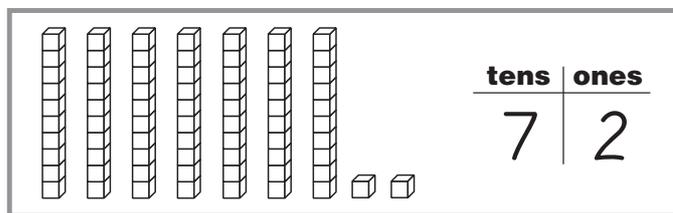




Place Value, Number Stories, and Basic Facts

As their work in mathematics progresses, children are beginning to use larger numbers. In Unit 5, children will begin to explore the system we use for writing large numbers by focusing on the idea of *place value*. For example, in the number 72, 7 is in the tens place, so there are “7 tens,” and 2 is in the ones place, so there are “2 ones.” Children will use base-10 blocks to represent numbers and to find the sums of two numbers. They will also use place value to determine “greater than” and “less than” relationships.



Later in this unit, children will continue to work with addition facts. They will be introduced to doubles-plus-1 and doubles-plus-2 facts, in which children use the doubles facts to solve facts that are close to doubles facts. For example, children will use $5 + 5 = 10$ to solve $5 + 6$ and $5 + 7$. Children will also have an opportunity to review all of the strategies they have learned to solve addition facts.

It is important to remember that children are only being introduced to these strategies. Be sure not to force a particular strategy for a problem. Your most efficient strategy for solving a particular problem may not be the most efficient strategy for your child. Demonstrating a variety of strategies and allowing children to share and discuss their own strategies with others will in time help them to internalize the strategies that are most efficient for them.

Children will also practice place value and addition and subtraction facts by acting out number stories. They will act out these stories using concrete objects and will begin to represent the stories with *number models*. (See this unit’s vocabulary list for more information on number models.)

Children have explored many number patterns in previous lessons. “*What’s My Rule?*” is a routine introduced in this unit and found throughout *Everyday Mathematics* that provides practice with number patterns and number relationships. You will receive more detailed information about this routine when we begin to use it in class.

Please keep this Family Letter for reference as your child works through Unit 5.

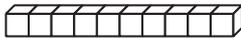
Vocabulary

Important terms in Unit 5:

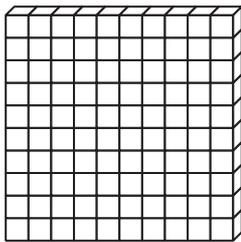
cube In *Everyday Mathematics*, a base-10 block that represents 1.



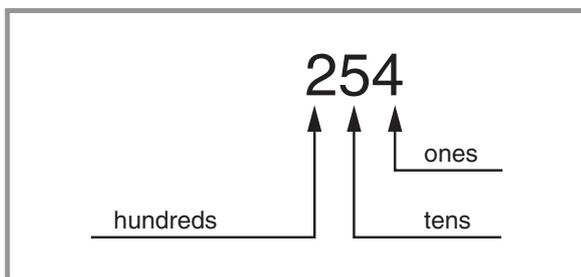
long In *Everyday Mathematics*, a base-10 block that represents 10.



flat In *Everyday Mathematics*, a base-10 block that represents 100.



place value In our standard, base-10 system for writing numbers, each place has a value 10 times that of the place to its right and 1 tenth the value of the place to its left. For example, in the number 54, the 5 represents tens, and the 4 represents ones.



number model A number sentence that models a number story.

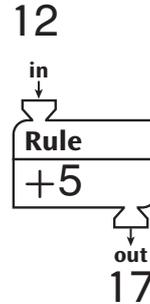
For example, $7 + 3 = 10$

is a number model for the number story:

Unit
lions

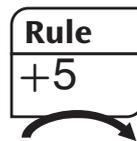
Seven lions are lying in the sun. Three more lions join them. How many lions are there altogether?

function machine An imaginary device that receives inputs and generates outputs. A number (input) is put into the machine and is transformed into a second number (output) through the application of a rule.



“What’s My Rule?” problem

A problem in which two of the three parts of a function (input, output, and rule) are known, and the third is to be found out.



in	out
2	7
5	10
7	12
6	11

Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these interesting and rewarding activities:

1. Tell addition and subtraction number stories to your child. Have your child solve the problems using various household objects, and then record the answers in number models.
2. Encourage your child to make up some number stories.

Building Skills through Games

In this unit, your child will practice addition, subtraction, and place-value skills by playing the following games:

Base-10 Exchange

Players take turns putting base-10 blocks on their Tens-and-Ones Mat according to the roll of a die. Whenever possible, they exchange 10 cubes for 1 long. The first player to get 10 longs wins.

Beat the Calculator

A “Calculator” (a player who uses a calculator) and a “Brain” (a player who does not use a calculator) race to see who will be first to solve addition problems.

Difference Game

Players pick a card and collect as many pennies as the number shown on the card. Then players count each other’s pennies and figure out how many more pennies one player has than the other.

Digit Game

Each partner draws two cards from a set of number cards. The player whose cards make the larger number takes all of the cards. The player with more cards at the end of the game wins.

Penny-Nickel-Dime Exchange

Partners place 20 pennies, 10 nickels, and 10 dimes into a bank. Players take turns rolling two dice, collecting the amount shown on the dice from the bank. Partners exchange pennies and nickels for dimes until all of the dimes are gone. The player who has more dimes wins.

