

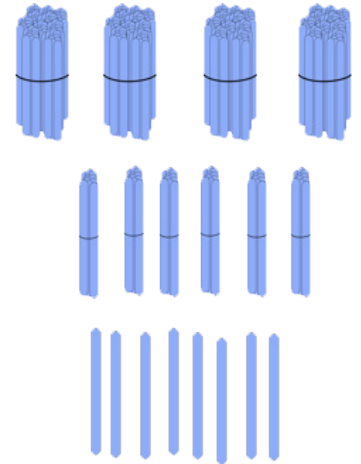
TIPS FOR FAMILIES

KEY CONCEPT OVERVIEW

During the next few days, our math class will work with **place value units** of ones, tens, and hundreds and exploring the new unit of 1 thousand. We will learn how to form a **unit**, or **bundle**, of ten, of a hundred, and of a thousand. As students count to 1,200, they will learn to **skip-count** efficiently by reaching a **benchmark number**—a ten or a hundred.

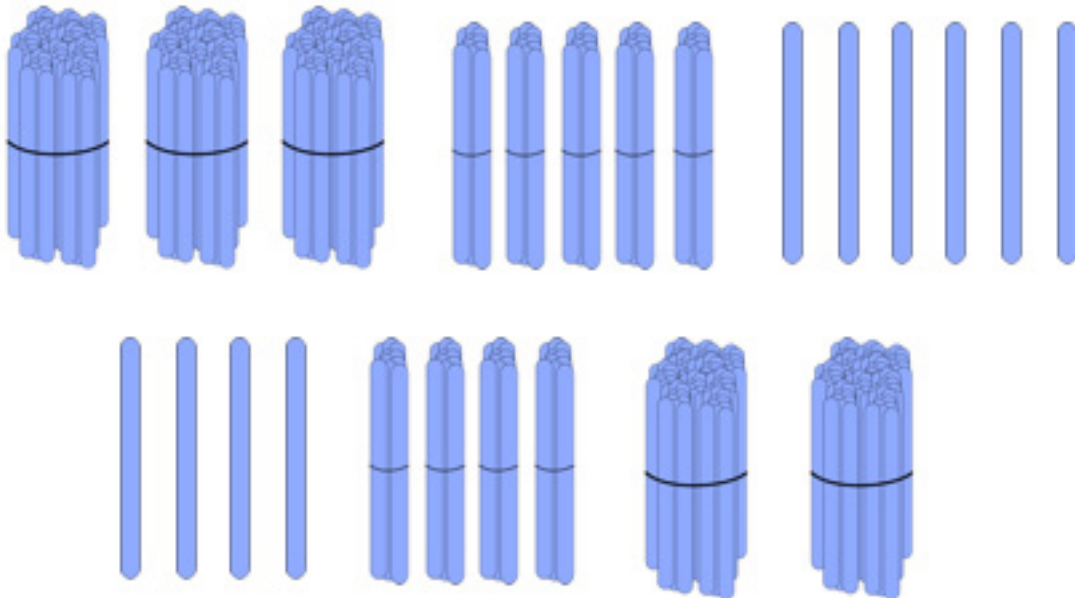
You can expect to see homework that asks your child to do the following:

- Order units from largest to smallest; for example, 3 hundreds, 5 tens, 9 ones.
- Count groups, or bundles, of hundreds, tens, and ones. (See image at right.)
- Draw and label an amount with bundles of hundreds, tens, and ones.
- Skip-count by hundreds, tens, and ones to reach a given number.



SAMPLE PROBLEM *(From Lesson 3)*

Show a way to count from 356 to 700 using ones, tens, and hundreds.



357, 358, 359, 360, 370, 380, 390, 400, 500, 600

HOW YOU CAN HELP AT HOME

- Invite your child to **skip-count** up and down by tens. Provide a starting number (e.g., 80) and ask your child to skip-count up from that number. Point a finger upward as he calls out each ten. When he passes 100, close your fist as a signal to stop, and then point downward, indicating that he should change direction and begin skip-counting down. Continue, having your child change direction periodically. Also change the upper and lower limits of the skip-counting. For example, the counting might go as follows: 80, 90, 100, 110, 120, 130. (Close fist; point downward.) 120, 110, 100, 90. (Close fist; point upward.) 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210, 220. (Close fist; point downward.) 210, 200, 190, 180.
- Find materials in your home—such as toothpicks, straws, crayons, or pipe cleaners—that you can gather and secure with a rubber band to form bundles of ten. Invite your child to make as many bundles of ten as possible. Have her count the bundles, skip-counting by tens. Then challenge her to state the total in **unit form** (e.g., 20 tens) and in **standard**, or number, form (e.g., 200). If she has assembled enough bundles of ten, use additional rubber bands to gather them into bundles of 100. Again, ask your child to state the total value of the bundles in unit form and in standard form.
- Keep some of the bundled materials in a set to use for homework support. If your child gets stuck adding by tens or hundreds, encourage him to count bundles, and then relate the bundles to the written problems.

TERMS

Benchmark number: A number that provides an easy starting and stopping place when counting (or adding or subtracting). For example, when counting from 93 to 158, students might use benchmarks of 100 and 150 to keep track of where they are in the count.

Bundling: Putting together smaller units to make a larger unit. For example, students put together 10 ones to make a bundle of 1 ten and put together 10 tens to make a bundle of 1 hundred.

Place value: The value of a digit according to its placement in a number. For example, the 4 in 348 is in the tens place and has a value of 40 (4 tens).

Skip-count: To count by a number other than 1. For example, skip-counting by twos means counting 2, 4, 6, 8, 10, and so on.

Standard form (number form): The standard, or usual, way to represent a number (e.g., 348).

Unit: Any single unit of measurement (e.g., a one, ten, hundred, meter, or gram). Grade 2 students work with these place value units: 1s, 10s, and 100s.

Unit form: A number represented in place value units. For example, in unit form, 348 is 3 hundreds 4 tens 8 ones.

