

April

# Math Newsletter

## Games

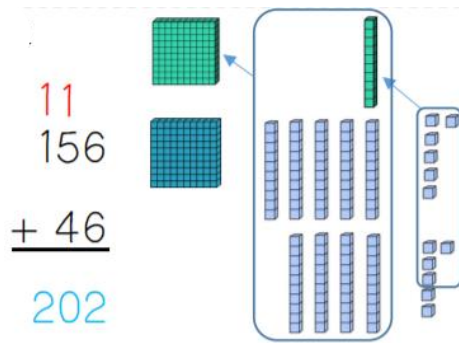
- Race to 100 :: Each player needs a Place Value chart (can be put in page protector & use dry erase marker to make it reusable). Take turns rolling a die and drawing that many “unités”. Once you have 10 “unités”, you can group them together to make a “dizaine”. The first person to make 10 “dizaines” and can group them together to make a “centaine” wins!
- Race to 0 :: Similar to Race to 100. Each player begins by drawing a “centaine”, then roll the die to see how many to subtract. Remember to use the “centaine” to make 10 “dizaines”, then use one “dizaine” to make 10 “unités”. First to get to 0 is the winner!

## Other concepts

- Collect first-hand data and organize it using tally marks, line plots, and charts to answer questions.
- Skip counting by 3s, 4s, 5s, 10s, 25s & 100s up to 1000, forward and backward.
- Illustrate and represent numbers up to 1000.
- Compare & order numbers to 1000.
- Practice counting money.
- Passage of time: Relate number of seconds to a minute, number of minutes to an hour and the number of days to a month.
- Addition strategies (3-digit numbers): Traditional method, front-end addition (adding left to right), addition on a number line, and compensation. See previous math newsletters for examples.
- Subtraction strategies (3-digit numbers): Traditional method, subtraction on a number line, using addition for subtraction, and compensation. See previous math newsletters for examples.
- Multiplication up to  $5 \times 5$  & Division (relating to  $5 \times 5$ ). Examples on previous newsletters.
- Measurement & perimeter: Measuring the length, height & width of objects using cm, how many cm in a m & measuring the perimeter of a shape. See previous newsletters for examples.
- Mass: How many g in a kg, and which unit is used to weigh different objects.
- Polygons & 3-D objects: See previous math newsletters for examples.

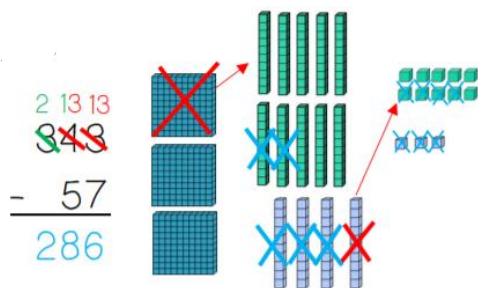


## Traditional Method :: Addition



- Start with the "unités".  $6+6=12$ , so I make a group of 10 (which gives me one "dizaine") and I have 2 left over. I put the 2 below the "unités".
- Now, I add the "dizaines".  $5 + 4 + 1 = 10$  dizaines. I make a group of 10 (which gives me one "centaine") and have 0 left over. I put the zero below the "dizaines".
- Finally, I add my "centaines".  $1 + 1 = 2$ , so I put the 2 below the "centaines".

## Traditional Method :: Subtraction



- Start with the "unités".  $3 - 7$  : Uh oh, I can't do that. I take one "dizaine" and change it for 10 more "unités". Now I have  $13 - 7 = 6$ .
- Now, I subtract the "dizaines".  $3 - 5$  : Uh oh, I can't do that. I take one "centaine" and change it for 10 more "dizaines". Now I have  $13 - 5 = 8$  "dizaines".
- Finally, I can subtract the "centaines".  $2 - 0 = 2$  "centaines".

## Collecting first-hand Data

### Tally marks

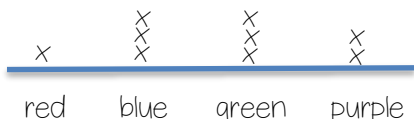
They make groups of 5 so it is easier to count.



### Line plots

Remember titles and labels!

Our favourite colour



### Charts

Can use tally marks, lists, etc.

Pets	Tally marks	Number of votes
Dog		11
Cat		7
Bird		3

Sports	Names	Number of people
Hockey	Jordan, Mary, Bob	3
Baseball	Jimmy, Molly, Sara, Ben, Tara	5
Football	Brenda, Cole	2
Soccer	Emma, Dave, Laura, Stephanie	4

