

KEY CONCEPT OVERVIEW

During the next week, our math class will learn about numbers up to 40. Building on our work with **making a ten** and some ones with numbers 11 through 19, we will now explore numbers comprised of multiple tens and ones (e.g., 27, 33, 37). We will use linking cubes, our fingers, and dimes and pennies to represent numbers up to 40 in many ways—from all ones to tens and ones. We will use a **place value chart** to organize units of tens and ones. Finally, students will use addition and subtraction to find 1 more, 1 less, 10 more, and 10 less than a given number.

You can expect to see homework that asks your child to do the following:

- Use number bonds and place value charts to show tens and ones.
- Break apart two-digit numbers into tens and ones.
- Add tens and ones to make a two-digit number and write an addition sentence to match; for example, 3 tens 4 ones can be written as $30 + 4 = 34$.
- Draw **quick tens and ones** to show a number; then add or subtract 1 or 10. (See Sample Problem.)

SAMPLE PROBLEMS (From Lesson 5)

Draw quick tens and ones to show the number. Then draw 1 more or 10 more, or cross off to show 1 less or 10 less. Write your answer on the line.

1. 1 more than 34 is 35. 2. 10 more than 17 is 27. 3. 1 less than 32 is 31. 4. 10 less than 15 is 5.



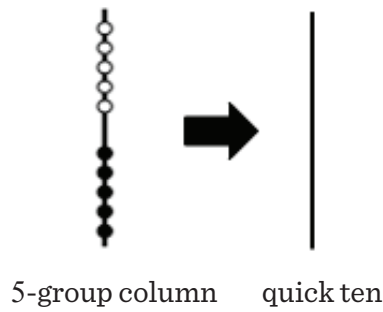
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Play Break Apart Numbers. Set a timer for one minute. Have a race with your child to complete as many different number bonds for numbers 5 through 9 as possible. When the minute is up, say a matching number sentence for each bond you completed, for example, $1 + 4 = 5$, $5 = 3 + 2$, $5 = 5 + 0$, and $5 - 1 = 4$.
- Practice making ten with pennies and dimes. Help your child arrange ten pennies into 5-groups (two rows of five). Then count the pennies together (e.g., one cent, two cents, three cents) and say out loud, “Ten pennies is equal to one dime,” as you exchange the 10 pennies for 1 dime. Repeat the process of counting then exchanging 10 pennies for 1 dime until you have exchanged 40 cents.
- To reinforce place value, challenge your child to count from 0 to 120, alternating between the regular way and the Say Ten way (e.g., 8 tens 9, 90, 9 tens 1, 92, 9 tens 3, 94, 9 tens 5). If your child struggles, consider using a Rekenrek, if available, for visual support.

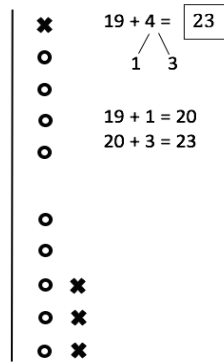
TERMS

A ten: A group, or unit, made up of 10 items. In the beginning of Grade 1, a ten is represented as a 5-group column. In Modules 4 through 6, a ten can be represented as a vertical line called a quick ten.



Place value: The value of a digit according to its placement in a number. For example, the 3 in 34 is in the tens place and has a value of 30 (3 tens).

Make a ten: A strategy used to make a unit of ten. For example, we can think of $19 + 4$ as $19 + 1 + 3$. From there, we can make the simpler problem $20 + 3$.



MODELS

Place Value Chart: A graphic organizer that provides a column for each unit in a number.

tens	ones
3	4

Quick Tens and Ones: A math drawing used to represent tens and ones. A vertical line represents each ten, and dots represent ones; for example, $27 = 2$ tens 7 ones.

