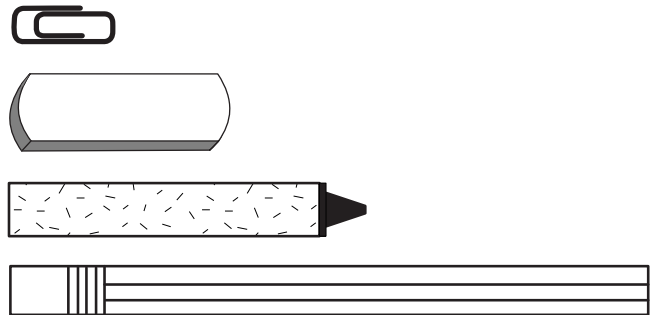


# LETTER HOME

## Group and Count to Measure Length

Dear Family Member:

In this unit, students apply their grouping and counting skills to measure length. They will measure classroom items, measure the distance a toy car rolls, and read a story about Betty who builds a better wooden racing car. Your child will use different objects—such as paper clips and pencils, as well as inches—as units of measure. Your child will also explore proper measuring techniques.



Using common objects as units of measure

As we investigate concepts related to measuring length, you can provide additional support at home with the following:

**String Measurement.** Help your child cut a piece of string about five inches long. Work with your child to measure various objects around the house using the string. As you measure, use words such as *long*, *tall*, *short*, *longer*, *shorter*, *longest*, and *shortest* where appropriate.

**Coin Jar.** Add dimes to your coin jar so that the jar has 20–30 pennies, 5 nickels, and 5 dimes. At homework time, ask your child to take a few coins from the jar, name the coins, and count the total value.

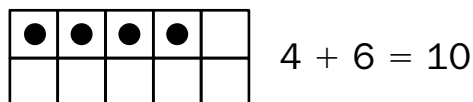
### Math Facts and Mental Math

This unit continues the development of the addition facts with sums to ten and specifically focuses on the facts in Group C:  $1 + 9$ ,  $2 + 7$ ,  $2 + 8$ ,  $3 + 6$ ,  $3 + 7$ ,  $4 + 6$ ,  $5 + 5$ .

You can help your child develop strategies for these facts using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out. Good strategies for the facts in Group C:

**Making Ten.** Help your child visualize ten and the partitions of ten (e.g., 6 and 4, 5 and 5, 7 and 3, 9 and 1, 8 and 2) using your fingers. For example, show your child 2 fingers and ask them to use their fingers to show the fingers needed to make ten. Your child should show 8 fingers. A ten frame is another tool commonly used to visualize ten.



**Using Ten.** To solve  $7 + 2$ , think  $7 + 3 = 10$ , so  $7 + 2$  is one less, or 9.

For Facts I Can Figure Out, use the flash cards to practice the facts for fluency.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts:  $17 + 2 = 19$ ,  $20 + 80 = 100$ ,  $11 + 9 = 20$ .

Thank you.

Sincerely,