MATH MATTERS

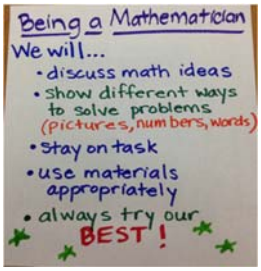
Resources and Ideas for Families

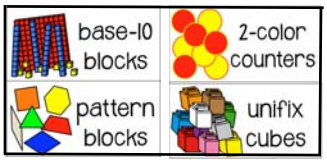
WELCOME!

This newsletter is sent home to families every nine weeks. It provides information on what your child is learning in math, activities you can do at home to reinforce the content, and suggestions for books and resources you can use to help your child learn math.

BUILDING A MATHEMATICAL COMMUNITY

During the first nine weeks of school your child will work on building a mathematical community in their classroom. Students will explore how to be a mathematician.

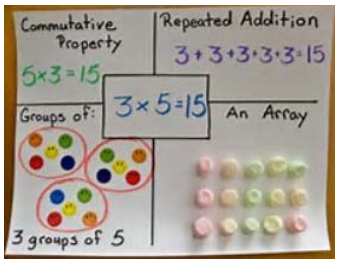




During math class students will use a variety of hands-on materials such as: base-ten blocks, pattern blocks, dice, counters, etc.

Just like at home with their toys, your child will be expected to treat materials with respect and return them to their proper place.

Students will learn different ways to represent math ideas. While completing homework, encourage your child to represent their thinking in different ways.



While building a math community, your child's class will establish norms for math discussions. Some examples include: speaking respectfully to their teachers and peers, taking turns while speaking, using an inside voice, eyes on the speaker, and giving others time to think.

Encourage your child to explain their thinking about math games, homework, or math connections they find at home.

MATH IS FUN!

Check out the MATH IS FUN website which contains resources to help children learn math. Here you will find "How to Videos", Online Games, Vocabulary, and APPs related to the content your child is learning.

www.jcpsmath.weebly.com

During the 1st nine weeks, Second Grade students learn to:

- **Represent a three-digit number with hundreds, tens, and ones.** For example, a child is able to explain that 345 consists of three hundreds, four tens, and five ones. Also, a child should recognize that four hundreds, six tens, and nine ones can be represented by 469.
- **Read and write numbers to 1000 using base-ten numerals, names, and expanded form.** A second grader should be able to read 357, write "three hundred fifty seven," and express the number in expanded form (300 + 50 +7).
- **Compare two three-digit numbers using the symbols >, <, and =.** For example: 367 < 376
- **Skip count using 5's and 10's up to 1000.** Second graders need to be able to start at another number besides 1 and be able to skip count to a given number. For example, a child should be able to count by tens starting at 120 and go to 250.
- **Add and subtract within 100 using different strategies.** Your child is learning to add and subtract using drawings or objects. See "Addition and Subtraction Strategies" for more information on strategies you may see your child use.

Resources and Ideas for Families

Activities to try at home:

- Practice counting by 5's and 10's up to 500. Once your child is able to count by 5's and 10's, practice starting at a number other than one. For example, count by tens starting at 170 until you hit 300.
- Use addition and subtraction flash cards to help your child become fluent with math combinations. Stores such as the Dollar Tree and Walmart have premade cards or you can use index cards to make your own.
- Use dice to help your child represent three- digit numbers. Have your child roll three dice and record the number he rolls. For example, if he rolls a 4, 5, and 3, the number would be four hundred fifty-three. Ask your child, "What number did you roll? How many hundreds are in this number? Tens? Ones?"

Addition and Subtraction Strategies

Students will learn a variety of strategies to solve addition and subtraction problems. Notice the standard algorithm, the borrowing/carrying strategy most of us were taught in school, is **not** a strategy listed below because it is **not** appropriate for second graders.

- **Place Value Strategy** — When solving 35 + 14 a student would add 30 + 10 = 40; 5 + 4 = 9; 40 + 9 = 49.
- **Relationship between Addition and Subtraction** — When solving 50 – 24 = ?, a child could also think of it as 24 + ? = 50 and add on until he reaches 50.
- **Decomposing Numbers** — When solving 55 - 28, a child could break 28 into 20 + 8. To solve, first do 55 - 20 = 35. Then subtract or count back 8 to get 27.
- **Using Easier Numbers to Solve** — When solving 45 - 29, a child might recognize that 29 is one away from 30, an easier number to work with. The child could subtract 45 – 30 = 15. Because she took away 1 too many, she would then add on 1 to 15 to get the answer of 16.

MATH TASK

SAVING MONEY

Louis wants to give $15 to help kids who need school supplies. He also wants to buy a pair of shoes for $39.

1. How much money will he have to save for both?
2. Louis gets $5 a week for his allowance. He plans to save his allowance every week. How many weeks does it take him to reach this goal?
3. Louis remembers his sister's birthday is next month. He sets a goal of saving $16 for her gift. How many weeks does he have to save his allowance to reach this goal? How many weeks does he have to save his allowance for all three of his goals?

Answer:

1. $54 2. 11 weeks 3. 4 weeks; 14 weeks

From: *Illustrative Mathematics*