



## About the Mathematics in This Unit (page 1 of 2)

Dear Family,

We are beginning a new unit in mathematics called *How Many Tens? How Many Ones?* In this third number unit of second grade, students continue work on whole number operations, addition and subtraction up to 100, and place value. We will also continue to work on telling time and understanding money values.

Throughout this unit, students will be working toward these goals:

BENCHMARKS/GOALS	EXAMPLES
Write an equation that represents an addition or subtraction situation.	Sally had 64 stickers. She gave 10 to Jake and 12 to Franco. How many stickers did she have left?  $64 - 22 =$ <i>or</i> $64 - 10 - 12 =$
Determine the difference between a number and any multiple of 10 up to 100.	If you have 76, how many more to 100? If you have 41, how far are you from 50? From 60?
Count by 2s, 5s, and 10s up to 110.	2, 4, 6, 8 . . . 104, 106, 108, 110 5, 10, 15, 20 . . . 95, 100, 105, 110 10, 20, 30, 40 . . . 80, 90, 100, 110
Add multiples of 5 up to 100.	$10 + 15 + 20 + 35 + 5 + 15 = 100$

(continued)



## About the Mathematics in This Unit (page 2 of 2)

BENCHMARKS/GOALS	EXAMPLES
Know coin equivalencies for nickel, dime, and quarter.	one nickel = 5 pennies one dime = 10 pennies or 2 nickels one quarter = 25 pennies or 2 dimes and 1 nickel

In our math class, students continue to engage in math problems and activities and share how they solve a given problem. Most importantly, children accurately solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. In the coming weeks, you will receive suggestions for activities to do at home that further support the mathematics in this unit.