# LETTER HOME

Place Value Concepts

Dear Family Member:

For the next two weeks, 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. We will be working with numbers through the thousands. This unit lays the groundwork for addition, subtraction, and multiplication of larger numbers, which we will study later.

We will use base-ten pieces and number lines to explore place value. Base-ten pieces, shown here, are blocks that come in groups of ones, tens, hundreds, and thousands. The values of different numbers become visible when the numbers are shown using base-ten pieces.
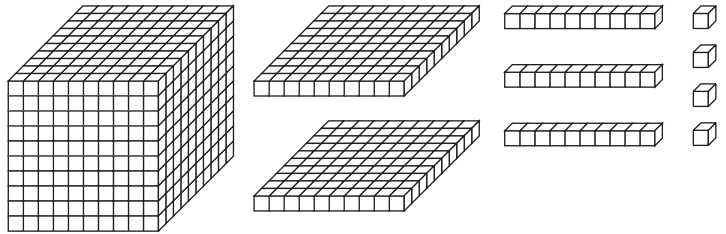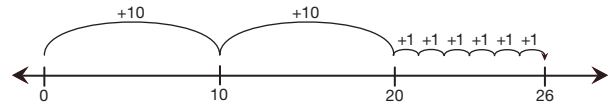
Base-ten pieces help children visualize a number's value.
These pieces show 1234.

Students 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 26 in more than one way.
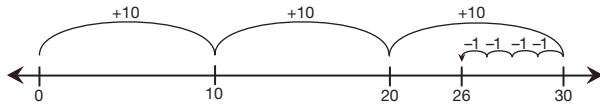
10 + 10 + 10 − 4 = 26

10 + 10 + 6 = 26

Use the following activities to help your child at home:

- **Base-Ten Shorthand.** Students will learn a simple way to record different numbers of base-ten pieces on paper. Ask your child to show you how to write some numbers between 1 and 9999 with "base-ten shorthand."

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- **Number Lines.** Ask your child to draw number lines and show you two ways to go from 0 to a two-digit or three-digit number using hops of one, ten, and one-hundred.

- **Read and Write Large Numbers.** Ask your child how to play Spin, Place, and Read. Draw a box for each digit of a multidigit number. Randomly select the same number of digits from 0 to 9. Place the digits in the boxes to make the largest (or smallest) number. Read the number correctly and show that number using base-ten shorthand or a number line.

3 boxes for a 3-digit number

Largest Number?

five hundred thirty-one
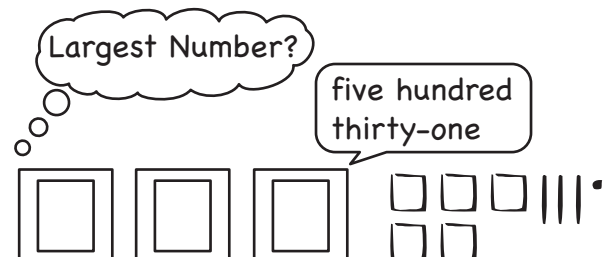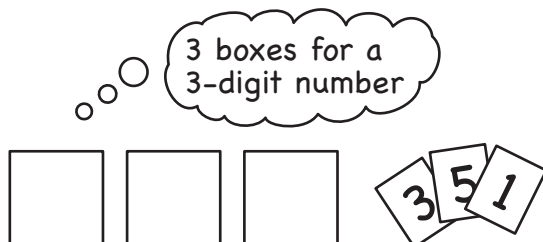
Math Facts and Mental Math

This unit continues the review of the subtraction facts and development of the multiplication facts. Help your child using the activities below.

Subtraction Facts. Students review the following subtraction facts to maintain and increase proficiency and to learn to apply subtraction strategies to larger numbers:

Group 5: $7 - 3$, $7 - 5$, $7 - 2$, $11 - 2$, $8 - 6$, $5 - 3$, $8 - 2$, $4 - 2$, $5 - 2$

Group 6: $6 - 4$, $6 - 2$, $13 - 5$, $8 - 5$, $8 - 3$, $13 - 8$, $12 - 8$, $12 - 4$, $12 - 3$

You can help your child review these facts using the flash cards the teacher sends home or by making a set of flash cards 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. Good strategies for the facts in Groups 5 and 6:

>   Counting. Count up from the smaller number. For example, for $7 - 5$: Start at 5 and count up 2 more to get 7, so $7 - 5 = 2$. Or, for $11 - 2$, count back from the larger number: start at 11 and count back 10, 9. So, $11 - 2 = 9$.

>   Thinking Addition. To find $13 - 8$, think, "What number plus 8 equals 13?" $8 + 5 = 13$, so $13 - 8 = 5$.

For Facts I Can Figure Out, use the flash cards to practice the facts for fluency.

For Facts I Know Quickly, help your child use strategies to solve problems like these using mental math:

>   Subtracting 10s and 100s: $700 - 500$, $110 - 20$, $130 - 80$

>   Two-digit minus one-digit problems based on the fact groups: $27 - 5$ (practices $7 - 5$), $31 - 2$ (practices $11 - 2$), $43 - 8$ (practices $13 - 8$)

Multiplication Facts. Students work on developing number sense for the multiplication facts for the 2s and 3s in this unit. This will help them remember the facts as they develop proficiency. Ask your child to write a story, draw a picture, and complete number sentences for one or two facts each night. Follow these examples:

Example: $3 \times 5 = \square$ **Example:** $\square \times 2 = 12$

There are 5 school days in one week. When we go to school for 3 weeks, we go 3 times 5, or 15 days.

$3 \times 5 = 15$ days

M	T	W	TH	F	5
M	T	W	TH	F	5
M	T	W	TH	F	+ 5
					15

Birds have two legs. Six birds have 6 times 2 legs. That's $6 \times 2 = 12$ legs.

2   4   6

8   10   12

Thank you for taking time to talk with your child about what he or she is doing in math.

Sincerely,