Reviewing Measurement

Family Note

Today your child reviewed measurement ideas learned in first grade. Children measured length in paper clips, and then they made rulers with paper clips as the units. Work with your child to select and measure items around the home using the paper-clip ruler. Please make sure your child brings his or her ruler back to class, as it will be used again.

Please return this Home Link to school tomorrow.

Find 5 paths or objects in your home to measure with your paper-clip ruler.

MRB
98

1 I measured _____.

It is about _____ paper-clip units long.

2 I measured _____.

It is about _____ paper-clip units long.

3 I measured _____.

It is about _____ paper-clip units long.

4 I measured _____.

It is about _____ paper-clip units long.

5 I measured _____.

It is about _____ paper-clip units long.

Practice

6 Write <, >, or =.

15 ____ 51   80 ____ 80   49 ____ 44   16 ____ 106

2-Digit Number Stories

Family Note

Today your child practiced adding and subtracting 2-digit numbers by pretending to shop at a school store.

Sample Story

I bought a ball and an eraser. I paid 52¢. Number model: _35¢ + 17¢ = 52¢_

35¢

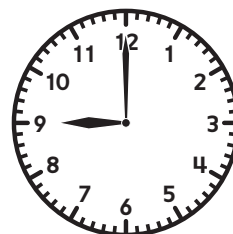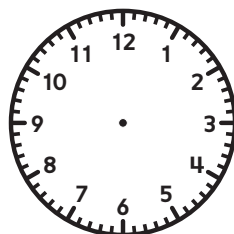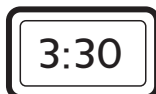eraser **17¢**

Please return this Home Link to school tomorrow.

① Think of two things to buy. Draw a picture and write a number story about buying them.
Use the back of the page if needed.
Then write a number model.

Number model: _____

Practice

② Record the time.

3:30

_____:_____

Shopping for School Supplies

Family Note

Today your child practiced explaining solution strategies clearly. Clear explanations make sense to the listener and include all of the steps used to solve the problem. For example, "I started at 21 and counted up," would not be a clear explanation for how a child added 21 and 7. An example of a clear explanation would be, "I started at 21. Then I counted up 7. I ended at 28. So, $21 + 7 = 28$."

After your child solves the problem below, ask him or her to explain the strategy used. Ask questions to encourage your child to explain the strategy clearly.

Please return this Home Link to school tomorrow.

① You bought these items at the school store. How much did you pay in all?
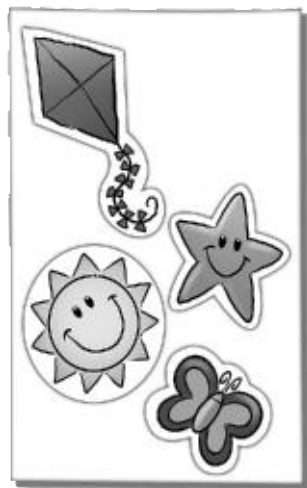
crayon
6 ¢

scissors
30 ¢

stickers
25 ¢

I paid _____ cents.

Explain to someone at home how you solved the problem.

Practice

② Solve.

$20 = 8 + \_\_\_\_ + 5$ $17 = 6 + \_\_\_\_ + 7$

Broken-Calculator Puzzles

Family Note

In one of today's Exploration activities, your child solved broken-calculator puzzles. In these puzzles children came up with ways to make their calculators display a number, even though an important key was broken. They also divided a rectangle into equal shares, and they conducted a final Facts Inventory about which addition and subtraction facts they know.

Please return this Home Link to school tomorrow.

Use + and − to solve the broken-calculator puzzles.
Use a calculator to check your answers.

(1) Imagine your 3-key is broken.
Write at least three ways to show 30.

(2) Imagine your 5-key is broken.
Write at least three ways to show 15.
Use subtraction in one of the ways.

(3) Imagine your 1-key is broken.
Write at least three ways to show 18.

Practice

(4) Jake has | | | | | | | | | | and ▪ ▪.

Show one exchange he could make.

Vending Machine Addition and Subtraction
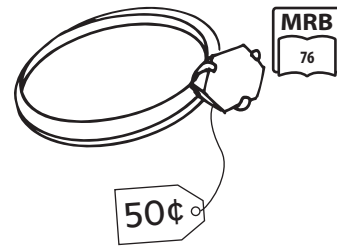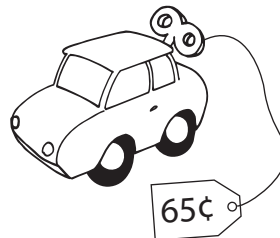
Family Note

Today your child added and subtracted prices of items found in a vending machine. Ask your child to explain how to solve Problems 1 and 2 below. Provide pennies and dimes to help your child model each problem.

Please return this Home Link to school tomorrow.

FRUIT BAR 45¢

30¢

65¢

MRB 76

50¢
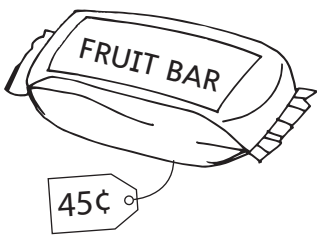
Solve.

1 How much does it cost to buy a pencil and a toy car?

_____

2 How much does it cost to buy a fruit bar and a ring?

_____

Practice

3 Put together shapes to make 2 new shapes on the back of this paper.
Use a triangle, square, and a half circle.

More 2-Digit Number Stories

Family Note

Today your child solved more vending machine number stories and practiced adding and subtracting 2-digit numbers using a variety of strategies. Your child also wrote number stories and represented them with number models. Provide pennies and dimes for solving the problems below.

Please return this Home Link to school tomorrow.

Solve the problems and write the number models.

Ramona has 44¢. Scott has 26¢. A stamp costs 46¢.

MRB 82-83

① Can Ramona or Scott buy a stamp? _____

② How much more money does Ramona need? _____ ¢

   Number model: _____

③ How much more money does Scott need? _____ ¢

   Number model: _____

④ How much money do Ramona and Scott have all together? _____ ¢

   Number model: _____

⑤ If they buy a stamp together, how much money will they have left? _____ ¢

   Number model: _____

Practice

⑥ Solve.

   $30 +$ _____ $= 100$ $67 =$ _____ $+ 45$ $12 + 21 =$ _____

Strategies for 2-Digit Addition

Solve.

Write a number model for each story.

MRB
90

(1) Daniel built a tower with blocks.
It had 47 cubes and 20 cylinders.
How many blocks are in Daniel's tower? _____ blocks

Number model: _____

(2) Carmen used blocks to make a fort.
She used 37 cubes and 37 cones.
How many blocks are in her fort? _____ blocks

Number model: _____

(3) Janet built a tower out of blocks.
She used 22 cubes, 26 cylinders, and 10 cones.
How many blocks are in Janet's tower? _____ blocks

Number model: _____ + _____ + _____ = _____

Practice

(4) Solve. Use dimes if you like.

$90 - 40 =$ _____ $80 - 20 =$ _____

$60 - 30 =$ _____ $70 - 30 =$ _____

Review: Relations and Equivalence

Family Note

Today your child reviewed equivalence by determining whether number sentences were true or false. Children also added prices and wrote comparison number models.

Please return this Home Link to school tomorrow.

Ryan and Janae are choosing things to buy.
Circle the group that costs more money.

MRB
75

Write a number model with < or > to compare the prices.

1 | stickers 25¢
pen 31¢

rubber bands 8¢
box of crayons 80¢

Number model: _____

2 | colored pencil 29¢
pen 31¢
paper clip 2¢

eraser 17¢
ball 50¢

Number model: _____

Practice

3 Jada and Martin cut a pizza in half to share.
Then Min and Julius want to share the pizza, too.
So they cut the pizza into fourths.

Are the shares now larger or smaller? _____

Review: Place Value

Family Note

Today your child reviewed place value. Children also completed number-grid puzzles for 2-digit numbers. Ask your child to explain how to solve each problem below.

Please return this Home Link to school tomorrow.

Fill in the missing numbers.

1
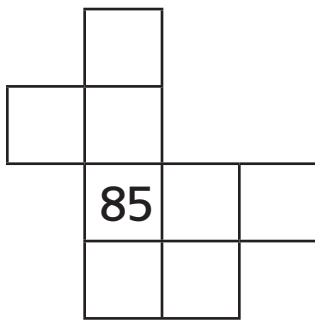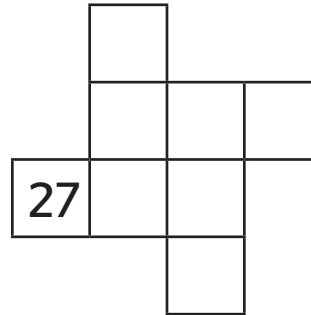
	85	

2

96

3

70

4

27

Practice

5 Subtract.

$$\boxed{} = 8 - 4$$

$$\boxed{} = 80 - 40$$

$$9 - 3 = \boxed{}$$

$$90 - 30 = \boxed{}$$

Review: 3-Dimensional Geometry

Family Note

Today your child reviewed attributes of 3-dimensional shapes. Ask your child to point out objects of various shapes around your home or outside and name their defining attributes.
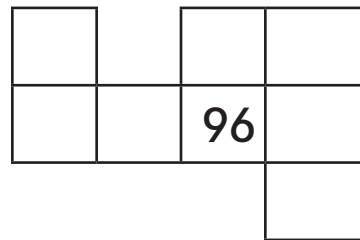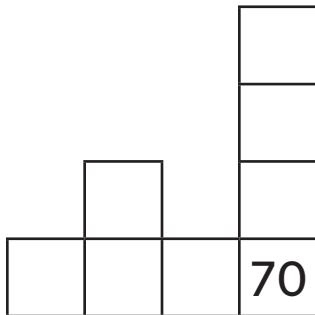
Please return this Home Link to school tomorrow.
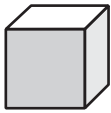
cube **rectangular prism** **cylinder** **cone** **sphere** **pyramid**
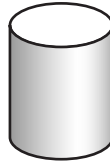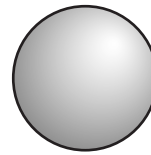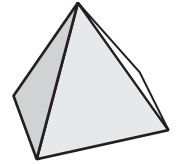
Choose from the shapes above.
Tell which shape is described.

MRB
134-136

1. Its faces are all squares. _____

2. It has exactly two flat faces. _____

3. It has 6 flat faces. _____

4. Some of its faces are triangles. _____

5. One or more of its faces is a circle. _____

Practice

6. Risa has 6 red ribbons, 4 blue ribbons, and 3 purple ribbons.

   How many ribbons does she have? _____

   Number model: _____ + _____ + _____ = _____

Review: Equal Shares

Family Note

Today your child reviewed dividing rectangles and circles into 2 or 4 equal shares. Children were reminded about the different names for these shares and for the whole. Help your child divide the shapes below and compare the sizes of the shares.

Please return this Home Link to school tomorrow.

(1) Divide each shape in fourths. Shade 1 fourth.
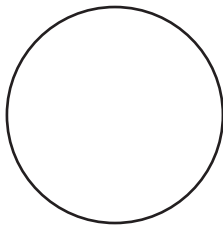
(2) Divide each shape in half. Shade 1 half.
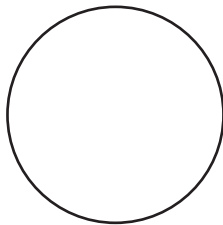
(3) Put a check next to the circle with the largest shares.
Put a check next to the rectangle with the largest shares.

Practice

(4) Solve. Use pennies and dimes to help you.

$86 + 10 =$ _____

_____ $= 45 - 10$

$70 - 50 =$ _____

End-of-Year Family Letter

Congratulations! By completing *First Grade Everyday Mathematics* your child has accomplished a great deal. Thank you for all of your support.

This Family Letter is provided for you to use as a resource throughout your child's school vacation. It includes a list of Do-Anytime Activities, game directions, fact practice tips, and a sneak preview of what your child will be learning in *Second Grade Everyday Mathematics*.

Enjoy your summer!

Do-Anytime Activities

The following activities are for you and your child to do together over the summer to help review concepts your child learned in first grade. These activities build on the skills from this year and help prepare him or her for *Second Grade Everyday Mathematics*.

Telling Time and Measuring Length

- Tell time to the hour and half hour on analog and digital clocks in a variety of situations.

- Set alarm clocks and timers on objects such as ovens, microwave ovens, and mobile phones.

- Record the time spent doing various activities.

- Measure lengths of objects and paths with nonstandard units such as paper clips, toothpicks, or arm spans.

Collecting Data

- Collect data by asking questions:

  Which is your favorite summer fruit—watermelons, strawberries, or peaches?

- Collect data by making observations:

  How many people are wearing shorts, dresses, or swimsuits?

- Organize data in tally charts and in bar graphs, including keeping track of the weather.
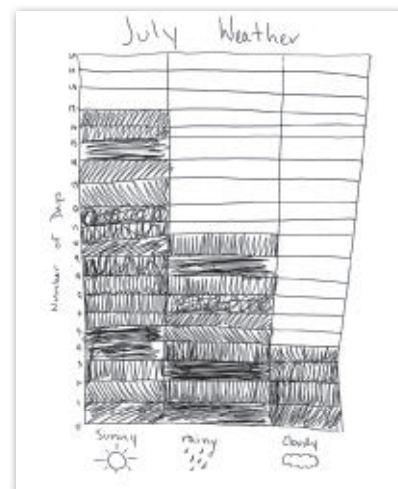
Beginning Geometry

- Look for and identify attributes of geometric shapes in the real world, such as street signs, boxes, cans, construction cones, and so on.

- Construct polygons (closed, straight-sided, flat shapes) using drinking straws and twist ties from plastic storage bags. Small-diameter straws, such as coffee stirrers, are easier to use and cut into 4- or 6-inch pieces. If only larger straws are available, fold the ends of the twist ties to fit tighter. To build the polygons, put a twist tie into each end of the straw, then use it to connect two straws. Once you have connected straws for all of the sides, be sure to close the shape.

- Make 3-dimensional shapes from straws and twist ties. To build the polyhedrons, put two twist ties (or one folded twist tie) into the ends of straws so that each end can be connected to two other straws. Tip: Connect base straws first.

Continuing Scrolls and Number-Grid Puzzles

- Fill in blank number grids and tape them together in order to continue number scrolls begun in first grade. Use these scrolls and number grids to explore the different patterns in the number grid, such as counts by 10 and the relationships between digits.

- Fill in the cells on a piece of a number grid to create letters, patterns, and designs.

- Create and solve puzzles from pieces of a number grid in which most of the numbers are missing.

Facts and Games

Basic addition and subtraction facts are the building blocks for all future computation. Many strategies for solving basic facts can later be used to compute with larger numbers. Frequent practice with facts, especially doubles and combinations of 10, helps maintain *fact fluency,* the ability to compute with appropriate, flexible, and efficient strategies.

Games provide an engaging and motivating setting for fact practice. Question your child's correct and incorrect conclusions and encourage him or her to explain his or her reasoning and self-correct answers.

The following section contains directions for games that can be played at home. The number cards used in some games can be made from 3" by 5" index cards or taken from a regular deck of playing cards.

Roll and Record Doubles

Materials 1 die or number cards 1–10, paper for a record sheet

Players 2

Directions
Draw a chart like the one below (or a larger one to record number cards). Roll the die or flip a card. Use that number to make a doubles fact. Shade the first open box above the double. Take turns until a column is filled.

2	4	6	8	10	12

Fishing for 10

Materials 4 sets of number cards 0–10

Players 2–4

Directions
Play this game as you would play *Go Fish*. Keep 5 cards in your hand. Fish for combinations of 10 rather than matching cards. Play until nobody can make another combination of 10. Record some of your combinations of 10.

Sample: 4 + 6 = 10

Addition Top-It

Materials 4 each of number cards 0–9

Players 2 or more

Directions
Shuffle the cards and place them in a pile, number-side down. Each player takes 2 cards from the top of the pile and says the sum of the numbers. The player with the greater sum takes all of the cards for that turn. Ties are broken by drawing again—winner takes all. The player with the most cards at the end of the game is the winner.

Variations
• Rather than add, players subtract the smaller number from the larger number. The largest difference takes all of the cards.

• Each player turns over 3 cards and finds the sum.

Salute!

Materials 4 each of number cards 0–10

Players 3

Directions
One person begins as the Dealer. The Dealer gives one card to each of the other two Players. Without looking at the card, each Player holds it, number facing out, on his or her forehead. The Dealer says the sum of the two numbers. Players look at each other's cards. They use the number they see and the sum to figure out what the numbers on their own cards must be. They both say their numbers aloud and then look at their own cards. Rotate roles and repeat the game.

Facts and Games (continued)

Your child can also practice addition and subtraction facts using Fact Triangles. Have your child sort the Fact Triangles into piles of facts they know well and facts that need continued practice. Help your child come up with strategies to use for the facts that need more practice.

$$9 - 6 = 3$$

Looking Ahead: *Second Grade Everyday Mathematics*

Next year, your child will …

- explore arrays as preparation for multiplication.

- read and write numbers up to 1,000.

- create graphs to organize data and answer questions.

- continue to describe attributes of 2- and 3-dimensional shapes.

- continue to explore fractions.

- measure length to the nearest inch and centimeter.

- continue to develop fact strategies.

Again, thank you for all of your support this year. Have fun continuing your child's mathematics experiences over the summer.