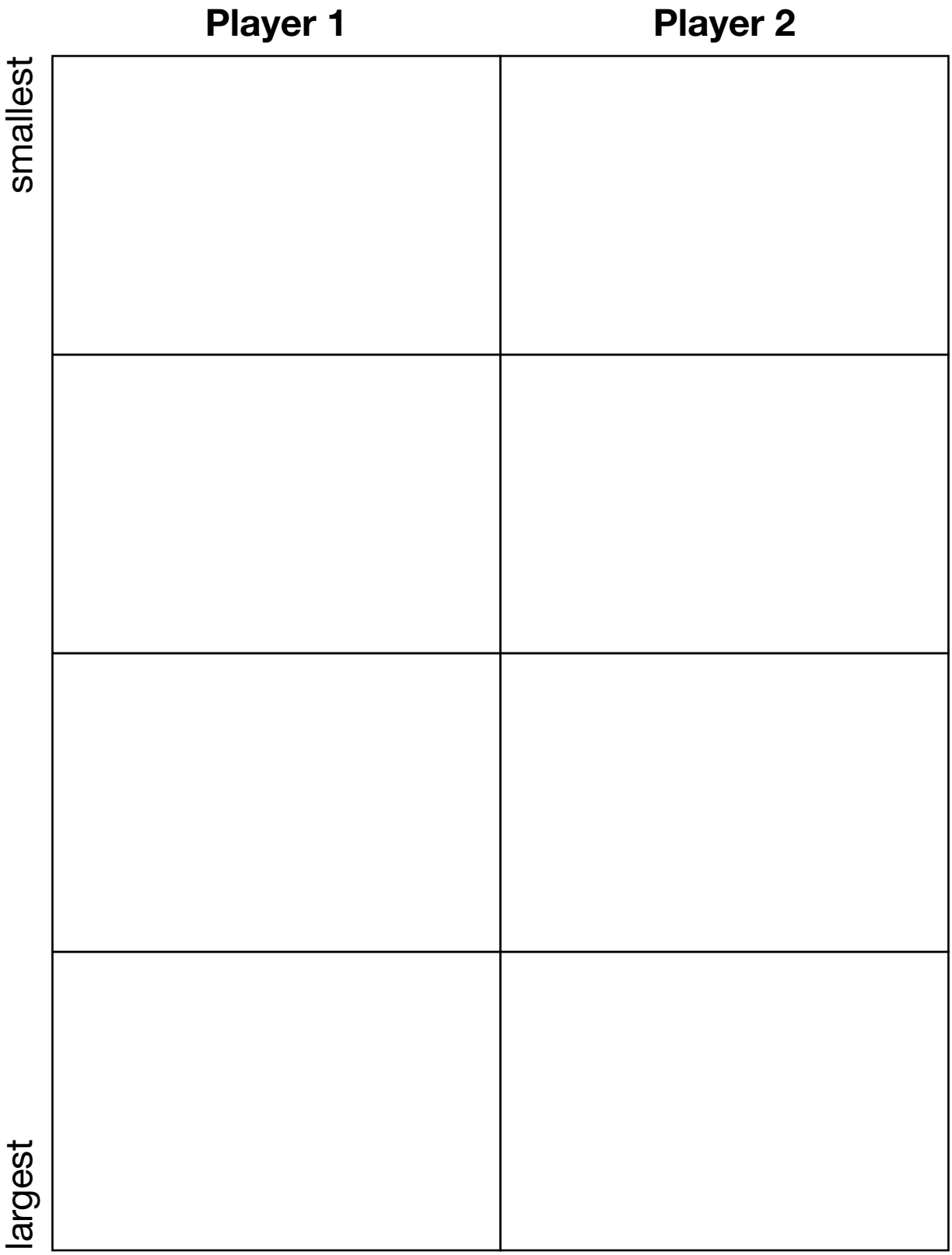
Name _____ Date _____

Number Sentence Cards 3



100 + 70 + 24	100 + 80 + 4	100 + 80 + 13
100 + 40 + 9	100 + 60 + 8	100 + 60 + 37
120 + 17	170 + 19	100 + 30 + 9

Two Number Order Game Boards



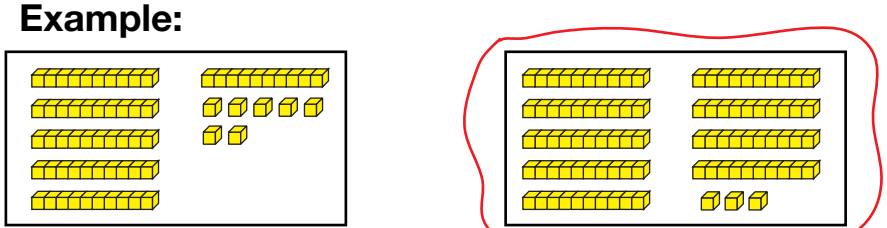
Name _____ Date _____

Compare Numbers at Home

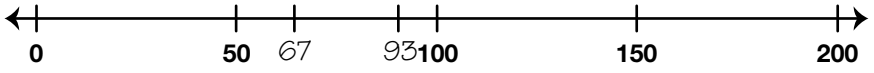
Homework

Circle the box that shows the greatest number. Write a number sentence to compare the numbers. Use < or >. Then place the numbers on the number line.

Example:

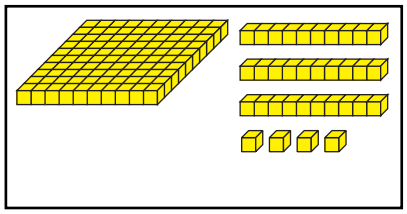


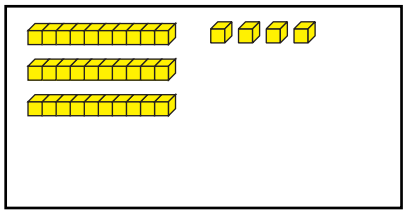
Number sentence 67 < 93



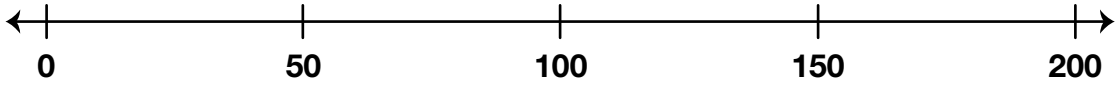
< less than
> greater than
= equal to

1.



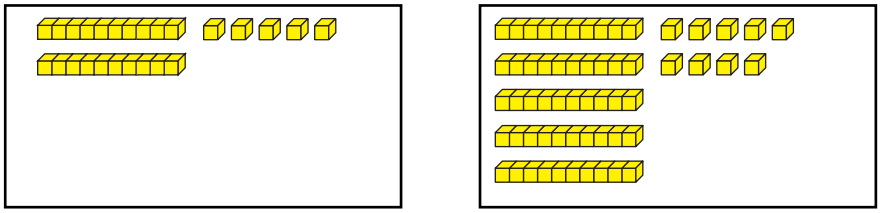


Number sentence _____

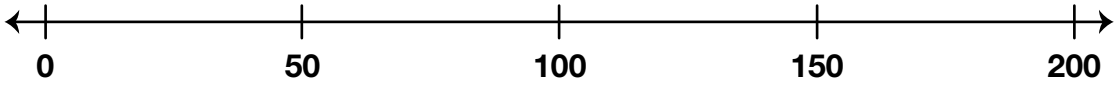


Name _____ Date _____

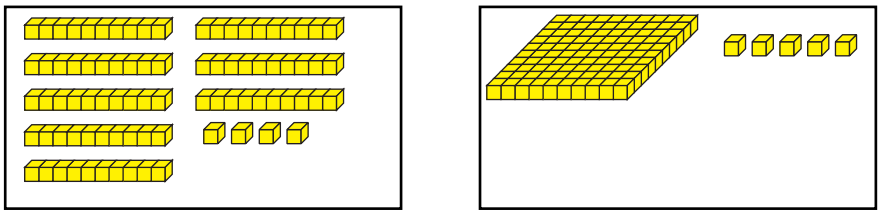
2.



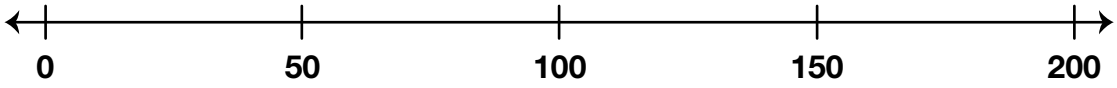
Number sentence _____



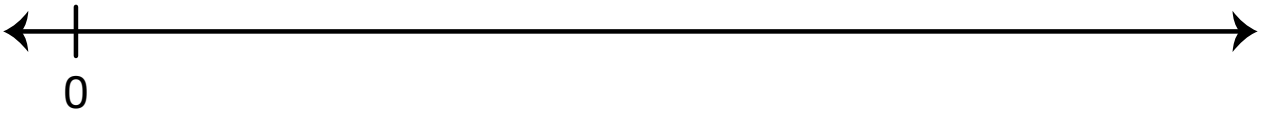
3.

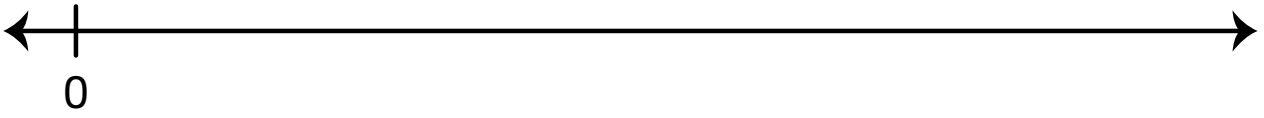


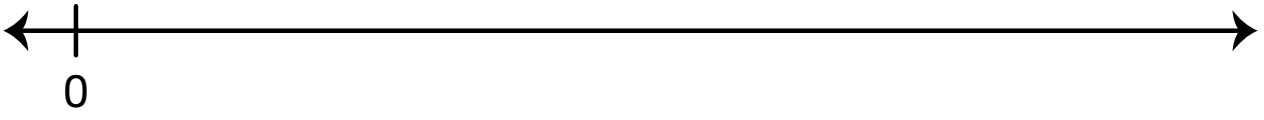
Number sentence _____

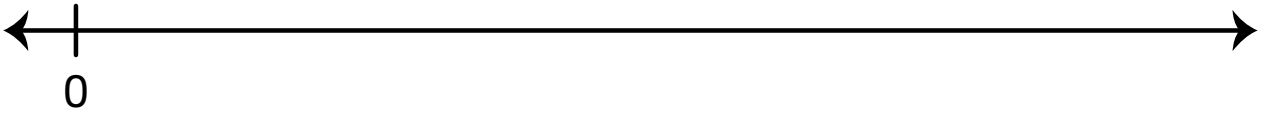


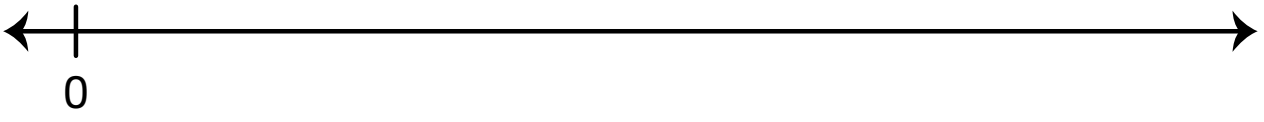
Open Number Lines











Name _____ Date _____

Hopping At Home

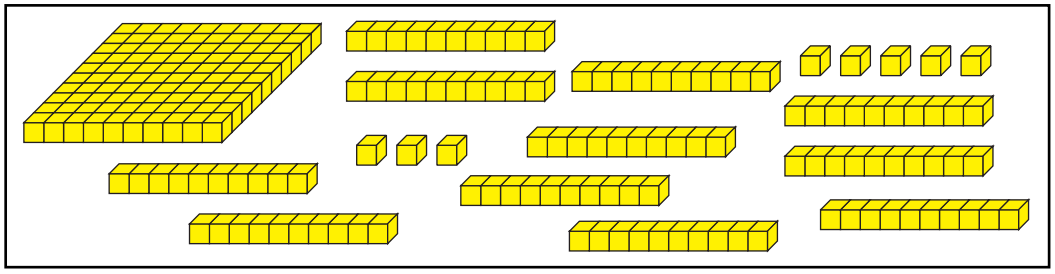
Homework

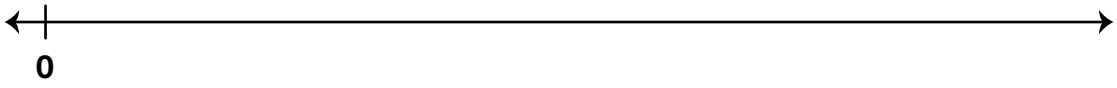
Dear Family Member:

The students in Second Grade are continuing to model numbers in different ways using base-ten pieces. In this assignment, they are asked to model the base-ten pieces with hops of one, ten, and one hundred on a number line. Have your child explain to you how he or she makes trades to show the number with base-ten pieces using the Fewest Pieces Rule.

Thank you.

The picture shows a number represented with base-ten pieces. Show the number with base-ten hopper hops on the number line. Then write a number sentence to match.

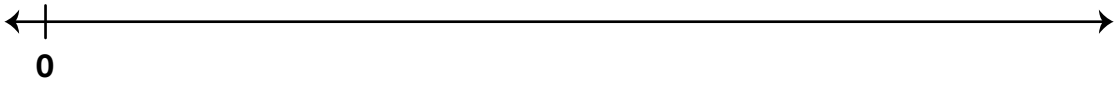




Number sentence _____

Name _____ Date _____

Now use base-ten shorthand to draw the number as if you had made all the trades possible. This will show the Fewest Pieces Rule. Then show the new representation on the number line with base-ten hopper hops and write number sentence to match.



Number sentence _____

Name _____ Date _____

Show Me the Number

The object of the game is to show numbers different ways. This game is for two players.

Materials

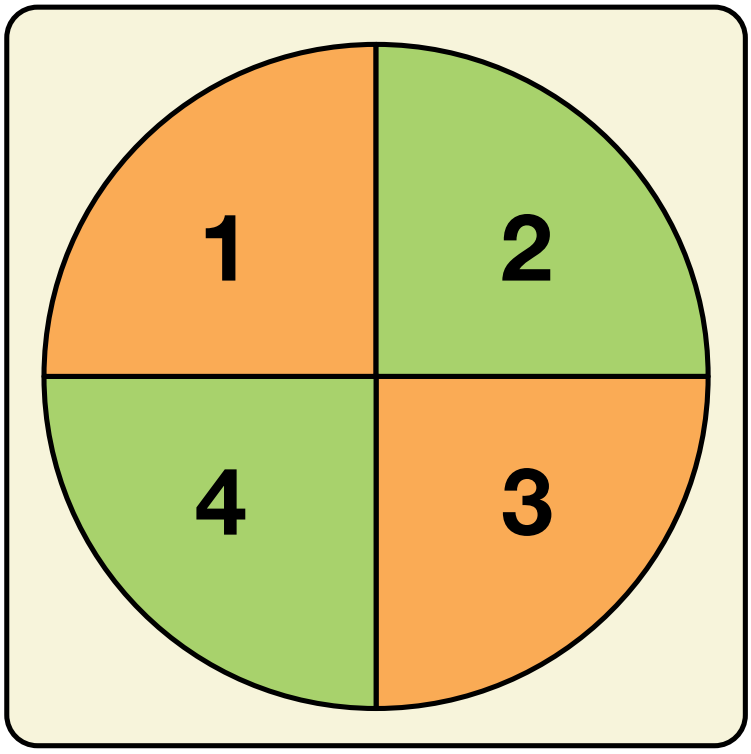
- about 30 bits
- 10–15 skinnies
- Show Me the Number Spinners
- clear-plastic spinner or pencil and paper clip
- Show Me the Number Recording Sheet

Directions

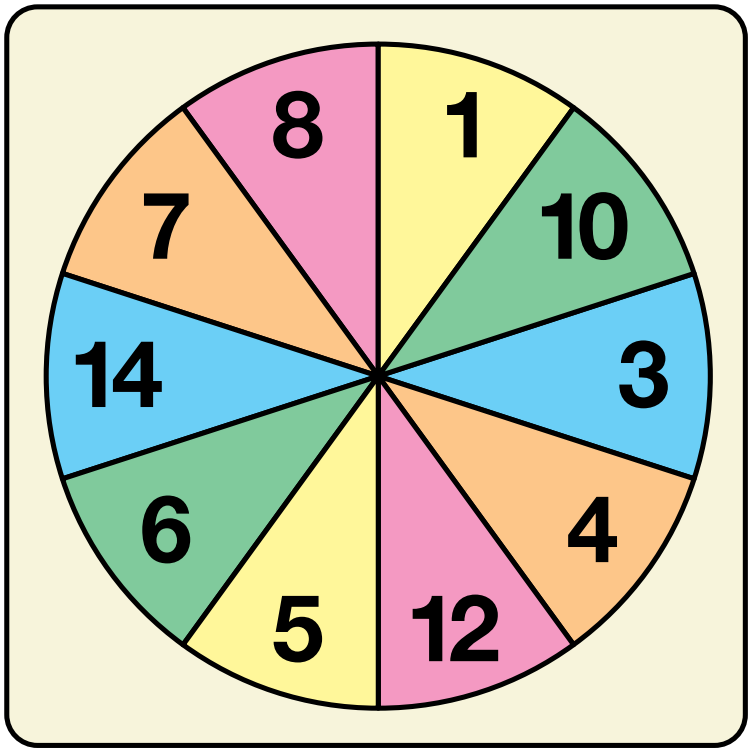
1. To lead the first round, Player 1 spins the Skinnies spinner once and records the number in the Skinnies column on the Recording Sheet.
2. Player 1 spins the Bits spinner once and records the number in the Bits column on the Recording Sheet.
3. Player 1 models the number with skinnies and bits. Player 1 draws what he or she modeled and writes a number sentence to match in the last column on the Recording Sheet.
4. Player 2 models the same number a different way, making trades as necessary. Player 2 draws what he or she modeled and writes a number sentence to match in the last column of the Recording sheet.
5. Player 2 leads the second round using the steps above.
6. Players play several more rounds.

Name _____ Date _____

Show Me the Number Spinners



Skinnies (tens)



Bits (ones)

Name _____ Date _____

Show Me the Number Recording Sheet

Player 1 _____ **Player 2** _____

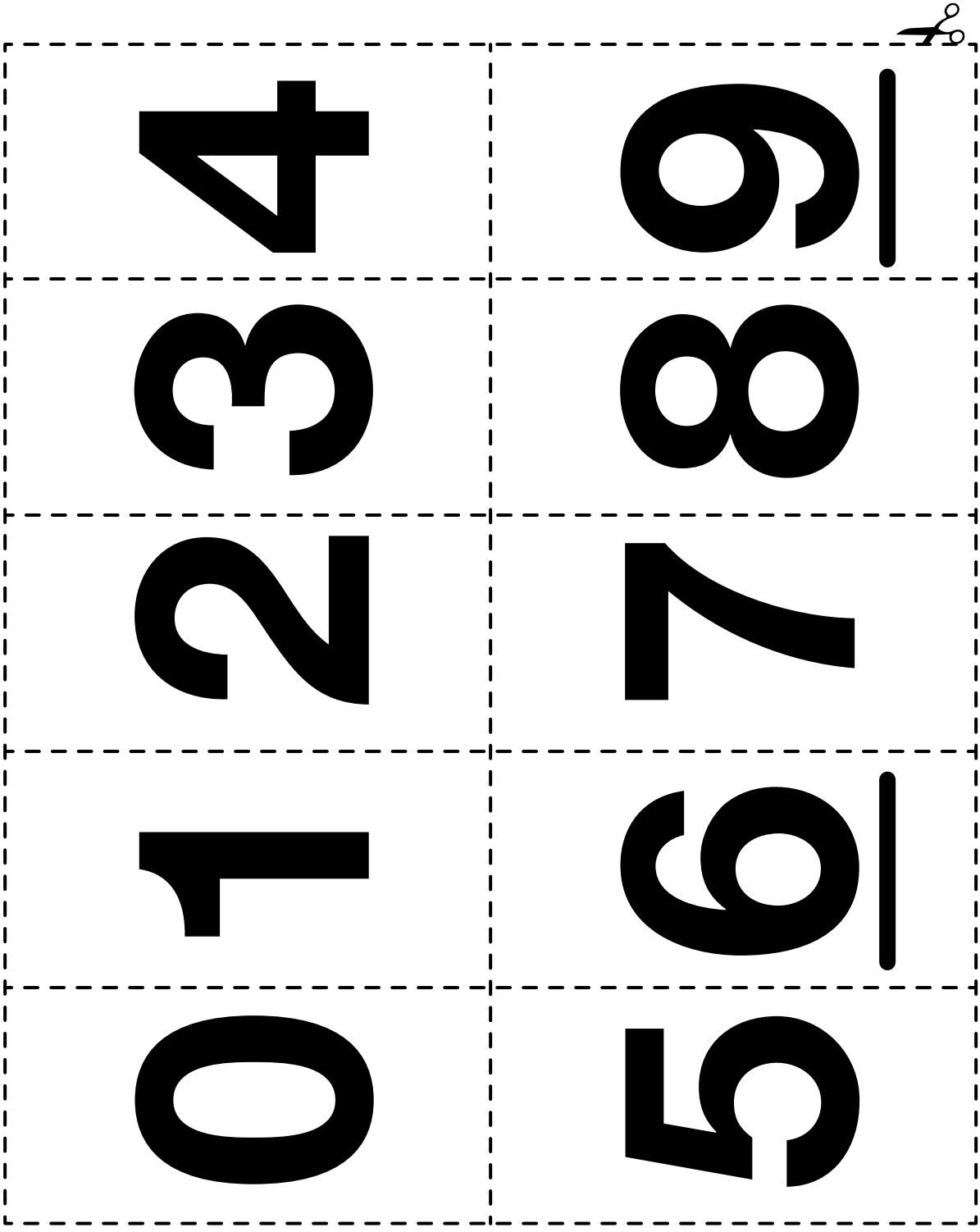
		Skinnies Spinner	Bits Spinner	Drawing of Skinnies and Bits and Number Sentence
1.	**Player 1**			Number sentence _____
	Player 2			Number sentence _____
2.	**Player 2**			Number sentence _____
	Player 1			Number sentence _____

Name _____ Date _____

		Skinnies Spinner	Bits Spinner	Drawing of Skinnies and Bits and Number Sentence
3.	Player 1			Number sentence _____
	Player 2			Number sentence _____
4.	Player 2			Number sentence _____
	Player 1			Number sentence _____

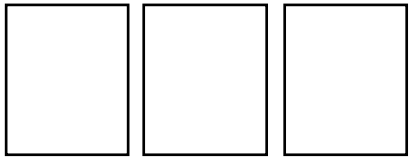
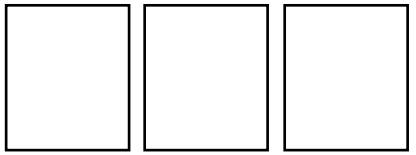
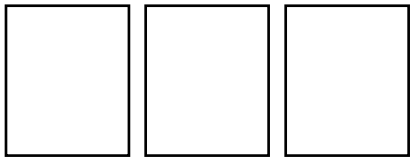
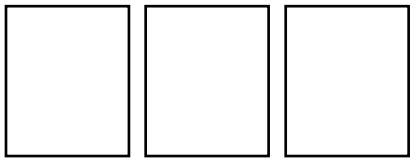
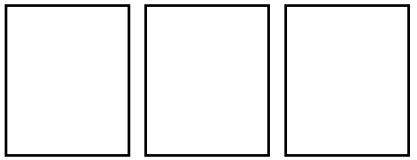
Digit Cards 0–9

Cut out the digit cards below.



Name _____ Date _____

Take Your Places Please Recording Sheet

Smallest or Largest?	Number	Base-Ten Shorthand	Did You Win?
			
			
			
			
			

Name _____ Date _____

Take Your Places Please Recording Sheet

Smallest or Largest?	Number	Base-Ten Shorthand	Did You Win?