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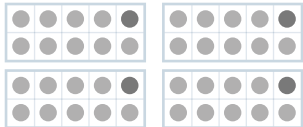
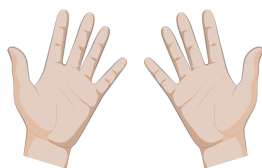
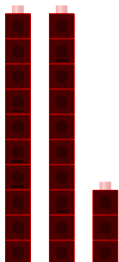
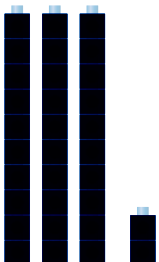
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About the Mathematics in This Unit

Dear Family,

For the next few weeks we will be working on a new mathematics unit called *How Many Tens? How Many Ones?* Your child will be counting by groups, initially by 2s and by 5s, which lays the foundation for counting by 10s and their work with groups of tens and ones and place value. We will work on adding and subtracting 10 to any number and on adding and subtracting multiples of 10. Students will also be developing strategies for adding 2-digit numbers. Throughout this unit, students work with contexts and models that represent 10s and 1s, and they are encouraged to use these models to represent their work.

Throughout this unit, students will be working toward these goals:

Understand that the numbers 10, 20, 30, ... 90 are composed of 1, 2, 3, ..., 9 tens.	 <u>40</u>  <u>70</u>	
Label a set of up to 120 objects, organized into tens and ones, with a numeral; given a numeral, show it with tens and ones.	How many cubes?  <u>23</u>	Can you show 32?  10, 20, 30, 31, 32

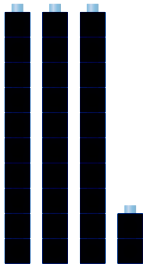
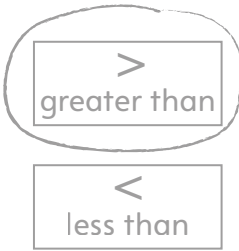
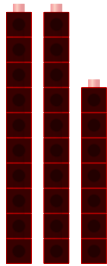
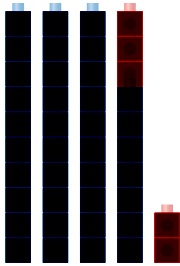
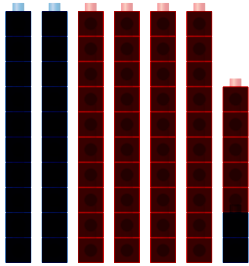


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About the Mathematics in This Unit

Subtract multiples of 10 from multiples of 10 up to 90.	Build 50. Remove 20. How many now? $50 - 20 = 30$
Use greater than and less than symbols to compare two 2-digit numbers.	  
Add/subtract 10 to/from any 2-digit number.	$37 + 10 = 47$ $42 - 10 = 32$  
Use models to add numbers with totals under 100.	37 + 5 $37 + 5 = 42$ 22 + 45 $22 + 45 = 67$

As we engage in the mathematics of this unit, students will continue to share their reasoning and solutions. As they work on problems at home, continue to ask questions that encourage your child to extend his or her thinking and explain his or her reasoning.