Introducing Place Value

Home Link 5-1

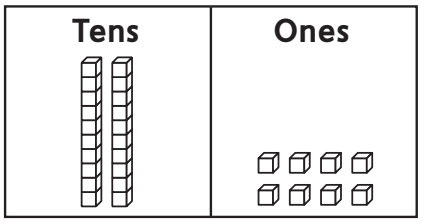
NAME DATE

Family Note

Today your child learned about place value using base-10 blocks. In the charts below, the blocks in the Tens box are called *longs,* and the blocks in the Ones box are called *cubes.* Ten cubes is the same as one long. Base-10 blocks are used throughout *Everyday Mathematics* to represent multidigit numbers.

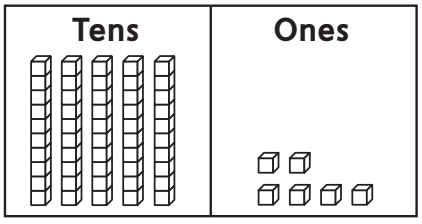
Please return this Home Link to school tomorrow.

Example:



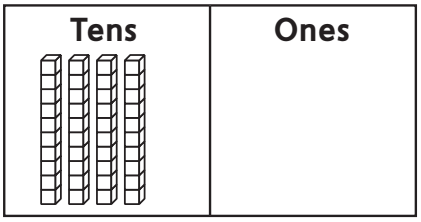
What number am I? 28

1



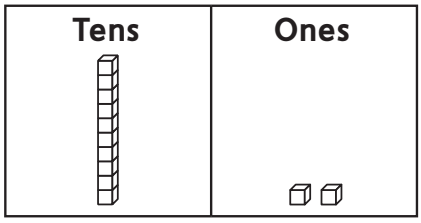
What number am I? _____

2



What number am I? _____

3



What number am I? _____

Practice

4 Use a pencil to measure a large box.
How tall is the box? About _____ pencils

Digits and Place Value

Home Link 5-2

NAME DATE

Family Note

Today your child explored place value using calculators and number grids. Children used a calculator to see how digits change as we count, specifically when we count from 9 to 10, 39 to 40, and so on. Then children used a number grid to observe the relationship between numbers that have the same digit in the tens place or the same digit in the ones place.

IMPORTANT: Please send at least 5 dimes to class with your child tomorrow. Your child will continue exploring place value using pennies and dimes tomorrow.

Please return this Home Link to school tomorrow.

(1) List 5 numbers with 6 in the tens place.

(2) List 5 numbers with 8 in the ones place.

Practice

(3) Oliver and Olivia each have 4 rings.

How many rings do they have in all?

_____ rings

Number model: _____

Pennies, Dimes, and Place Value

Home Link 5-3

NAME DATE

Family Note

Coins provide a great real-world context for practicing place value. Today your child practiced exchanging ones and tens using pennies and dimes. Since counting money is an important everyday skill, you may want to practice counting and exchanging coins at home.

Please return this Home Link to school tomorrow.

	
1 cent	10 cents
Ⓟ	Ⓓ

1 Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ is the same as _____ Ⓓ and _____ Ⓟ.

This is _____ cents.

2 Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ is the same as _____ Ⓓ and _____ Ⓟ.

This is _____ cents.

3 Ⓟ is the same as _____ Ⓓ and _____ Ⓟ.

This is _____ cents.

Practice

4 How many spoons are in your kitchen? _____ spoons

Relation Symbols

Home Link 5-4

NAME DATE

Family Note

Today your child was introduced to the relation symbols < and >. The < means "is less than," and the > means "is more than." These symbols are used in the same way = is used to mean "is equal to" or "is the same amount as." For example, instead of writing 5 *is less than* 8, we write 5 < 8.

It takes time for children to learn how to correctly use these symbols. One way to help your child identify the correct symbol is to draw two dots near the larger number and one dot near the smaller number. Then connect the dots as shown below.

5 < 8

Another way is to think of the open end of the symbol as a mouth eating the larger number.

5  8

Please return this Home Link to school tomorrow.

① Write <, >, or =.

Example: 18 __>__ 12

< is less than
> is more than
= is the same amount as
= is equal to

11 _____ 7 21 _____ 25 37 _____ 37

29 _____ 42 35 _____ 15 48 _____ 78

Practice

② Talia has 8 red leaves.
Jon has 9 yellow leaves.
How many leaves do they have in all? _____ leaves

Number model: _____

The Equal Sign

Home Link 5-5

NAME DATE

Family Note

Today your child continued practicing addition and subtraction and working with the equal sign as he or she determined whether number sentences were true or false. Your child also changed numbers and symbols (+, −, =, <, >) to make number sentences true.

Please return this Home Link to school tomorrow.

① Write *True* or *False* next to each number sentence.

10 = 7 + 2 _____

4 + 4 = 3 + 5 _____

10 − 5 = 0 + 5 _____

3 + 9 = 9 + 3 _____

14 − 7 = 8 _____

7 = 7 _____

4 + 0 = 3 − 1 _____

Practice

② Circle the tens digit in each number.

3 1

9 4

1 7

Number Scrolls

Home Link 5-6

NAME DATE

Family Note

Today your child used knowledge of place value to fill in number grids and then construct number scrolls. Ordering numbers on a grid helps children identify number patterns and develop number sense. Talk with your child about patterns in the number grid shown below.

Please return this Home Link to school tomorrow.

1. Tell someone at home how you filled in number grids to make a number scroll.
2. Ask about any other kinds of scrolls that person knows.
3. Show that person how to fill in the bottom 3 rows of this number grid.

									100
101									
				115					
									130

Practice

4. Solve.

$2 + 4 =$ _____

_____ $= 10 - 3$

$4 +$ _____ $= 10$

Measuring Crooked Paths

Home Link 5-7

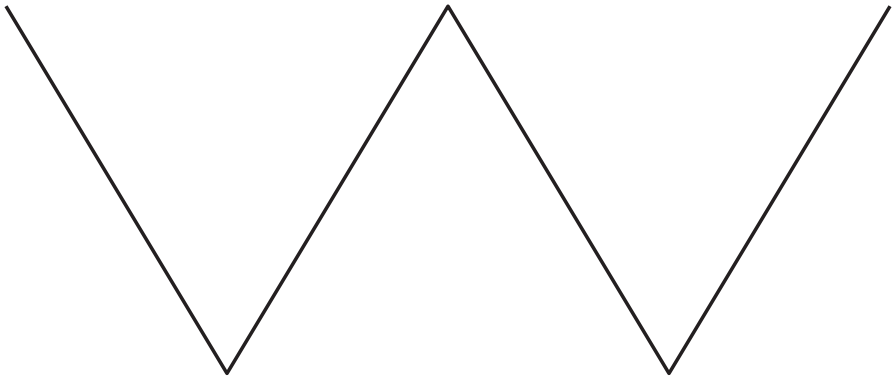
NAME DATE

Family Note

Today your child learned to measure the length of a crooked path. Children found that the length of a path is the same whether they measure the whole path at once or measure each of its parts and add the lengths together. This understanding will help children measure more complex paths.

Please return this Home Link to school tomorrow.

① Use one paper clip to measure the length of this path. Write a number model to show adding the parts of the path.

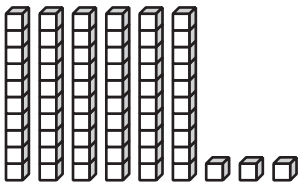


This path is about _____ paper clips long.

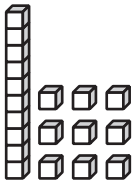
Number model: _____

Practice

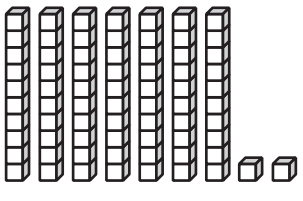
What numbers do the base-10 blocks show?

② 

_____

③ 

_____

④ 

_____

Explorations and Exchanges

Home Link 5-8

NAME DATE

Family Note

Today your child learned a game involving exchanges with base-10 blocks and explored comparing and measuring length. Have your child tell you about the Explorations that the class did today.

Please return this Home Link to school tomorrow.

(1) This is one way to show the number 21 with base-10 blocks.

|▪▪▪▪▪▪▪▪▪▪

Use | and ▪ to show 21 in two other ways.

Practice

(2) Use a fork to measure.

How many forks wide is your kitchen sink?

_____ forks

More Comparison Symbols

Home Link 5-9

NAME DATE

Family Note

Today your child practiced using relation symbols <, >, and = to model number stories about the weights of various animals.

Please return this Home Link to school tomorrow.

① Fill in the blank with <, >, or =.

12 _____ 11

13 + 20 _____ 31

28 _____ 19 + 10

15 _____ 9 + 6

7 _____ 17

45 _____ 45

17 + 3 _____ 22

40 _____ 20 + 0

Practice

② Sandra's cat had 3 gray kittens, 2 spotted kittens, and 4 white kittens.

How many kittens did she have in all? _____ kittens

Number model: _____ + _____ + _____ = _____

Comparison Number Stories

Home Link 5-10

NAME DATE

Family Note

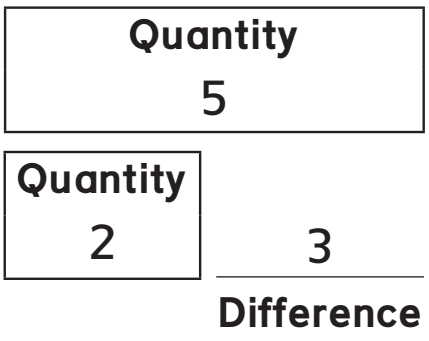
Today your child used comparison diagrams to model comparison number stories and find the difference between two numbers. Just as with other number story situations, comparison diagrams are provided to help children organize their thinking as they begin to rely less on real objects.

For example:

Mary has 2 pennies. Pablo has 5 pennies.
Who has more pennies? How many more?

Pablo has 3 more pennies than Mary.

Please return this Home Link to school tomorrow.



Solve. Use the diagrams to help you.
Then write a number model to match.

(1) Bart has 12 pennies. Perry has 8 pennies.

Who has more pennies? _____

How many more? _____ pennies

Number model: _____

(2) Tricia has 3 pennies. Martha has 10 pennies.

Who has more pennies? _____

How many more? _____ pennies

Number model: _____

Practice

(3) How many pillows are in your home? _____ pillows

Two-Digit Addition and Subtraction

Home Link 5-11

NAME DATE

Family Note

Today your child solved addition and subtraction number stories about animal weights. For the problems below, encourage your child to explain different methods he or she could use to solve the number stories (such as using a number line or number grid).

Please return this Home Link to school tomorrow.

Add or subtract to solve the animal number stories.

① How much taller is a peacock (60 in.) than an owl (20 in.)?

_____ in. Number model: _____ − _____ = _____

② How long would the sun bear (54 in.) and parrot (31 in.) be if they lay nose to nose?

_____ in. Number model: _____ + _____ = _____

③ How much do a beaver (56 lb) and a fox (14 lb) weigh all together?

_____ lb Number model: _____ + _____ = _____

Practice

④ True or False? $7 > 4 + 3$ _____

Using Tools

Home Link 5-12

NAME DATE

Family Note

Today your child used a variety of tools to add. Choosing helpful tools and knowing how to use them effectively are important skills in problem solving.

Throughout the year, when you see your child using tools such as pennies or a number line, encourage him or her to describe how the tool is helpful.

Please return this Home Link to school tomorrow.

Ask someone at home to tell you about three tools they use at home or at work. Write the tools here.

1. _____
2. _____
3. _____

Write three tools that you use in math class.

4. _____
5. _____
6. _____

Tell someone at home how you use one of the tools.

Practice

7. Solve.

13 − _____ = 9

14 − _____ = 8

16 − _____ = 7

Unit 6: Family Letter

Home Link 5-13

NAME DATE

Addition Fact Strategies

In Unit 6, children continue to work with addition facts and develop strategies for solving more difficult facts. For example, many children quickly learn the doubles addition facts: $1 + 1 = 2$; $2 + 2 = 4$; $3 + 3 = 6$; and so on. Using doubles facts, they learn to solve nearby facts using the *near doubles* strategy. A child who knows $4 + 4$ can use it to solve $5 + 4$ by thinking of it as a double plus 1, or $3 + 4$ by thinking of it as a double minus 1. These "helper facts" are a useful tool for solving other addition facts.

Children also gain experience with an important strategy for mentally adding numbers. *Making 10* is a strategy that involves breaking apart one addend, making a ten, and then adding what remains to 10. For example, children learn to add $8 + 6$ by breaking apart the 6: $8 + \mathbf{6} = 8 + \mathbf{2 + 4} = 10 + 4 = 14$. This strategy takes advantage of properties of addition that can help children add more efficiently.

Also in Unit 6, children apply their skills with number stories and place value to continue building strategies for solving 2-digit addition problems.

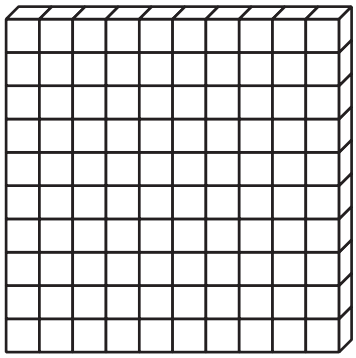
Children also begin telling time to the hour on analog clocks. Digital clocks and time to the half hour will be introduced in the next unit.

Please keep this Family Letter for reference as your child works through Unit 6.

Vocabulary

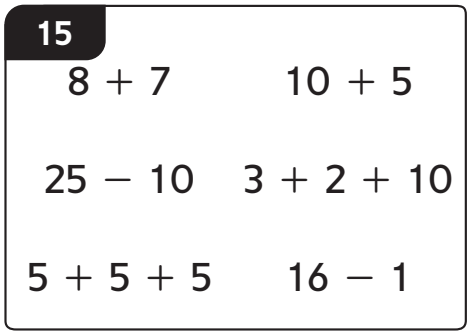
Important terms in Unit 6:

flat In *Everyday Mathematics,* a base-10 block that represents 100.



making 10 A method or strategy of mentally adding two numbers by breaking apart one addend to make ten, then adding what remains to 10. For example,
$7 + \mathbf{4} = 7 + \mathbf{3} + \mathbf{1} = 10 + 1 = 11$.

name-collection box In *Everyday Mathematics,* a diagram that is used for collecting equivalent names for numbers.



near doubles An addition strategy that involves using a known doubles fact to solve a nearby fact. For example, $5 + 4 = 9$ is *near* the doubles $4 + 4 = 8$ and $5 + 5 = 10$, so either double could be used to find the sum of $5 + 4$.

Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these activities:

1. Have your child tell number stories that fit given equations, such as $8 + 5 = 13$ and $7 + 7 = 14$.
2. Fill in name-collection boxes. Begin with a number, such as 20, and have your child provide at least five equivalent names.
3. Encourage your child to show you how to use the "making 10" strategy to solve $7 + 5$. Have him or her suggest other facts that could be solved using this strategy.
4. Ask your child to tell time to the hour using analog clocks.

Building Skills through Games

Your child will play these games and others in Unit 6:

Fishing for 10

Each player draws 5 number cards. The object is to "fish" for pairs of numbers that add to 10.

Penny-Dime-Dollar Exchange

Players roll two dice and put that number of cents on their Place-Value Mats. Whenever possible, they exchange 10 pennies for 1 dime. The first player to make an exchange for a $1 bill wins.

Roll and Record Doubles

Players roll a die and make a double with that number. The first player to fill a column on the record sheet wins.

As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through the Home Links for this unit.

Home Link 6-1

5. 14 stickers; $7 + 4 + 3 = 14$

Home Link 6-2

1. Answers vary.

2. Jordan's pencil

Home Link 6-3

1–2. Answers vary.

3. Sample answer: My shapes have different numbers of sides.

4. 40; 38; 55

Home Link 6-4

1.

Fact	Helper Fact	Answer
Example: $5 + 6 = ?$	$5 + 5 = 10$ *or* $6 + 6 = 12$	$5 + 6 = 11$
$3 + 4 = ?$	Sample answer: $3 + 3 = 6$	$3 + 4 = 7$
$5 + 4 = ?$	Sample answer: $5 + 5 = 10$	$5 + 4 = 9$
$7 + 8 = ?$	Sample answer: $7 + 7 = 14$	$7 + 8 = 15$

2. $3 = 3$; $4 = 9 - 5$; $10 + 2 = 12$

Home Link 6-5

1. 8

2. 9

3. Sample answer: I know $4 + 4 = 8$, so 1 more is 9.

4. 6; 2; 9

Home Link 6-6

1. Check your child's picture to make sure the answers are correct and it is colored correctly.

2. 10; 9; 2

Home Link 6-7

1. Answers vary.

2. 9; 7; 8

Home Link 6-8

1. 3

2. 14

3. 5

4. <; =; >

Home Link 6-9

1. $0 + 10$; $10 + 0$; $1 + 9$; $9 + 1$; $2 + 8$; $8 + 2$; $3 + 7$; $7 + 3$; $4 + 6$; $6 + 4$; $5 + 5$

2. Sample answers: $20 - 5$; $5 + 5 + 5$; $17 - 2$; $6 + 9$

3. <; >; <; =

Home Link 6-10

1. 92

2. 48

3. 9

4. $8 > 18$; $15 = 5 + 6$; $11 - 3 = 14$

Home Link 6-11

1. Sample answer: $1 $1 ⒹⒹⒹⒹⒹⒹⒹⓅⓅⓅⓅⓅ

2. Sample answer: $1 $1 $1 ⒹⒹ ⓅⓅⓅⓅ

3. 111¢; $1.11

4. 17 balls, $8 + 6 + 3 = 17$