

Grade 2 Module 3

Tips for Families

Key Concepts Overview

Focus TEKS: **2.2A, 2.2B, 2.2C, 2.2D, 2.2E**

The focus of Module 3 is developing place value understanding of numbers up to 1,200 and applying that understanding by using concrete and pictorial models, comparing and ordering numbers, and representing numbers using standard, expanded, and word forms. Your student will:

- ☐ Develop knowledge of **place value units** of ones, tens, and hundreds and the new unit of a thousand.
- ☐ Learn to **skip-count** efficiently by reaching a **benchmark number**—a ten or a hundred.
- ☐ Explore the value of three-digit numbers and learn to name numbers in **standard, unit, expanded, and word form**.
- ☐ Deepen place value understanding by drawing comparisons between ones, tens, and hundreds, and \$1, \$10, and \$100 bills.
- ☐ Exchange units of equal value, for example, 30 ones for 3 tens, or 4 hundreds for 40 tens.
- ☐ Compare and order whole numbers by using the words *greater than*, *less than*, or *equal to* as well as the comparison symbols ($>$, $<$, $=$).
- ☐ Identify 1, 10, or 100 more or less than a given number.

You can use the checklist above to help monitor your student's progress of the knowledge and skills in this module. Daily sample problems with solutions and thought bubbles are found in the Homework Helper pages in the Succeed Student Edition to help you support your student as they work at home.

Additional Ways to Help at Home

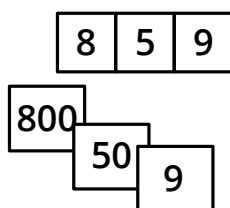
- Encourage your student to practice skip-counting by tens and by hundreds, up to 1,000, starting at any number. When your student begins demonstrating strong, consistent abilities, ask him to name the ending number in unit form as well as in standard form.
- Practice counting in unit form. Player A says a number (e.g., 234), and Player B repeats it in unit form (2 hundreds 3 tens 4 ones). Take turns with your student being Player A and Player B.
- Play board games that incorporate counting money. Focus particularly on \$1, \$10, and \$100 bills.
- Use board game money to show a three-digit value (e.g., 243). Have your student use standard form (243), unit form (2 hundreds 4 tens 3 ones), and expanded form to name the value. Vary the order of the bills so your student can practice unit form and expanded form out of unit order (e.g., 4 tens 3 ones 2 hundreds; $40 + 3 + 200 = 243$).
- Encourage your student to solve problems (e.g., $37 + 8$) by using the make ten addition strategy. Then ask her to explain the solution strategy. For example, "I know that 37 needs 3 to make 40, and I can break 8 into 3 and 5. My new, simpler problem is $40 + 5$, which is 45."



- Play the “Guess My Number” game with your student. Think of a number, but don’t tell your student. Give clues such as using 1 more, 10 more, 100 more, 1 less, 10 less, or 100 less to help your student determine the mystery number. As he becomes more proficient, use clues that challenge him to cross the hundred. For example, “My number is 10 less than 402,” or “My number is 10 more than 392.”

Terms

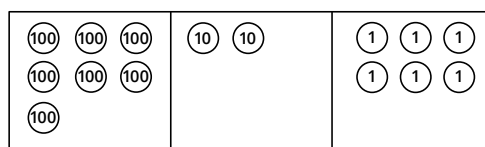
Base ten numerals (*Números de base diez*): numbers that are represented by the following ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9



Expanded form (*Forma desarrollada*): a way of writing a number that shows the value of each digit in that number

$$100 + 20 + 4 = 124$$

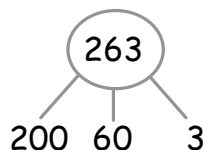
Place value or number disk (*Valor de posición o disco numérico*): a circular disk that represents 1, 10, 100, or 1,000 and helps you understand the value of a digit



Standard form (*Forma estandarizada*): a way of writing a number that shows only the digits in that number

120

Unit form (*Forma unitaria*): a way of writing a number that shows how many of a unit



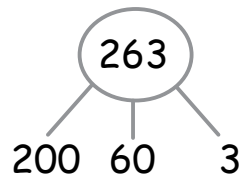
Unit form → 2 hundreds 6 tens 3 ones

Word form: a way of writing a number using only words

1	one	11	eleven	10	ten
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Models

Number Bond



Place Value Chart

Thousands	Hundreds	Tens	Ones
	3	4	2

