

KEY CONCEPT OVERVIEW

During the next few days, our math class will use money to deepen place value understanding, drawing comparisons between ones, tens, and hundreds, and \$1, \$10, and \$100 bills. We will learn how 10 one-dollar bills, 10 ten-dollar bills, and 10 hundred-dollar bills can each be changed for a larger unit. For example, 10 one-dollar bills can be traded or changed out for 1 ten-dollar bill. This modeling helps students make sense of our number system.

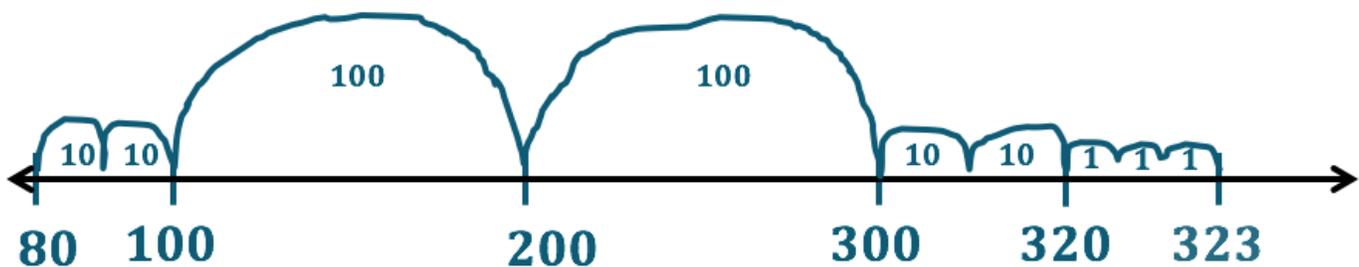
You can expect to see homework that asks your child to do the following:

- Count combinations of \$100, \$10, and \$1 bills.
- Use an empty **number line** to model how to count in various orders. For example, count first by tens and then by hundreds, or count first by hundreds and then by tens.
- Solve word problems involving money.

SAMPLE PROBLEM *(From Lesson 8)*

Show one way to count from \$80 to \$323.

Getting to the closest benchmark of tens or hundreds on an empty number line:



HOW YOU CAN HELP AT HOME

- Play family board games that incorporate counting money. Focus particularly on \$1, \$10, and \$100 bills.
- Help your child practice mixed counting with ones, tens, and hundreds. Use toothpicks or straws to make a single stick, a bundle of 10, and a bundle of 100. Then invite your child to count down from a number (e.g., 1,200), while you hold up a bundle or single stick to indicate whether to count by ones, tens, or hundreds. Alternate between bundles and a single stick several times during the count. For example, the activity might go like this:

Adult: Let's start at 1,200 and count down. Ready? (Hold up a bundle of 100. If needed, create visual support by writing the numbers on paper as your child counts.)

Child: 1,200, 1,100, 1,000, 900.

Adult: (Hold up a bundle of 10.)

Child: 890, 880, 870, 860, 850, 840.

Adult: (Hold up a bundle of 100.)

Child: 740, 640, 540.

Adult: (Hold up a single toothpick or straw.)

Child: 499, 498, 497, 496, 495.

Adult: (Hold up a bundle of 10.)

Child: 485, 475, 465.

Continue in this manner until your child reaches zero.

MODELS

Empty Number Line: A number line with no numbers or hash marks. Students show an increase or decrease in a starting number by recording jumps of ones, tens, and hundreds. (See Sample Problem image above for an example of how to use an empty number line.)

