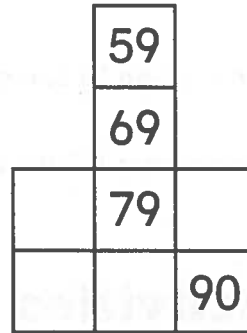
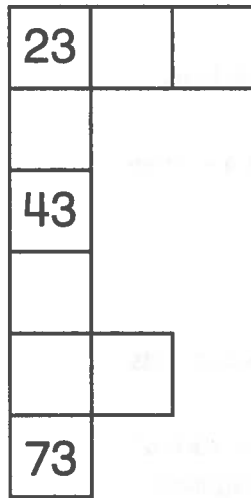




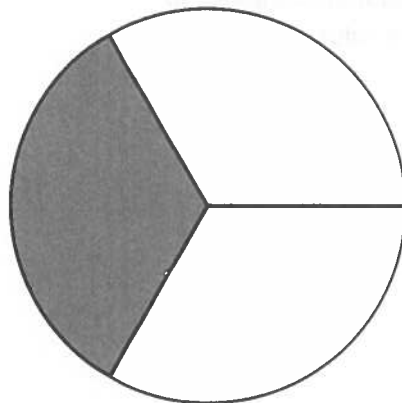
Place Value and Fractions

The concept of place value (ones, tens, hundreds, and so on) that children have worked on since *Kindergarten Everyday Mathematics* will be taught on a more formal level in this unit. Patterns on number grids will be used to reinforce place-value concepts. For example, children may be asked to identify a hidden number on the number grid and to describe the strategies used to find and name that number. Once they are able to do this, they will solve number-grid puzzles—pieces of a number grid with all but a few numbers missing. Here are a few examples of number-grid puzzles:



Children know that all numbers are written with one or more of these 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. In order to reinforce this understanding, children will identify the place value of different digits in 2- and 3-digit numbers. Help your child remember that these same digits are also used to express quantities less than 1 with fractions.

Later in this unit, children will extend their understanding of fraction concepts as they see relationships among fraction words, meanings, and symbols.



one-third

$$\frac{1}{3}$$

Please keep this Family Letter for reference as your child works through Unit 9.

Vocabulary

Important terms in Unit 9:

denominator The bottom number in a fraction. The number of equal parts into which the whole is divided.

$$\frac{2}{4}$$

numerator The top number in a fraction. The number of equal parts of the whole that are being considered.

2-digit numbers In base 10, numbers from 10 through 99 that have two digits each.

3-digit numbers In base 10, numbers from 100 through 999 that have three digits each.

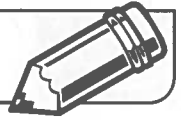
Do-Anytime Activities

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

1. Ask questions, such as the following: *What is the fraction word for each of 4 equal parts of something? (fourths) Each of eight equal parts? (eighths)*
2. Give your child several pieces of paper to fold into halves, fourths, or eighths. He or she can label each part with the appropriate fraction symbol ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
3. Using a set of numbers, have your child write the largest and smallest 2- and 3-digit whole numbers possible. For example, using 5, 2, and 9, the largest whole number is 952; the smallest is 259.
4. Say a 2- or 3-digit number. Then have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900, the value of the 5 is 50, and the value of the 2 is 2 ones, or two. An important goal of *Everyday Mathematics* is for children eventually to think of any digit in a multidigit number by its place-value name.

Name _____

Date _____

LESSON
9•1**Number Grid**

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

Name _____

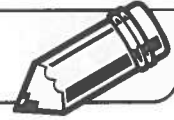
Date _____

LESSON
9•1

Framed Number Grid



-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11									
21									
31									
41									
51									
61									
71									
81									
91									
101									

LESSON
9•1**The Smallest and the Largest**

Use your 0–9 number cards. Choose two number cards. Make the smallest number you can. Make the largest number you can. Record the numbers.

Example

Digits Used	Smallest Number	Largest Number
5, 3	35	53

Choose three number cards. Make the smallest number you can. Make the largest number you can. Record the numbers.

Example

Digits Used	Smallest Number	Largest Number
8, 0, 2	208	820

Name _____

Date _____

HOME LINK
9•1

Number-Grid Hunt



Family Note

Ask your child to describe some of the patterns in the number grid below. Then ask him or her to fill in specific numbers you suggest; for example, *Where would the number 140 go?* Do this with several numbers before your child completes the rest of the grid. By learning to identify and use patterns in the number grid, your child will develop strong number sense and computation skills.

Please return this Home Link to school tomorrow.

Ask someone to say a number between 101 and 200. Record it on the number grid. Do this for several numbers. Then finish filling in the grid on your own.

101									
				125					
								139	
									150
171									
		183							

Practice

Count up by 1s.

268, _____, 270, 271, _____, _____, 274

HOME LINK
9•2

Using the Number Grid



Family Note Ask your child to explain how to count up and back by 10s on the number grid and then to demonstrate how to solve the addition and subtraction problems on the number grid. If your child counts one space at a time, remind him or her that to count up by 10s, you can move down one row for every 10, and to count back by 10s, you can move up one row for every 10.

Please return this Home Link to school tomorrow.

Use the number grid to solve the problems.

1. $35 + 6 = \underline{\quad}$

2. $61 + 10 = \underline{\quad}$

3. $43 - 20 = \underline{\quad}$

-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

4. $\underline{\quad} = 82 - 10$ 5. $\underline{\quad} = 58 + 20$ 6. $\underline{\quad} = 75 - 9$

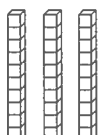
7.
$$\begin{array}{r} 55 \\ + 10 \\ \hline \end{array}$$

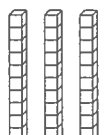
8.
$$\begin{array}{r} 99 \\ - 20 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 46 \\ - 8 \\ \hline \end{array}$$

Practice

Solve.

10.  = _____

11.  = _____