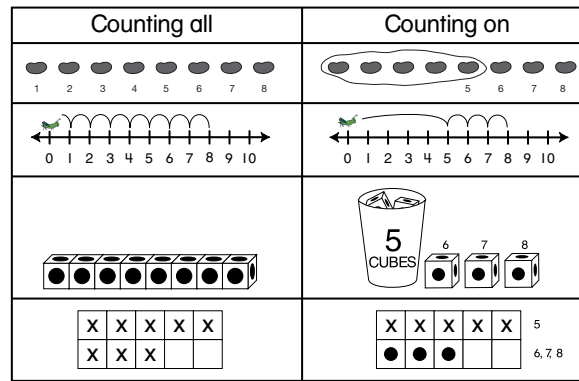


# LETTER HOME

## Adding to Solve Problems

Dear Family Member:

Your child will use knowledge of parts and wholes to make the connection between real-world situations and addition. This unit emphasizes writing addition number sentences (e.g.,  $4 + 2 = 6$ ) and developing everyday mathematical language associated with addition. Children use several strategies for solving addition problems. We emphasize one particular strategy called counting on. For example, if a child has thirteen beans and is given three more, one strategy for finding the total number of beans is to count all sixteen beans, starting from one. Counting on is a more mature strategy whereby a child begins with thirteen and then counts on the three new beans (“13, 14, 15, 16”).



**Figure 1:** The difference between counting all and counting on to solve  $5 + 3 = 8$  as shown by several models

Your child will be introduced to using a calculator. The calculator will not be used to replace children’s command of the basic facts or other ways of doing computation. It will be used as a tool to enhance and promote learning. If your child solves a problem at home using a calculator, ask him or her to explain which keys were pressed and if the answer makes sense. Is it reasonable?

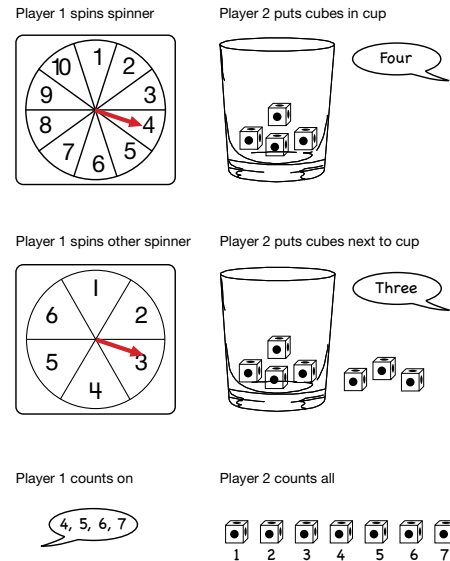
You can help your child at home using the following ideas:

**Counting and Adding Every Day.** Use everyday situations to write and solve addition problems. For example, “There are 3 clean shirts in the drawer. If we add 4 more clean shirts, how many are there in all?  $3 + 4 = 7$ .”

**Play the Counting-On Game.** Two players take turns spinning and counting on. Directions are shown in Figure 2.

Thank you.

Sincerely,



**Figure 2:** The Counting-On Game