

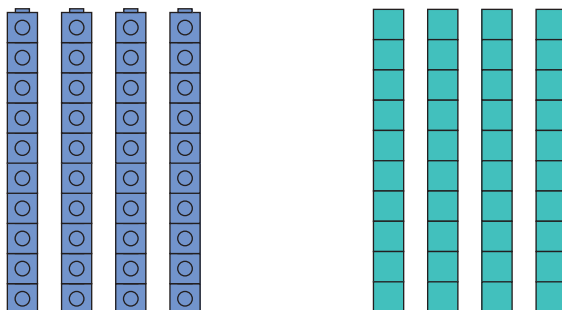
Family Support Materials

In this unit, students develop an understanding of place value for numbers up to 99. This unit is the first introduction to the base-ten system. The understanding students develop about units of ten and units of one will be the foundation for base-ten work, including decimals, that continues through grade 5.

Section A: Units of Ten

In this section, students use connecting cubes organized in towers of 10. Students count and represent collections. The total number of objects in each collection is a multiple of 10. They develop an understanding that counting the same group by one or by ten gives them the same number. Through the section, students make sense of base-ten representations (towers of 10, base-ten drawings, words, and numbers).

For example, the two diagrams each show 40.

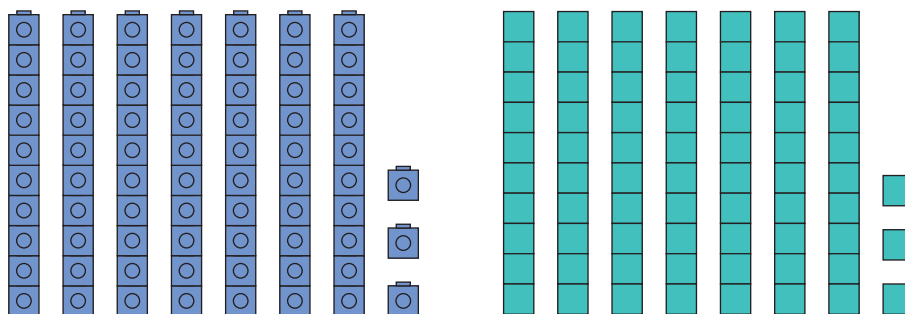


Students add and subtract multiples of ten and see that 3 tens and 2 tens is 5 tens.

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Section B: Units of Ten and Units of One

In this section, students use the same representations from the previous section to make sense of two-digit numbers. For example, these are representations of 73:



Students are introduced to addition expressions to represent two-digit numbers. To ensure that students have a deep understanding of decomposing numbers, they are asked to consider expressions such as $3 + 70$ in addition to the traditional standard form ($70 + 3$). Students use their base-ten understanding of two-digit numbers to add multiples of 10 to any two-digit number and to mentally find 10 more or 10 less than any number (such as, $52 + 10$ or $32 - 10$). They see that the value of the tens digit changes, based on the number of tens added or subtracted, but the value of the ones digit remains the same.

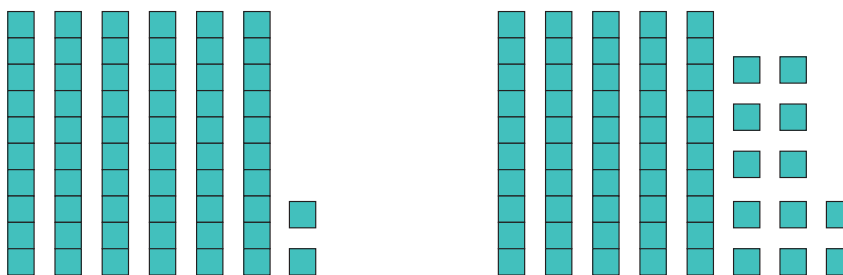
Section C: Compare Numbers to 99

In this section, students compare and order numbers to 99. They use their place-value understanding to compare numbers and may recognize that the digit in the tens place is more important than the digit in the ones place when comparing two-digit numbers. Students are introduced to the $<$ and $>$ symbols.

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Section D: Different Ways to Make a Number

In this section, students dive deeper into place-value understanding by breaking apart two-digit numbers, using different amounts of tens and ones. The focus of this section is for students to see that there are different ways to decompose a number into tens and ones. These representations show that 62 is the same as 5 tens and 12 ones.



Students extend comparison work by using the $<$, $=$, or $>$ signs to compare numbers broken apart in different ways.

Try it at home!

Near the end of the unit, ask your student to do the following with the number 62:

- Draw a representation of 62.
- What are two different ways that you can make 62 with tens and ones?
- What is 10 more? What is 10 less?

Questions that may be helpful as they work:

- Can you tell me how your drawing shows 62?
- Is (number) greater than or less than 62? How do you know?

Unit 4 Family Support video



Go Online

Go online to find videos for this unit.

ilclass.com/r/10433089

Please log in to the site before using the QR code or URL.