

TIPS FOR FAMILIES**KEY CONCEPT OVERVIEW**

During the next week, our math class will begin counting teen numbers by separating each number into **10 ones and some ones**. We will build on the work of counting the Say Ten way by applying the concept to objects and images. Students begin by counting out piles of 10 objects and then move into counting objects as 10 ones and some ones. By counting objects as groups of 10 and some more, students' understanding of the unit of ten is solidified. For example, students might say, "I circled 10 stars, and there are 3 more stars. That makes 13 stars."

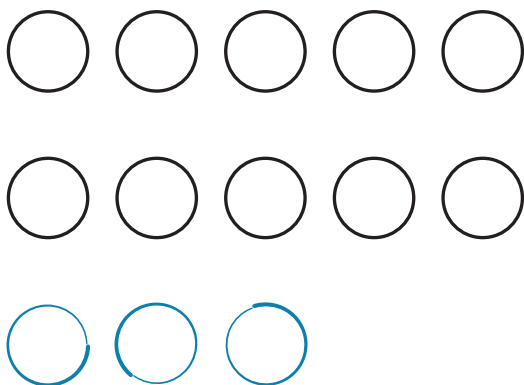
You can expect to see homework that asks your child to do the following:

- Draw more objects to show a given number.
- Circle 10 objects in a group of objects and tell how many there are as 10 ones and some more ones.
- Match a picture of a group of objects with the correct number written the Say Ten way.
- Count the Say Ten way to write numbers that are one more and one less than a given number.

SAMPLE PROBLEM *(From Lesson 2)*

Draw more to show the number.

10 ones and 3 ones

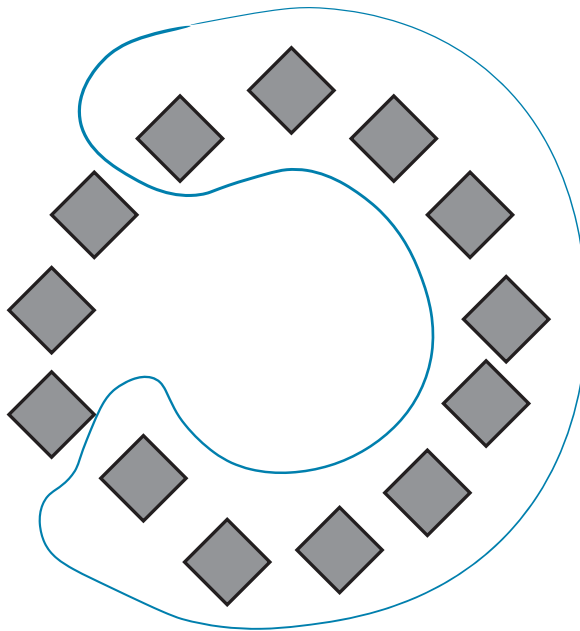


HOW YOU CAN HELP AT HOME _____

- Invite your child to count the Say Ten way. Say a teen number (11–19), and ask your child to say the number the Say Ten way. For example, you say, “16,” and your child says, “ten 6.”
- Draw 11 to 20 objects on a piece of paper. Encourage your child to circle 10 of the objects (10 ones) and then say how many objects there are in total by counting from 10. Practice saying “how many” the Say Ten way.
- Say or write a teen number. Encourage your child to draw objects to match the given number and then circle 10 of the objects to show the 10 ones and some ones strategy.

TERMS _____

10 ones and some ones: A strategy to make counting faster and easier by circling 10 ones. Students see the 10 inside a larger number.



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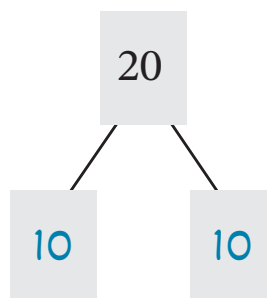
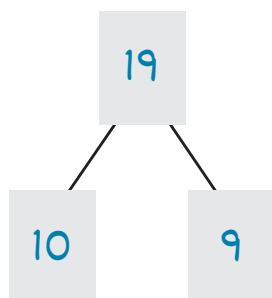
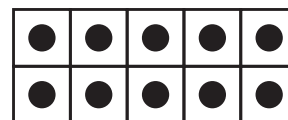
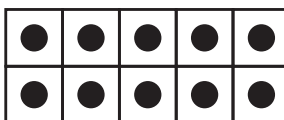
During the next week, our math class will continue working with teen numbers, using **Hide Zero cards** and number bonds to highlight the ten in teen numbers. Once again, students are asked to break apart a number by using a number bond, this time showing 10 ones and some more ones as the parts. Students are not asked to add but simply to focus on understanding the meaning of the digit 1 in the tens place in teen numbers. For example, students should understand that the 1 in 13 represents 10.

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

- Write and draw teen numbers with the help of Hide Zero cards.
- Show a number with Hide Zero cards and write the number bond. Draw a teen number as 10 ones and some more ones the 5-group way.

SAMPLE PROBLEM *(From Lesson 7)*

Look at the pictures of the Hide Zero cards and the 5-group cards. Write each number shown by the cards as a number bond.



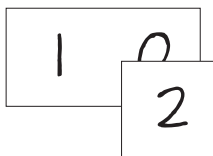
HOW YOU CAN HELP AT HOME

- Play a card game with your child. Remove the jacks, queens, kings, and jokers from a deck of cards. Let aces have a value of 1. Distribute a 10 card of any suit to your child and to yourself, laying the two cards face up. Place the rest of the deck facedown. Have your child take a card from the deck and turn it over, placing it next to his 10 card. Do the same, placing the card you draw next to your 10 card. Take turns saying the number your two cards make, both the Say Ten way and the regular way. The player with the larger total number gets to keep both non-10 cards. Keep playing until the cards are gone. The player with the most cards at the end is the winner. Play again, only this time, the player with the smaller total number gets to keep the cards. If playing cards are not available, the game may be played by writing the digits 1 – 9 on small pieces of paper.
- Invite your child to take out his Hide Zero cards. Say or write a teen number (11 – 19). Challenge your child to show the number by using the Hide Zero cards.
- Invite your child to gather 20 small toys or counters (e.g., pennies, beans). Say a teen number the Say Ten way and the regular way. Encourage your child to show the same number of objects by grouping them into 10 ones and some more ones.

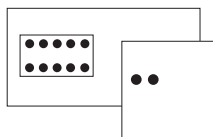
MODELS

Hide Zero Cards: Cards that can be put together or taken apart to clearly show the value of each digit in a number (e.g., 1 ten and 2 ones in 12).

Hide Zero card (front)



Hide Zero card (back)



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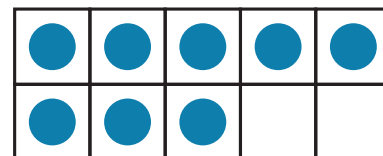
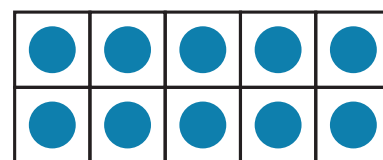
During the next week, our math class will continue to work with teen numbers (11–19) by counting objects arranged in various configurations. Students begin by arranging linking cubes into a set of number stairs, in order to 20, focusing on the pattern of one more. Students then work with arrays and circular configurations, breaking apart teen numbers into 10 ones and some ones to answer “How many?” questions.

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

- Color a picture of fingernails or beads to match a number bond.
- Write missing numbers, and then count and draw X’s and O’s to complete the patterns of one more and one less.
- Count objects and draw dots to show the same number on a double 10-frame. (See Sample Problem.)
- Count objects in a group and write how many.

SAMPLE PROBLEM *(From Lesson 14)*

Count the stars. Draw dots to show the same number on the double 10-frame.



HOW YOU CAN HELP AT HOME

- Invite your child to practice saying teen numbers (11–19) the Say Ten way. Begin by saying a teen number the regular way, for example, “15.” Challenge your child to say it the Say Ten way: “ten 5.” Continue playing, giving your child a mix of regular and Say Ten teen numbers to say back to you the alternative way.
- Invite your child to gather 20 beans, pennies, or small toys. Have your child close his eyes while you arrange between 11 and 20 items in a circle. Encourage your child to count the items and to say how many he counts, using both the Say Ten way and the regular way.
- Say a teen number the Say Ten way or the regular way. Encourage your child to show the number by arranging small toys or other items in the 5-group way.

TIPS FOR FAMILIES

KEY CONCEPT OVERVIEW



During the next week, our math class will go beyond teen numbers to count up to 100. Students begin by counting up to and down from 100 by tens in both the Say Ten way and the regular way. Students then count by ones to 100, which highlights that the familiar number sequence of 1 through 9 repeats again and again as they count across the tens.

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

- Count down by tens.
- Count up and down by ones from a given number.
- Draw more dots to equal a given number.
- Use Rekenrek dot paper to count and color specific numbers of circles.

SAMPLE PROBLEM *(From Lesson 16)*

Count up by ones and then down by ones.

	78		79	
	77		78	
	76		77	
	75		76	
	74		75	

HOW YOU CAN HELP AT HOME

- Invite your child to play Green Light, Red Light. To begin, draw a green dot and a red dot on a piece of paper. Write a start number under the green dot and a stop number under the red dot. When you say, “green light,” your child starts counting from the green light number and stops when he reaches the red light number. NOTE: Students are expected to count to 100 in kindergarten. Challenge your child by asking him to count beyond 100.
- Invite your child to count the Say Ten way. Begin by saying a number between 20 and 100 the regular way. Then ask your child to say the same number the Say Ten way. For example, if you say, “73,” your child says, “7 tens 3.”
- Play Clap and Tap. Partner A represents a number by clapping and tapping. Each clap of the hands represents ten, and each tap of a finger represents one. Partner B then says the number the Say Ten way and the regular way. For example, if Partner A claps 6 times and taps 8 times, Partner B says, “6 tens 8, 68.” Take turns with your child being Partner A and Partner B.

TIPS FOR FAMILIES**KEY CONCEPT OVERVIEW**

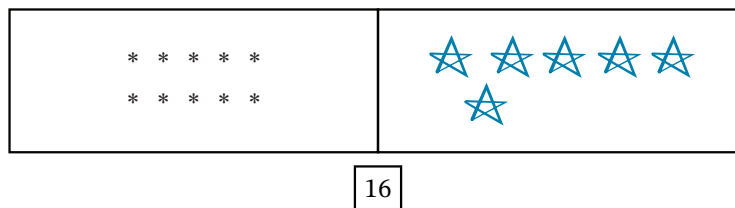
During the next week, our math class will continue working with teen numbers (11–19). Students will write addition sentences by adding 10 ones and some ones. At first, given the parts (e.g., 10, 3), students find the whole (13). Then, given a part and the whole (3, 13), students find the other part (10). Next, students compare the ones in two different teen numbers to decide which teen number is greater.

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

- Draw stars in the number bond to show the number as 10 ones and some ones and write two addition sentences to match.
- Complete a number bond and a matching number sentence. Draw a number of objects equal to the unknown part.
- In comparing two groups, complete the number bond for each set and put a check mark on the group with more.
- Draw a picture to match a story. Write an addition sentence and fill in the number bond to match.

SAMPLE PROBLEM *(From Lesson 20)*

Draw stars to show the number as a number bond of 10 ones and some ones. Show the total number of stars as two addition sentences of 10 ones and some ones.



$$10 + 6 = 16$$

$$16 = 10 + 6$$

HOW YOU CAN HELP AT HOME

- Invite your child to gather 20 small toys or other counters (e.g., pennies, beans). Have your child close her eyes while you arrange 11 to 20 items in groups of 10 ones and some ones. Encourage your child to count the items and write two addition sentences to match. For example, if you show a group of 10 ones and 4 ones, your child will write $10 + 4 = 14$ and $14 = 10 + 4$.
- Invite your child to gather 20 toys or other counters. Tell your child a teen number (11–19). Encourage your child to show that number in two parts by arranging the items in groups of 10 ones and some ones. While your child covers his eyes, hide one part with your hand. Ask your child to tell you the hidden part.
- Play a card game with two people. Remove the kings, queens, jacks, and jokers from the deck. Divide the deck evenly, placing one half facedown in front of each player. Both players draw the top card from their respective piles, keeping the cards facedown. One player says, “Ready, set, go!” and both players turn their cards over. The first player to identify the greater number keeps both cards. Play several rounds; when no cards remain, the player with the most cards wins. If playing cards are unavailable, the game may be played by writing the digits 1 – 9 on small pieces of paper.

TIPS FOR FAMILIES**KEY CONCEPT OVERVIEW**

During the next week, students will be introduced to the concept of **personal financial literacy**. While they do not yet learn that term, students get a basic understanding of work and how working can help people meet their **needs** and **wants**. Students expand their ability to identify coins by name (i.e., penny, nickel, dime, and quarter). Students discover the difference between a **gift** of money and **income** earned from working. They also discuss possible ways to earn income and the **skills** necessary for various **jobs**. Finally, students learn the difference between needs and wants.

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

- Identify money as income or a gift.
- Use **number bonds** to solve word problems involving work (as shown in the Sample Problem below).
- Explain the difference between a need and a want.

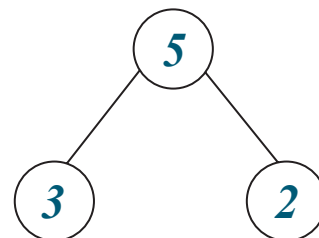
SAMPLE PROBLEM *(From Lesson 25)*

Use the number bond to solve.

Ben can sweep the floor. He gets 3 quarters.

Ben gets 2 quarters for a gift.

How many quarters does Ben have in all?



Ben has 5 quarters in all.

HOW YOU CAN HELP AT HOME

- Play the Coin Flash game with your child. For materials, gather one penny, one nickel, one dime, and one quarter. You can also use play money or pictures that show both sides of these coins.
 1. Have your child examine the front and the back of each coin. Help your child see the differences among the various coins.
 2. Hold up any coin. It does not matter which side of the coin you show.
 3. Ask, “Which coin do you see?” Your child should correctly call out the name of the coin (not its value).
 4. Repeat with all coins in random order.

HOW YOU CAN HELP AT HOME*(continued)*

- Play the Show Me the Money game. For materials, gather one penny, one nickel, one dime, and one quarter. You can also use play money or pictures that show both sides of these coins.
 1. Help your child arrange the coins in a row. It does not matter the order of the coins or which side is facing up.
 2. Call out, “Show me the penny!” Your child should hold up the penny.
 3. Repeat, in random order, with the nickel, dime, and quarter.

TERMS

Gift: Money given to someone that is not earned by doing work.

Income: Money earned from doing work or selling something.

Job: Work done to earn money.

Needs: Things necessary to stay alive, safe, and healthy (e.g., healthy food, clothing, a place to live).

Personal financial literacy: The application of mathematical process standards to manage one’s financial resources effectively for lifetime financial security.

Skills: Things that people know how to do by using their minds, bodies, or both.

Wants: Things that might be fun to have but are not necessary to stay alive, safe, and healthy.

MODELS

Number Bond: A model that shows the relationship between a number (whole) and its parts.

