



## Milton Terrace North Elementary School Math Homework Helper for Parents

Dear First Grade Families,

The home-school partnership is very important to us all. We are thankful for the support and guidance you give your child each evening as they complete their homework.

We recognize that the math standards contain an abundance of new vocabulary, concepts, and unfamiliar models and strategies. Below, you will find many resources to assist your child in mastering the math standards and completing homework.

We hope that you find these resources to be useful. Thank you again for your support!

MTN First Grade Team

Please keep in mind the following when helping your child with math homework:

- Math homework should be completed in pencil.
- Provide your child with the support he/she needs while encouraging independence.
- If homework is taking a long time and your child experiences frustration, please contact your child's teacher.

For access to the [Student Edition](#), [e-glossary](#), and [re-teach pages](#) please click resource name above or visit the "Home Work Helper Guide" link on the MTN's website.

For additional FUN fact fluency practice please have your child log into [XtraMath.org](http://XtraMath.org) using their given username and password.

## Chapter 6-Count and Model Numbers

Included in this resource are "I Can" Statements, vocabulary words and key phrases. To see the strategies used in this chapter, refer to the "Re-Teach" page that corresponds to each lesson number. "I Can" statements are the State Standards written in "kid-friendly" language to help your child understand the lesson's objective.

### Chapter Vocabulary

- **Digit:** a symbol used in a numeration system: the ten digits used in our base-ten numeration system are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9
- **Hundred:** a number which is equal to 10 tens or 100 ones
- **Ones:** the value of a digit in the ones position on a place value chart
- **Ten:** a group of ten ones

#### Lesson 6.1-Count by Ones to 120

**Essential Question:** How can knowing a counting pattern help you count to 120?

**"I Can" Statement:** I can read and write numerals and represent a number of objects with a written numeral by using a counting chart.

#### Lesson 6.2-Count by Tens to 120

**Essential Question:** How do numbers change as you count by tens to 120?

**"I Can" Statement:** I can read and write numerals skip counting by 10 and represent a number of objects with a written numeral by using a counting chart.

#### Lesson 6.3-Understand Ten and Ones

**Essential Question:** How can you use different ways to write a number as ten and ones?

**"I Can" Statement:** I can understand that the numbers from 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight or nine ones.

#### Lesson 6.4-Make Tens and Ones

**Essential Question:** How can you show a number as ten and ones?

**"I Can" Statement:** I can understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.

### Lesson 6.5-Tens

**Essential Question:** How can you model and name groups of ten?

**"I Can" Statement:** I can understand that 10 can be thought of as a bundle of ten ones called a "ten." I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

### Lesson 6.6-Tens and Ones to 50

**Essential Question:** How can you group cubes to show a number as tens and ones?

**"I Can" Statement:** I can understand that the two digits of a two-digit number represent amounts of tens and ones.

### Lesson 6.7-Tens and Ones to 100

**Essential Question:** How can you show numbers to 100 as tens and ones?

**"I Can" Statement:** I can understand that the two digits of a two-digit number represent amounts of tens and ones.

### Lesson 6.8-Show Numbers in Different Ways

**Essential Question:** How can making a model help you show a number in different ways?

**"I Can" Statement:** I can understand that 10 can be thought of as a bundle of ten ones called a "ten." I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

### Lesson 6.9-Model, Read, and Write Numbers from 100 to 110

**Essential Question:** How can you model, read, and write numbers from 100 to 110?

**"I Can" Statement:** I can read and write numerals and represent a number of objects with a written numeral by using a counting chart and drawing Base 10 blocks.

### Lesson 6.10-Model, Read, and Write Numbers from 110 to 120

**Essential Question:** How can you model, read, and write numbers from 110 to 120?

**"I Can" Statement:** I can read and write numerals and represent a number of objects with a written numeral by drawing Base 10 blocks.