Dear Parents/Guardians,

Over the next several weeks in second grade, we will be learning aboutPlace Value, Counting, and Comparison of Numbers to 1000. Attached is information which outlines what your child will be expected to learn during the unit.

There will be an assessment on this material in about 5 weeks. It would be helpful to review this information with your child at home and allow your child opportunities to practice reading and writing numbers in different ways (words, numbers, and expanded form), comparing numbers you see everyday, using digits to create numbers with the greatest and least value, and explaining their mathematical thinking in words, picture, or diagram.

Let us know if you have any questions.

Thanks,

The Second Grade Team

**Unit Overview:**

All math is manipulations of place value units: ones, tens, hundreds, etc. In this module students extend their understanding of base-ten and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a manipulative model (base-ten blocks) to a representational model (student drawing).

**Focus Standards:**

CC.2.1.2.B.1 Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.

CC.2.1.2.B.2 Use place value concepts to read, write, and skip count to 1000.

**Unit Essential Question:** How do we count, represent and compare numbers to solve word problems?

**Unit Objective(s):**

At the end of this unit, students will be able to independently use their learning to:

* Count numbers to 1000 by ones, 2s, 5s, 10s, and 100s
* Represent numbers to 1000 using concrete models, drawings, words, and numbers
* Compare numbers to 1000

**Important Vocabulary:**

|  |  |  |
| --- | --- | --- |
| **Word** | **What it means** | **Example** |
| compose | making a number by putting together existing numbers | 349 is composed of 3 hundreds, 4 tens and 9 ones, in other words:  300 + 40 + 9 = 349 |
| decompose | breaking a number into its basic parts | 3,456 - 3,000 + 400 + 50 + 6 |
| digit | Any of the symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9 | **93** is a 2-digit number  **481** is a 3-digit number |
| place value | the value of of a digit depending on its place in a number |  |
| expanded form | a way of writing numbers to show place value | 900 + 20 + 5 |

**Example Questions:**

Which number is the same as two hundred seven?

1. 27 B) 207 C) 270 D) 277

538 >

1. 528 B) 538 C) 539 D) 539

Which number is the same as 300?

1. 3 tens B) 30 tens C) 30 ones D) 300 tens

What’s the largest number you can make with the digits 7, 3, and 9.

1. 397 B) 793 C) 739 D) 973