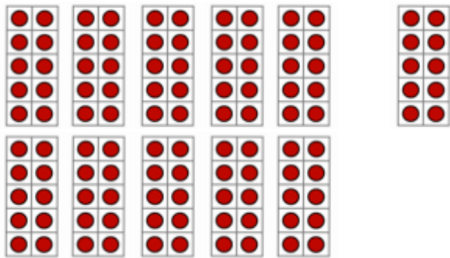


## Second Grade Math Parent Letter - Module 3

In our third module, students will focus on building their understanding of place value, counting, and comparison of numbers to 1,000.

Students will expand their skill with and understanding of place value units of one, ten, and hundred up to a thousand using Ten Frames (see below) and other mathematical tools, such as counters. They'll mainly practice with numbers consisting of three units: hundreds, tens, and ones. Over the course of the module, students will move from using Ten Frames that show the proportionality of the units to numerals on the place value chart.

**Sample Problem:** There are frames of hundreds, tens, and ones. How many are there in all?



**Answer:** 113

Counting by ones, tens, and hundreds using mathematical tools, such as a number line and a place value chart, will also be emphasized in this module. In counting, students make use of the structure provided by multiples of ten and a hundred. Students think in terms of making the next ten or making the next hundred. They also identify whether ones, tens, or hundreds are the appropriate unit to count efficiently and effectively. Making this determination requires knowing and understanding place value and counting.

Students will also represent three-digit numbers as number bonds and gain fluency in expressing numbers in unit form (e.g., 3 hundreds 4 tens 3 ones), in word form, and on the place value chart. Then, students will count up by hundreds, tens, and ones, leading them to represent numbers in expanded form. They will practice writing numbers in number form, word form, unit form, and expanded form (see below).

number form	word form	unit form	expanded form
519	five hundred nineteen	5 hundreds 1 ten 9 ones	$500 + 10 + 9$

Next, students will compare two-digit numbers, three-digit numbers as well as different forms of numbers (e.g., a number written in word form compared to a number written in expanded form) using  $>$ ,  $<$ , and  $=$ . Furthermore, they will order numbers written in different forms.

In the last part of the module students will solve problems to find 1, 10, or 100 more or less than a number. There is also a language component to these lessons where students will make comparison statements related to the problems they solve. For example, students will make statements such as, "452 is 10 less than 462 and 100 less than 562." This will allow for greater understanding of comparison word problems where this type of language is present. In all, the concepts in this module provide students with a strong bridge to future modules of study.