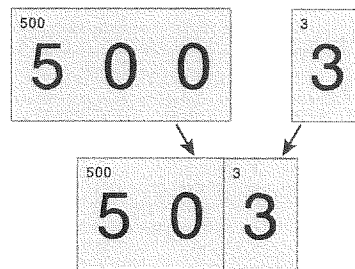


## Dear Family:

In this unit, children will learn how to add 3-digit numbers that have totals up to 1,000.

Children begin the unit by learning to count to 1,000. They count by ones from a number, over the hundred, and into the next hundred. For example, 498, 499, 500, 501, 502, 503. You can help your child practice counting aloud to 1,000. Listen carefully as he or she crosses over the hundred.

Children will learn to write numbers to 1,000. Some children will write 5003 instead of 503 for five hundred three. Using Secret Code Cards will help children write the numbers correctly.



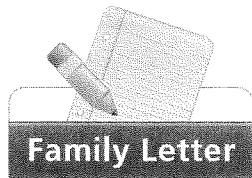
Help your child count small objects by making groups of 10 and then groups of 100. When the groups are made, help your child write the number of objects. This is a good way to help children recognize the difference between 5,003 and 503.

Please call if you have any questions or concerns. Thank you for helping your child learn about numbers to 1,000.

Sincerely,  
Your child's teacher



Unit 6 includes the Common Core Standards for Mathematical Content for Operations and Algebraic Thinking 2.OA.1, Number and Operations in Base Ten 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, Measurement and Data 2.MD.8, and all Mathematical Practices.



Dear Family:

Your child is now learning how to add 3-digit numbers. The methods children use are similar to those used for adding 2-digit numbers.

### New Groups Below

<p><b>Step 1</b></p> $\begin{array}{r} 456 \\ + 278 \\ \hline 4 \end{array}$	<p><b>Step 2</b></p> $\begin{array}{r} 456 \\ + 278 \\ \hline 34 \end{array}$	<p><b>Step 3</b></p> $\begin{array}{r} 456 \\ + 278 \\ \hline 734 \end{array}$	
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Children put the new 1 hundred or 1 ten on the line instead of at the top of the column. Many children find this less confusing because:

- They can see the 14.
- It is easier to add the 1 after they add the 5 and the 7.

### Show All Totals

$\begin{array}{r} 456 \\ + 278 \\ \hline \text{hundreds} \rightarrow 600 \\ \text{tens} \rightarrow 120 \\ \text{ones} \rightarrow 14 \\ \hline 734 \end{array}$	<p>Children see the hundreds, tens, and ones they are adding. These also can be seen when they make a math drawing like the one above.</p>
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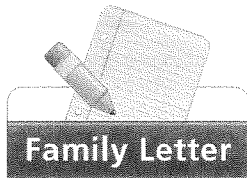
Children may use any method that they understand, can explain, and can do fairly quickly. They should use hundreds, tens, and ones language to explain. This shows that they understand that they are adding 4 hundreds and 2 hundreds and not 4 and 2.

Please call if you have questions or comments.

Sincerely,  
Your child's teacher



Unit 6 includes the Common Core Standards for Mathematical Content for Operations and Algebraic Thinking 2.OA.1, Number and Operations in Base Ten 2.NBT.1, 2.NBT.1a, 2.NBT.1b, 2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.5, 2.NBT.7, 2.NBT.8, 2.NBT.9, Measurement and Data 2.MD.8, and all Mathematical Practices.



Dear Family:

Your child is now learning how to subtract 3-digit numbers. The most important part is understanding and being able to explain a method. Children may use any method that they understand, can explain, and can perform fairly quickly.

### Expanded Method

Step 1	Step 2
$432 = 400 + 30 + 2$	$\begin{array}{r} 120 \\ 300 \ 20 \ 12 \\ 432 \\ - 273 \\ \hline \end{array}$
$- 273 = 200 + 70 + 3$	$= 200 + 70 + 3$
<b>Step 3</b> $\left\{ \begin{array}{l} 100 + 50 + 9 \\ = 159 \end{array} \right.$	

**Step 1** "Expand" each number to show that it is made up of hundreds, tens, and ones.

**Step 2** Check to see if there are enough ones to subtract from. If not, ungroup a ten into 10 ones and add it to the existing ones. Check to see if there are enough tens to subtract from. If not, ungroup a hundred into 10 tens and add it to the existing tens. Children may also ungroup from the left.

**Step 3** Subtract to find the answer. Children may subtract from left to right or right to left.

### Ungroup First Method

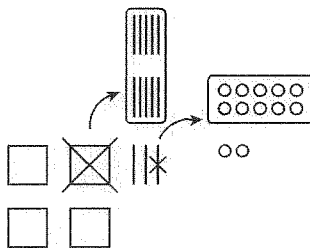
**Step 1** Check to see if there are enough ones and tens to subtract from. Ungroup where needed.

Look inside 432. Ungroup 432 and rename it as 3 hundreds, 12 tens, and 12 ones.

**Ungroup from the left:**

**Ungroup from the right:**

**Step 2** Subtract to find the answer. Children may subtract from the left or from the right.



In explaining any method they use, children are expected to use "hundreds, tens, and ones" language and drawings to show that they understand place value.

Please call if you have questions or comments.

Sincerely,  
Your child's teacher



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