MATH NEWS

2ⁿᵈ Grade Math

Module 3: Place Value, Counting, & Comparison on Numbers to 1000

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in the material taught in the classroom. Module 3 material covers Place Value, Counting, & Comparison on Numbers to 1000. This newsletter will discuss Module 3, Topic G.

Topic G. Finding 1, 10 and 100 More or Less than a Number

Words to know

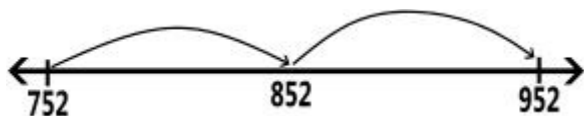- Skip-Count Up
- Skip-Count Down

Things to remember!!!

Skip-counting is a helpful way to find out what 10 more or 100 more than a number is.
Cory collects bottle caps. His goal is to collect 952 by the end of the year. Cory has 752 already. How many more does he need to reach his goal?

752, if I skip-count by hundreds it would be 752, 852, 952. Cory has 200 more bottle caps to collect to get to his goal.

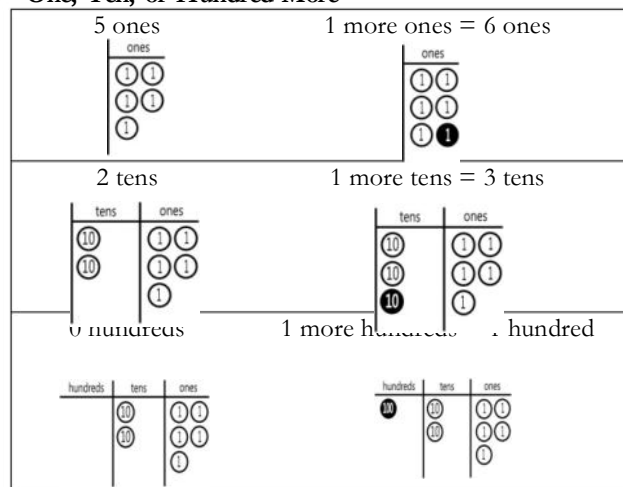Imagine what it would look like on a number line.

OBJECTIVE OF TOPIC G

1. Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.

2. Model 1 more and 1 less, 10 more and 10 less, and 100 more and 10 less when changing the hundreds place.

3. Compare a pattern counting up and down/

Focus Area– Topic G

Finding 1, 10, or 100 More or Less than a Number

One, Ten, or Hundred More

Students should understand how to find one, ten, or a hundred more or less than any given number up to 1,000
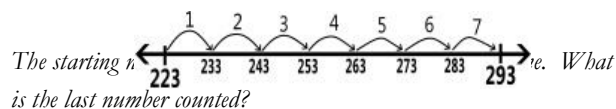
365

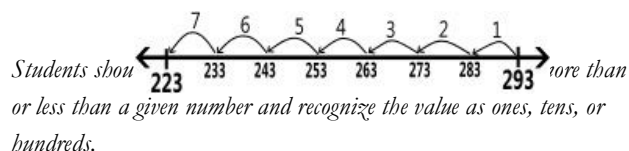| 100 more | 465 | 100 less | 265 |
| 10 more | 375 | 10 less | 355 |
| 1 more | 366 | 1 less | 364 |

Skip-Count by 100s from 857 to 257

857, 757, 657, 557, 457, 357, 257

The starting number is 223, skip count up by 10s 7 time. What is the last number counted?

The starting n̲   ̲e. What is the last number counted?

Students shou   ̲ore than or less than a given number and recognize the value as ones, tens, or hundreds.

10 more than 690 is __700__. We made a __hundred.__