

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: Place Value

### Common Core State Standards:

**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

- a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

### Essential Vocabulary:

- Bundle
- Groups
- Left-Overs
- Ones
- Singles
- Tens

### Unit Overview:

First Grade students are introduced to the idea that a bundle of ten ones is called “a ten.” This is known as unitizing. When First Grade students unitize a group of ten ones as a whole unit (“a ten”), they are able to count groups as though they were individual objects. This is a monumental shift in thinking and can be challenging for young children to consider a group of something as “one” when all previous experiences have been counting single objects. This unit helps to develop the foundation of the place value system and it requires time and rich experiences with concrete manipulatives to develop conceptual understanding.

A student's ability to conserve number is an important aspect of this standard. First graders require ample time grouping objects to make groups of ten. As children build this understanding of grouping, they move through several stages:

- Counting By Ones
- Counting by Groups & Singles
- Counting by Tens and One

### Strategies/Skills:

Students develop, discuss, and use efficient and accurate methods to count within 120. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they will understand the order of the counting numbers.

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### **Video Support:**

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>
  - [ES 1 Math Place Value Making Groups of Ten Using a Grid](#)
  - [ES 1 Math Place Value Making Groups of Ten](#)
  - [ES 1 Math Ten Structured Equations](#)
  - [ES 1 Math Using Tens and Ones to Show Numbers in Different Ways](#)
  - [ES 1 Math Building Numbers Using Tens and Ones](#)
  - [ES 1 Math Building Numbers Using Ten Sticks and Circles](#)
  - [ES 1 Math Commutative Property of Addition](#)
  - [ES 1 Math Number Flashes](#)
  - [ES 1 Math Secret Code Cards](#)

Video Support can be found on the Khan Academy website.

- <https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-tens/v/place-value-introduction>

### **Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- [NCDPI Additional Resources](#)
- [http://www.abcya.com/base\\_ten\\_fun.htm](http://www.abcya.com/base_ten_fun.htm)
- <http://illuminations.nctm.org/Activity.aspx?id=3526>

### **Questions to Ask When Helping Your Child with Math Homework**

Keep in mind that homework in elementary schools is designed as practice. If your child is having problems, please let the classroom teacher know. When helping your child with his/her math homework, you don't have to know all the answers! Instead, we encourage you to ask probing questions so your child can work through the challenges independently.

- What is the problem you're working on?
- What do the directions say?
- What do you already know that can help you solve the problem?
- What have you done so far and where are you stuck?
- Where can we find help in your notes?
- Are there manipulatives, pictures, or models that would help?
- Can you explain what you did in class today?
- Did your teacher work examples that you could use?
- Can you go onto another problem & come back to this one later?
- Can you mark this problem so you can ask the teacher for an explanation tomorrow?