A Union of Professionals
Common Core State Standards

Dear Parents and Caregivers,

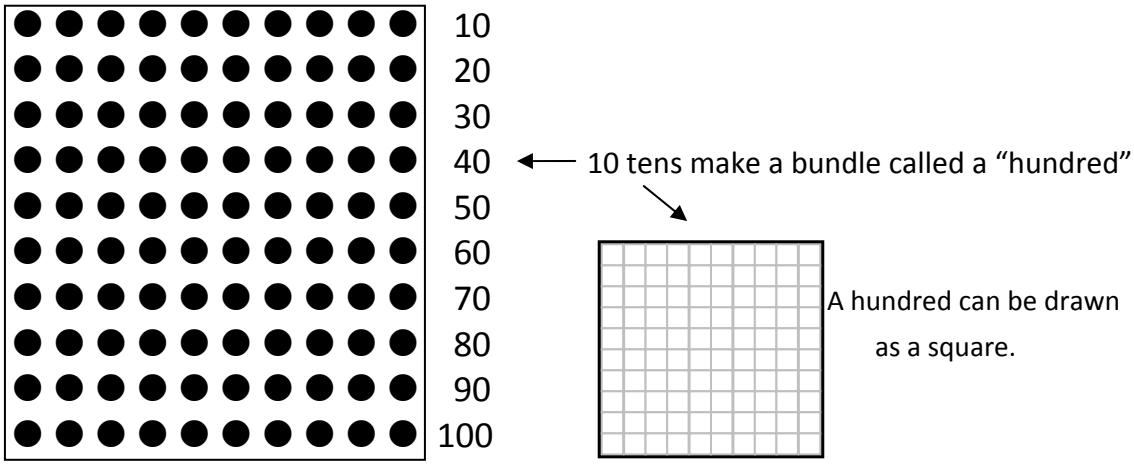
Thank you for supporting your child's education. You are a vital partner in his/her learning. This year we are teaching the new Common Core State Standards, which help better focus students' learning for success. The PTA has several *Parents' Guides to Student Success* that highlight these standards on its website at http://www.pta.org/4446.htm. Unlike previous standards, the CCSS have the energy of 46 states behind them and a nation striving to prepare our children for the jobs of the 21st century. As part of this effort, you may see some unfamiliar vocabulary and strategies. We will clarify these throughout the year as we use ways of thinking that help children make sense of numbers, develop underlying mathematical ideas and build toward common methods that may be more familiar to you. We do not expect you to teach these new methods but want to help you understand the work children will be bringing home. This letter is about **place value** in second grade. I welcome any questions you may have.

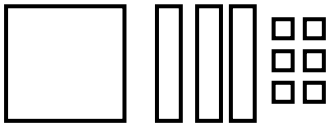
Children should understand that a three-digit number represents amounts of hundreds, tens and ones. (2.NBT.4)

Your children are learning that as numbers get larger, they create new places in the number system. They have learned to think of 100 as a bundle of 10 tens called a "hundred." They will refer to the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 as one, two, three, four, five, six, seven, eight or nine *hundreds* (and 0 tens and 0 ones]. This year they are to write numbers to 1000 using numerals, number names and expanded form.

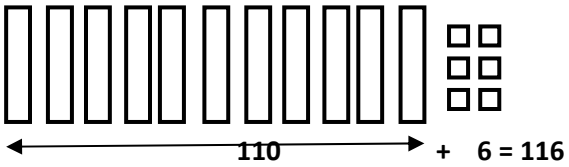
For example: 458; four hundred fifty-eight; 4 hundreds, 5 tens, 8 ones; 400+50+8

Modeling numbers. Children will also model the amounts these numbers name. I have attached paper models of hundreds, tens and ones that you can cut out and keep in an envelope for your child to use. Children can also *draw* models of numbers.



 shows 136

Children will learn to represent a number in more than one way. Ask your child if he or she can represent a number in a different way and then explain why it is correct. For example, 116 can be modeled by 1 hundred, 1 ten and 6 ones. It can also be modeled by 11 tens and 6 ones because 11 tens is the same amount as 1 hundred plus 1 ten. If you use the attached hundreds, tens and ones, 11 tens will exactly cover 1 hundred and 1 tens. They are the same amount!



Family Practice – Ask your child to show you what specific numbers would look like. (Drawings can use a small square to represent a hundred, a line to represent a ten, and a small circle to represent one.) The child should practice explaining, for example, that 15 tens are 150 and 150 and 6 ones is 156. They can show that 10 tens are the same as 100 by laying 10 ten-strips on top of a hundred square.

Comparing and composing numbers with place value

Children will use symbols to compare which of two numbers is larger. Show 10 is larger than 4 as 10>4 and 46 is less than 51 as 46<51. Additional examples include 112<190 and 287>196. **The smaller end of the symbol (the point) always points to the smaller amount.** Children learn to look at the largest place value first when comparing numbers.

Place value game–Greatest amount/least amount. For two-place or three-place numbers, use all the numbers 1 through 9 from a deck of cards. The ace is 1. Each player draws two or three cards and makes the greatest (or least) amount possible. The player who makes the largest number* wins and gets all the cards. When play ends, the winner is the player with the most cards. For numbers in the hundreds, you can use face cards as 100 and jokers as 0.

**The player must also have made the largest number possible.*

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Second Grade Teacher

Hundreds, Tens and Ones – Cut apart on dark black lines