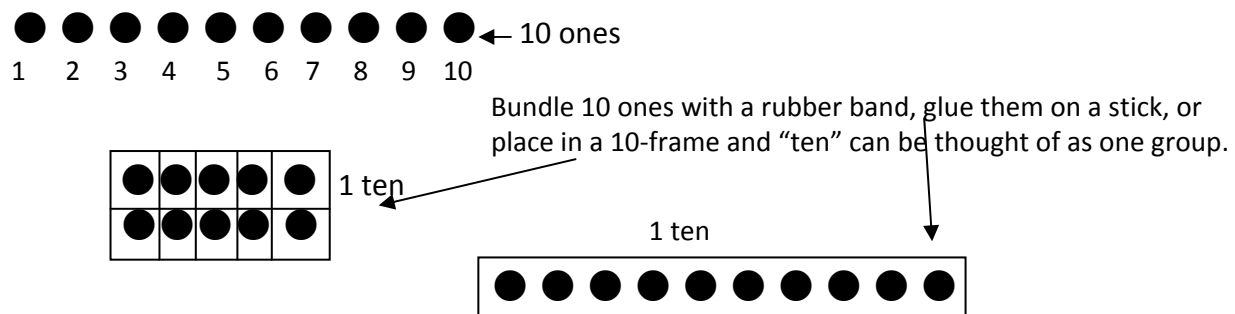


Dear Parents and Caregivers,

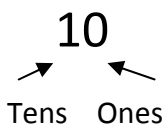
Thank you for supporting your child’s education. You are a vital partner in his/her learning. This year we are teaching the new Common Core State Standards (CCSS), which better focus students’ learning for increased success. We recommend you take a look at the various *Parents’ Guides to Student Success* featuring these new standards on the PTA website. See www.pta.org/4446.htm. Unlike previous standards, the CCSS have the energy of 46 states behind them and a nation striving to prepare our children for the jobs of the 21st century. As part of this effort, you may see some unfamiliar vocabulary and strategies. We will clarify these strategies throughout the year as we teach ways of thinking that help children make sense of numbers, and develop underlying mathematical ideas. We will end with children understanding math that looks more familiar to you. We do not expect you to teach these new methods but want to help you understand the work children bring home. I welcome any questions you may have. This letter will look at the concept of **place value**.

Children should understand that a two-digit number represents an amount of tens and an amount of ones. (1.NBT.2)

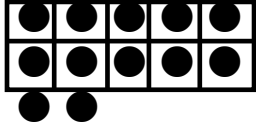
New terms in the standards are compose and decompose. Your child will be learning to decompose or take numbers apart and to compose or create new numbers. One foundation for addition and subtraction is for children to compose or decompose 10. Of major importance first is that children learn to think of 10 ones “bundled together” as a new unit called a “ten.” This is the beginning of their place value understanding.



Writing “10” requires a new place called “tens place.”



Teen numbers. Children are learning to think of teen numbers (11-19) as *ten and some more ones*. This should help the children who have difficulty writing teen numbers (they may write fourteen as 41, for example) do better. They do this because they hear “four” when you start to say the number. Thinking of “ten and some more” should help. Being able to “see” a 10-frame will help them with sums and differences like $8 + 7$ or $17 - 9$.



This picture shows 10 (a filled 10-frame) and 2 ones, illustrating the number 12. A 12 is 1 ten and 2 ones. To find $12 - 4$ children picture removing two from below and two from inside the frame. They recognize that when two are missing from the frame there are 8! So $12 - 4$ is 8.

Family Practice – Ask your child to show you what teen numbers look like. Drawings can use a line (!) to represent ten and [o] to represent one. Children can practice telling you that 11 is 1 ten and 1 one, 12 is 1 ten and 2 ones, 13 is 1 ten and 3 ones and so on. They also should practice telling you that 1 ten and 5 ones is 15, and 1 ten and 8 ones is 18. They should be able to start with numbers and tell the place values, and start with place values and name the numbers.

Place value of other two-place numbers. Children will talk about place value for numbers up to 120. Just as bundling 10 ones created 1 ten, bundling 10 tens creates 1 hundred (100).

Children will know that the number 24 has 2 tens and 4 ones. These are examples of other things children should be able to tell, show and work with to demonstrate their understanding:

- Show the place values of a number with objects or drawings. I have attached a sheet with tens and ones to cut out and keep in an envelope. You can also use objects such as pencils and buttons.
- Know that 24 can also be seen as 24 ones and modeled with only ones.
- Tell you that 2 tens is 20.
- Explain that switching the places of the numbers changes their value. For example, 4 in the ones place is only 4, but 4 in the tens place means forty.
- Know that 2 tens is more than 9 ones.

Family Practice – Take all the number cards and aces from a deck of cards. Have children draw two or three cards or toss three number cubes and make the largest number they can with them (or the smallest number). Ask children to explain how they know it is the largest. They should say that the largest number is in the tens place and tell how many tens and ones there are. They could also model the numbers with 10-strips and ones. In travels around the neighborhood, when you see numbers, ask similar questions about how many hundreds, tens and ones.

You can find some online activities about place value here: <http://www.ixl.com/math/grade-1>

First Grade Teacher

Hundreds, Tens, and Ones – Cut apart on dark black lines

