

# DUVAL Math

## Parent Tips

### Place Value, Counting, and Comparison of Numbers to 1,000

In this Module, students expand their skill with and understanding of unit by bundling ones, tens, and hundreds (up to a thousand) with straws and sticks. They solve simple problems that require an understanding of place value as a system based on repeated groupings by 10.

**Before This Module:** Students worked on measurement with various tools, and related our work with addition and subtraction.

**What Comes After This Module:** Students will continue to work on students start with applying multiplication and division to contexts such adding and subtracting fluently within 100, and build conceptual understanding up to 200.

Second Grade,  
Module 3

Special points  
of interest:

- ✓ Word to Know
- ✓ Forming Base Ten Units
- ✓ Place Value and Disks
- ✓ Mathematical Practices
- ✓ Want to help with homework?

### Words to Know

**Standard Form:** e.g. 576

**Expanded Form:** e.g.  $576 = 500 + 70 + 6$

**Word Form:** e.g. Five hundred seventy-six

**Unit Form:** Stating the amount of hundreds, tens, and ones in each number

**Base-Ten Numeral:** The idea that 1000 equals 10 hundreds, 100 equals 10 tens, and so on

**Bundling:** Putting smaller units together to make a larger one, e.g. putting 10 tens together to make hundred.

**Regrouping:** a group of 10 ones is “renamed” a ten when the ones are bundled and moved from the ones to the tens place.

### Questions?

Mrs. Wendy Dobson

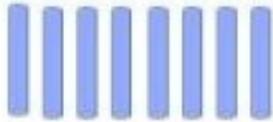
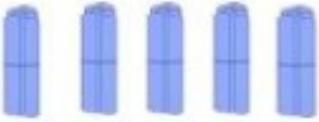
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## Forming Base Ten Units of Ten, a Hundred, and a Thousand

**What is a bundle?** Bundling is also called grouping. This is a way to group numbers by putting the smaller units together to make a larger one. For instance, putting 10 ones together makes 1 ten. Putting 10 tens together makes 1 hundred.

The table below shows what each image represents:

Place Value	Picture
<p><i>Ones (O)</i> 8 ones = 8</p>	
<p><i>Tens (T)</i> 5 tens = 50</p>	
<p><i>Hundreds (H)</i> 4 hundreds = 400</p>	

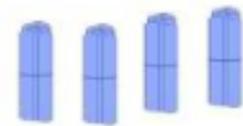
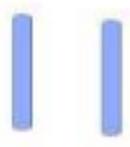
Students will represent numbers by drawing bundles. This is a sample of how 458 is represented. Students draw their own model of each bundle.

		
4	5	8
H	T	O

**Reminder:**  
 10 ones = 1 ten  
 10 tens = 1 hundred  
 10 hundreds = 1 thousand

## Place Value and Number Disks

*Count bundles on Place Value Charts*

Hundreds	Tens	Ones
		

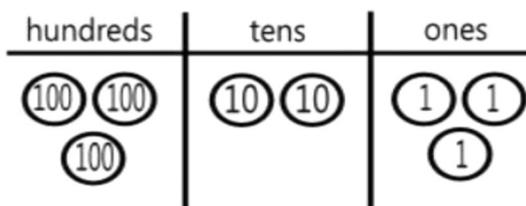
The number represented on the place value chart is 242.

Hundreds	Tens	Ones
		
1	1	1

The number represented by the bundles is 111.

**What is a number disk?** A number disk is the same as a place value disk. The only difference is a number disk is used to represent numbers and a place value disk represents numbers on a place value chart.

### 323 with place value disks



### 323 with number disks



## Standards for Mathematical Practice

### **Mathematical Practices Addressed in this Module:**

#### **MP.3 Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.

**MP.6 Attend to precision.** Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.

**MP.7 Look for and make use of structure.** Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property.

**MP.8 Look for and express regularity in repeated reasoning.** Mathematically proficient students notice if calculations are repeated and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.

Want to help with homework?

A great resource can be found following the link below:

www.oakdale.k12.ca.us/ENY\_Hmwk\_Intro\_math

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### Math Homework Help

Engage New York (ENY) Homework provides additional practice for math that is learned in class. This site is intended to help guide students/parents through assigned homework. You will see a sample of what was done in class and how it was completed correctly. Below is a *sample* of the top of the homework page. It is for **Grade 3, Module 1, Lesson 1**.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 1 Homework 3•1 Module

Begin by clicking on your student's **GRADE**, next select the **MODULE**, and finally select the **LESSON**.

▶ PK ▶ K ▶ 1st ▶ 2nd ▶ 3rd  
▶ 4th ▶ 5th ▶ 6th ▶ 7th ▶ 8th