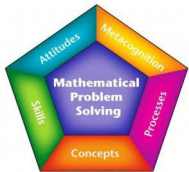


# K-2 Math Newsletter for T/E Families

## March/April 2013

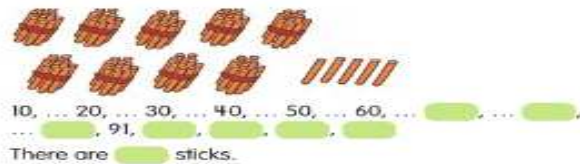


### Math in Focus

#### Working with Larger Numbers

Research suggests that students who have the ability to conceptualize a numeral for a quantity do better in math. That is why it is important to work with students to help them with the following:

Demonstrate what larger numbers look like using craft sticks, and count to tell how many. Students learn to make bundles of 10 to help them count and to reinforce base 10 concepts.



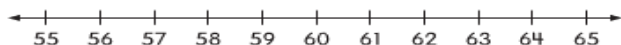
With a deeper understanding of larger numbers, students can apply that knowledge to estimate numbers of things.



Estimate: [green box]

Count: [green box]

Students can also learn to count by 2, 5 and 10 using a hundred chart and can compare numbers using a number line.



3 more than 60 is \_\_\_\_\_ 2 less than 59 is \_\_\_\_\_

### What's My Number?

A terrific guessing game for children is What's My Number?

One person thinks of a number between 50 and 100.

The other person asks questions to find the number.

Answers can only be in the form of "yes" or "no."

Keep asking and use logic until you find the number.

(This game can be differentiated for student interest and ability.)



My number is 97!

