

Building Shapes

Home Link 8-1

NAME

DATE

Family Note

In today's lesson, your child used straws and twist ties to make polygons with certain attributes. Children also played the game *I Spy* in which the Spy names defining attributes of a shape he or she sees and the other children guess the shape.

Please return this Home Link to school tomorrow.

- ① Play at least 4 rounds of *I Spy* with someone at home. Be sure to use defining attributes. List the clues and shape below for one round.



Practice

- ② Write $<$, $>$, or $=$.

$23 \square 32$

$13 + 5 \square 18$

$65 \square 43$

Halves

Home Link 8-2

NAME _____

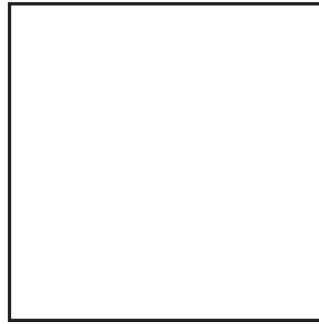
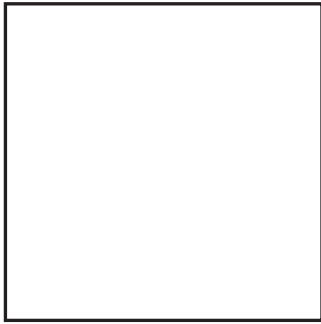
DATE _____

Family Note

Today your child began exploring fractions. Children divided circles and rectangles into two equal parts and identified and named halves.

Please return this Home Link to school tomorrow.

- ① Divide each square into 2 equal shares.
Try to divide each square in a different way.



- ② Name one of the shares.

Practice

- ③ Use two of the digits in each group.
Write the smallest 2-digit number you can.

3, 1, 4, 5

9, 7, 8, 6

Fourths

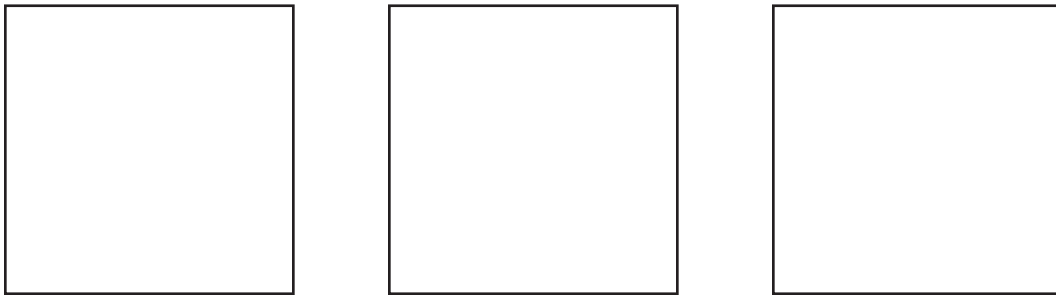
Family Note

In the previous lesson, children divided objects into 2 equal shares. Today they divided circles and rectangles into 4 equal shares and discussed names for these shares. They also compared the sizes of the shares. They learned that larger wholes lead to larger shares, so half of a large pizza is larger than half of a small pizza. They also learned that having more shares means that each share will be smaller. So a pizza divided into 6 shares has larger shares than the same pizza divided into 8 shares.

Please return this Home Link to school tomorrow.

MRB
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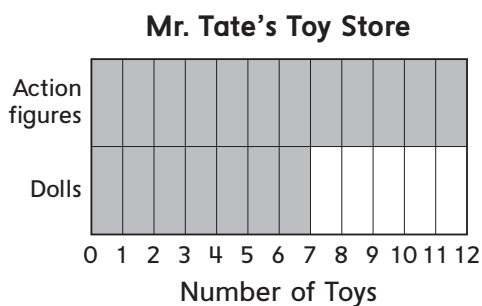
- ① Show 3 ways to divide the squares into 4 equal shares.



- ② Name one of the parts.

Practice

- ③ How many more action figures are there than dolls?
_____ more action figures



More Equal Shares

Home Link 8-4

NAME _____

DATE _____

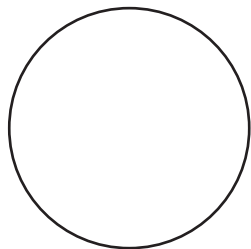
Family Note

Today your child learned more about equal shares. Children made drawings of squares and divided them into halves and fourths. Then they used the drawings to determine that one-half is larger than one-fourth of the same-size shape.

Please return this Home Link to school tomorrow.

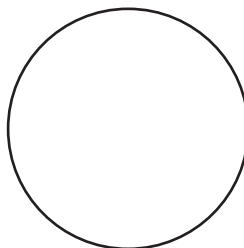
- ① Pretend the circle is an orange slice. Divide it into two equal parts.

Name one of the parts.



- ② Pretend the circle is another orange slice. Divide it into four equal parts.

Name one of the parts.



- ③ Which is bigger: 1 out of 2 equal parts of an orange slice, or 1 out of 4 equal parts?

Tell someone at home how you know.

Practice

④ $4 + \underline{\quad} = 11$

⑤ $\underline{\quad} + 6 = 14$

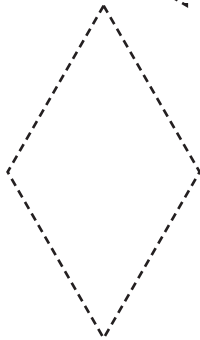
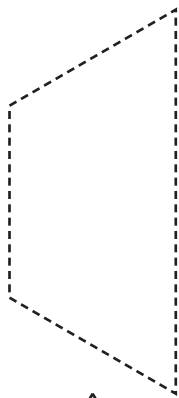


Composing Shapes

Family Note

Today your child used shapes such as triangles, squares, trapezoids, half circles, and quarter circles to make new shapes and designs.

Please return this Home Link to school tomorrow.

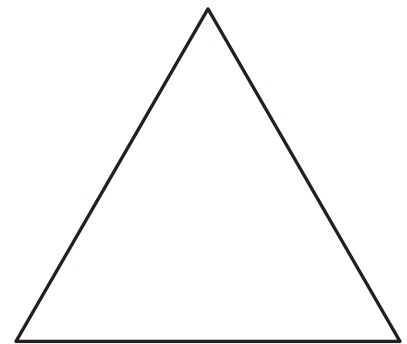
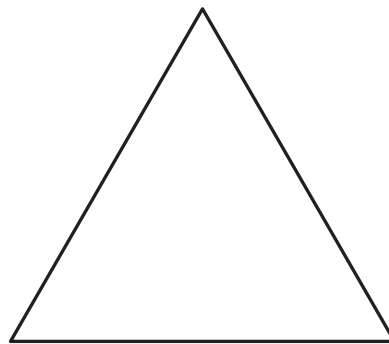


- 1 Cut out the four shapes from the side of the page.



Use two or more shapes to fill one triangle. Trace around the pieces to show how they fit together.

Then use different shapes to fill the other triangle.



Practice

- 2 Find 3 shapes that have 4 straight sides in your home. Draw them on the back of this page.

Defining Attributes of 3-Dimensional Shapes

Home Link 8-6

NAME _____

DATE _____

Family Note

Throughout Unit 8, your child has been working with shapes. Today children learned about defining and nondefining attributes of 3-dimensional shapes.

Please return this Home Link to school tomorrow.

Find an object around the house that is shaped like a cube.



- ① What is the object? _____
- ② How many faces does it have? _____
- ③ What color is it? _____
- ④ What shape are its faces? _____
- ⑤ What is it made of? _____
- ⑥ Which answers are true for all cubes?

Practice

- ⑦ Draw a polygon with 4 sides and 4 corners.

Composing Shapes and Fact Strategies

Home Link 8-7

NAME

DATE

Family Note

Today children explored composing larger shapes from smaller shapes. They also sorted Fact Triangles based on the strategy they could use to solve the facts. Two strategies were emphasized: near doubles and making 10. There is no rule for when to use a certain strategy; your child should use what works best for him or her.

Please return this Home Link to school tomorrow.

① How can you solve $6 + 7$ using the near-doubles strategy? 

② How can you solve $6 + 7$ using the making-10 strategy?

③ Which strategy is easier for you? Explain.

Practice

④ Pedro painted 12 pictures. He gave some away. Now he has 5. How many pictures did Pedro give away?

_____ pictures Number model: _____

Telling Time to the Half Hour

Home Link 8-8

NAME _____

DATE _____

Family Note

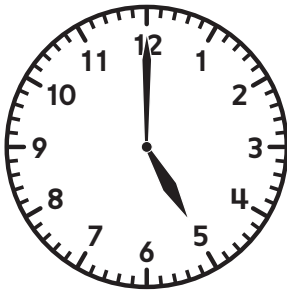
Today your child began telling time to the nearest half hour on analog and digital clocks. Work together to complete these pages. Tell your child at which times, on the hour or half hour, he or she wakes up and goes to bed on school days. Have your child practice telling the time at home when it is close to the hour or half hour.

Please return these Home Link pages to school tomorrow.

Record the time.



①



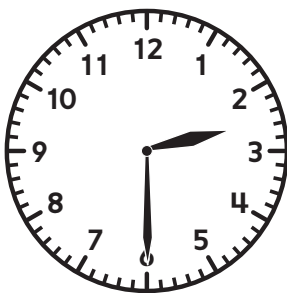
_____ o'clock

②



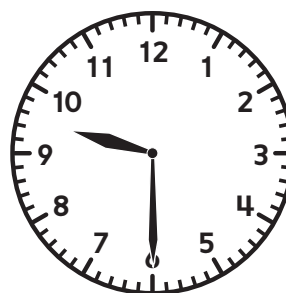
half-past _____ o'clock

③



_____ : _____

④

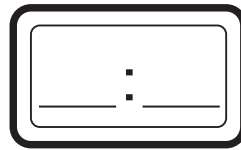
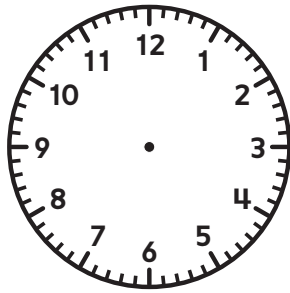


_____ : _____

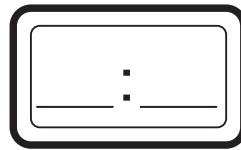
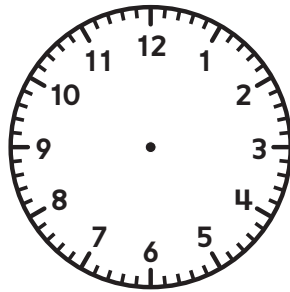
Telling Time to the Half Hour (cont.)

Draw the hour hand and the minute hand to show the time. Then write the time.

- ⑤ This is about the time I wake up on a school day.



- ⑥ This is about the time I go to bed on a school night.



Practice

- ⑦ Alex has 3 baseballs, 4 marbles, and 5 pencils. How many spheres does Alex have?

_____ spheres

Number model: _____

NAME _____

DATE _____

Review: Data

Family Note

Today your child's class took a survey. After everyone answered the survey, children totaled the results and displayed the data on a bar graph. The survey results below are similar to what children used in class today. Work with your child to make a bar graph and to answer the questions.

Please return this Home Link to school tomorrow.

A class took a survey about their favorite subjects.

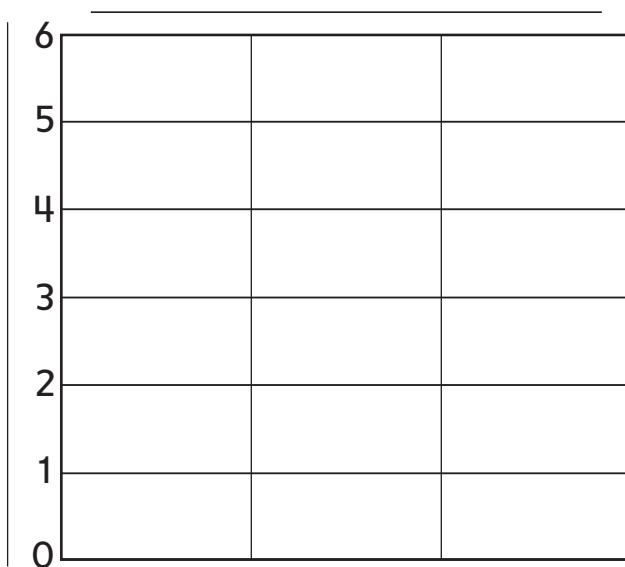


① Complete the bar graph.

5 children liked Reading best.

6 children liked Math best.

2 children liked Spelling best.



② How many children took the survey?

③ How many more children chose Math than Spelling?

Practice

④ Draw lines to divide the square into fourths.



Number-Grid Puzzles

Home Link 8-10

NAME _____

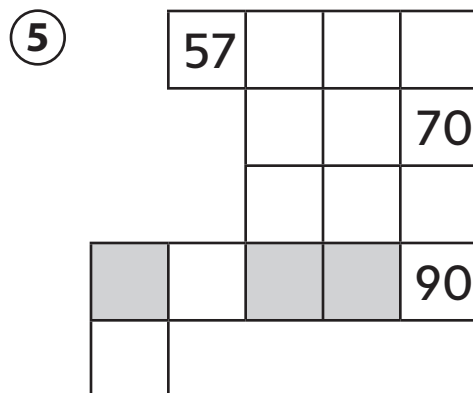
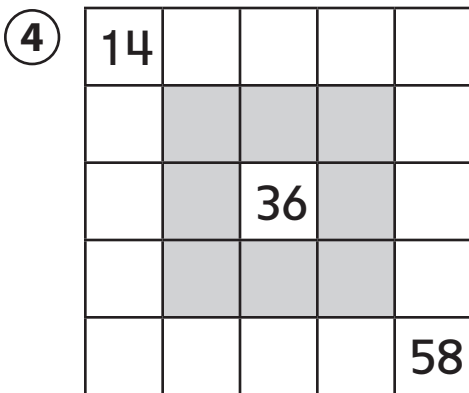
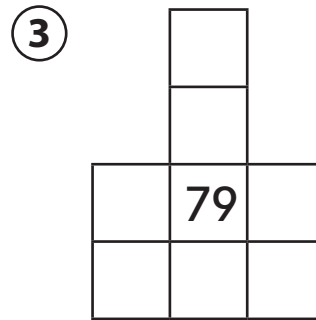
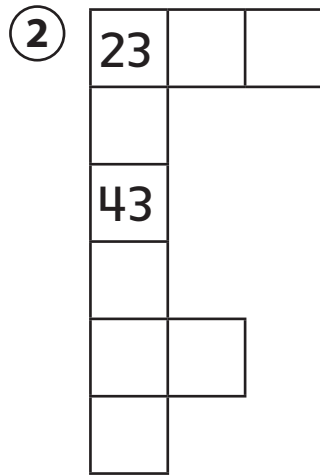
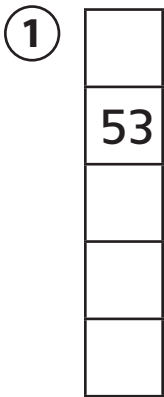
DATE _____

Family Note

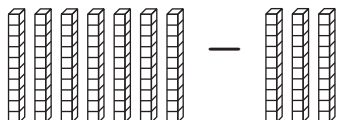
Ask your child to show you how to complete the number-grid puzzles below. Encourage him or her to explain number-grid patterns that are helpful for solving the problems. For example, if you move up one row, the digit in the tens place is 1 less.

Please return this Home Link to school tomorrow.

Show someone at home how to fill in the missing numbers. 



Practice

⑥  = _____

Mentally Finding 10 More and 10 Less

Home Link 8-11

NAME _____

DATE _____

Family Note

In earlier lessons, children used classroom tools, such as a number grid, base-10 blocks, and dimes, to help them add and subtract 10 from a given number. Today they made calculations mentally, using only their brains. Work with your child on adding and subtracting 10 mentally. Have your child do the routine below several times.

Please return this Home Link to school tomorrow.

Ask someone at home to say any number between 10 and 99. Record the number and fill in the blanks after it two times below.

① Number: _____

There are _____ tens and _____ ones in _____.

10 more than _____ is _____. 10 less than _____ is _____.

② Number: _____

There are _____ tens and _____ ones in _____.

10 more than _____ is _____. 10 less than _____ is _____.

Practice

③ Elaine's farm has 4 cows, 2 goats, and 8 chickens. How many animals are there all together?

_____ animals _____ + _____ + _____ = _____

Two-Digit Addition and Subtraction and Review

In Unit 9, children solve real-world problems about comparing prices and buying items from a school store or vending machine. They also solve silly number stories about animals. To solve these problems, children add and subtract pairs of 1-digit numbers, decade numbers (such as 40, 50 or 80), and 2-digit numbers. After solving the problems, they compare numbers using the symbols $<$, $>$, and $=$.

Children continue to work on measurement concepts by using paper clips to measure objects and creating a paper-clip ruler to measure more efficiently. *Second Grade Everyday Mathematics* builds on this by introducing rulers with inches and centimeters as units.

Children also find equivalent names for numbers by solving broken-calculator puzzles. This activity requires children to determine how to display numbers when certain calculator keys do not work.

Example: Imagine your 3-key is broken.

How can you show the number 13 without using the 3-key?

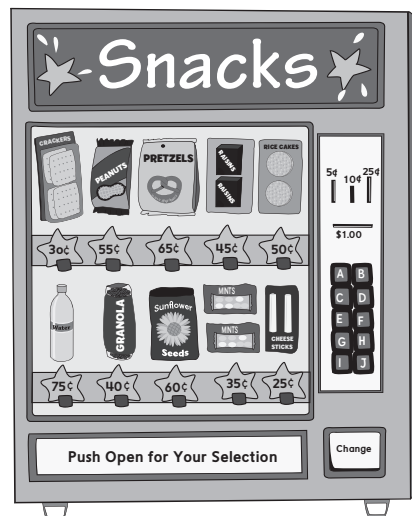
$$9 + 4 \text{ or } 15 - 2$$

Children also review other topics from *First Grade Everyday Mathematics* in Unit 9, including place value and geometry.

Do-Anytime Activities

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

1. Use Fact Triangles and any of the games introduced at school to help your child practice addition and subtraction facts.
2. Say a 2-digit number. Ask your child to mentally find 10 more and 10 less.
3. Have your child tell time to the hour or half-hour.
4. Find and describe geometric shapes in everyday objects with your child.
5. Have your child create the largest and smallest numbers possible when given 2 (or 3) digits.
6. Make up and solve broken-calculator puzzles.



Building Skills through Games

Your child will play these games and others in Unit 9:

Beat the Calculator

A “Calculator” (a player who uses a calculator) and a “Brain” (a player who does not use a calculator) race to see who will be first to solve addition facts.

Time Match

Players find pairs of cards showing matching times on analog and digital clocks like in the game *Concentration* (also known as *Memory*). The player with the most matching cards 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 9-1

- 1–5. Answers vary.
6. $<$; $=$; $>$; $<$

Home Link 9-2

1. Answers vary.
2.  ; 9:00

Home Link 9-3

1. 61
2. 7; 4

Home Link 9-4

1. Sample answers: $20 + 10 =$; $10 + 10 + 10 =$; $29 + 1 =$
2. Sample answers: $8 + 7 =$; $14 + 1 =$; $16 - 1 =$
3. Sample answers: $9 + 9 =$; $20 - 2 =$; $8 + 8 + 2 =$
4. Sample answer:



Home Link 9-5

1. 95 cents
2. 95 cents
3. Answers vary.

Home Link 9-6

1. No
2. 2¢; Sample answers: $44 + 2 = 46$; $46 - 44 = 2$
3. 20¢; Sample answers: $26 + 20 = 46$; $46 - 26 = 20$
4. 70¢; $44 + 26 = 70$
5. 24¢; Sample answers: $70 - 46 = 24$; $46 + 24 = 70$
6. 70; 22; 33

Home Link 9-7

1. 67; $47 + 20 = 67$
2. 74; $37 + 37 = 74$
3. 58; $22 + 26 + 10 = 58$
4. 50; 60; 30; 40

Home Link 9-8

1. rubber bands and box of crayons;
Sample answer: $56 < 88$
2. eraser and ball; Sample answer: $62 < 67$
3. Smaller

Home Link 9-9

1.

	65		
74	75		
	85	86	87
	95	96	
2.

84		86	87
94	95	96	97
			107
3.

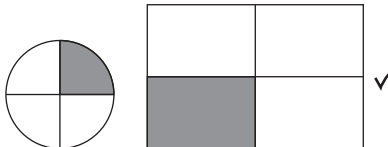
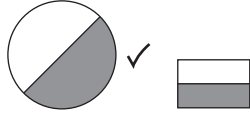
			40
			50
	58		60
67	68	69	70
4.

	8		
	18	19	20
27	28	29	
		39	
5. 4; 6; 40; 60

Home Link 9-10

1. Cube
2. Cylinder
3. Rectangular prism or cube
4. Pyramid
5. Cone or cylinder
6. 13 ribbons; $6 + 4 + 3 = 13$

Home Link 9-11

1.
 
2.
 
4. 96; 35; 20