

KEY CONCEPT OVERVIEW

During the next few days, our math class will practice identifying 1, 10, or 100 more or less than a given number. We will learn to use precise language to write statements that compare numbers, such as “452 is 10 less than 462.”

You can expect to see homework that asks your child to do the following:

- Identify the number that is 1, 10, or 100 more than a given number.
- Identify the number that is 1, 10, or 100 less than a given number.
- Skip-count to complete a patterned sequence of numbers, for example, 218, 228, ____, ____, ____, 268.
- Find the counting patterns necessary to complete number chart puzzles.

SAMPLE PROBLEM *(From Lesson 20)*

Complete the sentences below.

10 more than 392 is 402.

10 less than 825 is 815.

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- To help your child become more comfortable adding and subtracting 10 mentally, first make the experience concrete. When practicing addition and subtraction, have your child use pennies, dimes, and dollar coins or bills to represent ones, tens, and hundreds. (Your child could also use toothpicks or straws to make a single stick, a bundle of 10, or a bundle of 100.)
- Play Guess My Number. Think of a number, but don't tell your child. Give clues such as using 1 more, 10 more, 100 more, 1 less, 10 less, or 100 less to help your child determine the mystery number. As he becomes more proficient, use clues that challenge him to cross the hundred. For example, "My number is 10 less than 402," or "My number is 10 more than 392."
- Help your child practice mixed counting with ones, tens, and hundreds. Use toothpicks or straws to make a single stick, a bundle of 10, and a bundle of 100. Invite your child to count down from 1,000, holding up a bundle or a single stick to indicate whether to count by hundreds, tens, or ones. Alternate between bundles and a single stick several times during the count. For example, the activity might go like this:

Adult: Let's start at 1,000 and count down. Ready? (Hold up a bundle of 10. If needed, create visual support by writing the numbers on paper as your child counts.)

Child: 1,000, 990, 980, 970, 960, 950, 940.

Adult: (Hold up a bundle of 100.)

Child: 840, 740, 640, 540.

Adult: (Hold up a bundle of 10.)

Child: 530, 520, 510, 500.

Adult: (Hold up a single toothpick or straw.)

Child: 499, 498, 497, 496, 495.

Adult: (Hold up a bundle of 10.)

Child: 485, 475, 465.

Continue in this manner until your child reaches zero.