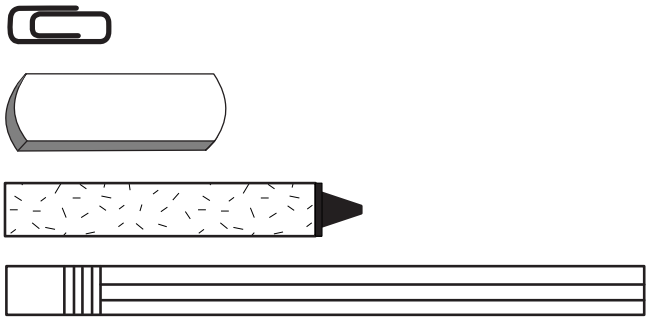
LETTER HOME

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.

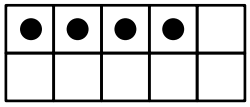
Math Facts and Mental Math

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.



$4 + 6 = 10$

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,

Name _____ Date _____

Unit 7: Home Practice

Part 1 Addition Flash Cards: Group C

Take home your Addition Flash Cards: Group C with sums to ten. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

Part 2 Make Ten

Joe and Moe Smart are playing Make Ten. Look at Joe's cards. How can Joe make ten?

3	6	5	4	7

$\square + \square = 10$ $\square + \square = 10$

What number does Joe want next? Why?

_____

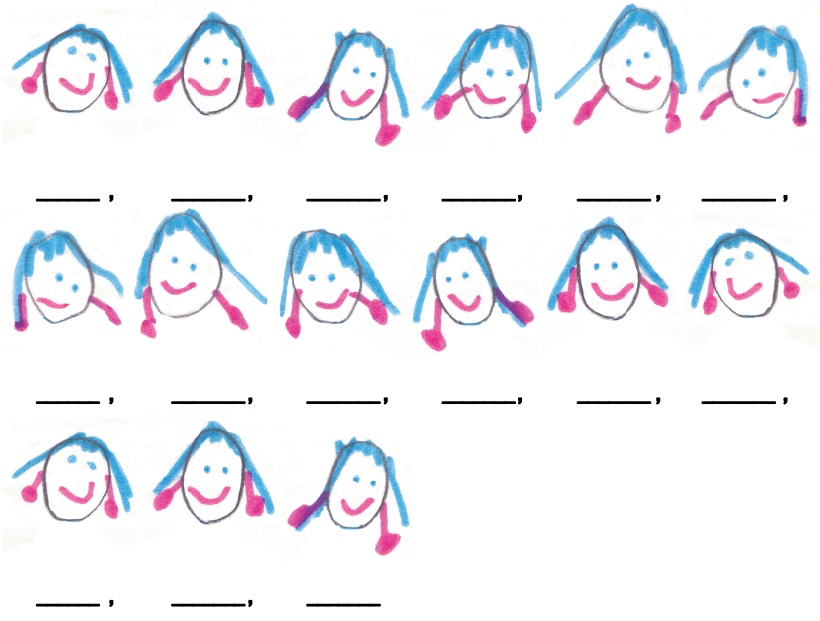
_____

_____

Name _____ Date _____

Part 3 Count by Twos

A. Julie drew earrings. Show how you count them.



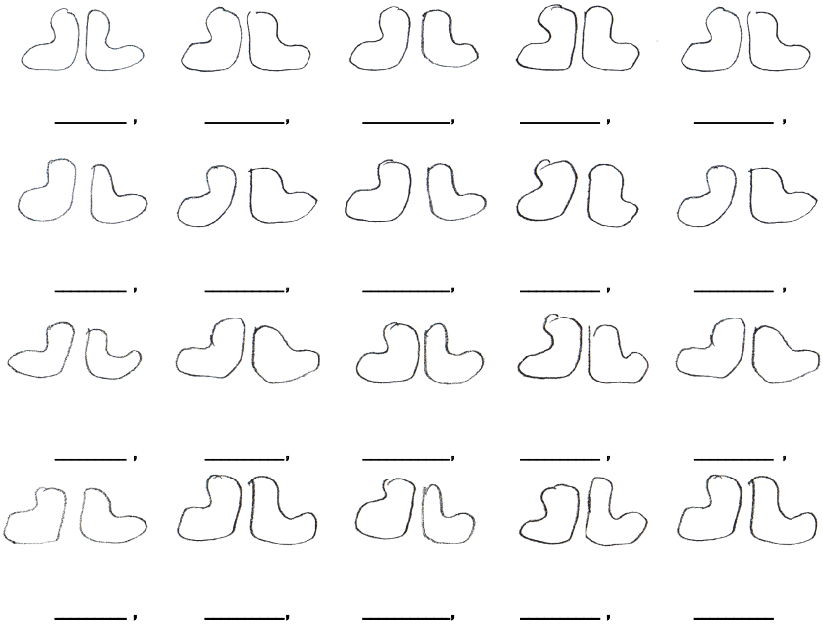
___, ___, ___, ___, ___, ___,

___, ___, ___, ___, ___, ___,

___, ___, ___

There are _____ earrings.

B. Michael drew socks. Show how you count them.



___, ___, ___, ___, ___,

___, ___, ___, ___, ___,

___, ___, ___, ___, ___,

___, ___, ___, ___, ___

There are _____ socks.

Name _____ Date _____

Part 4 Count by Fives

A. Ana drew pumpkins in wagons on a computer. Show how you count the pumpkins.

_____, _____, _____, _____

There are _____ pumpkins.

B. Draw 17 balls and group them in fives. Show how you count them.

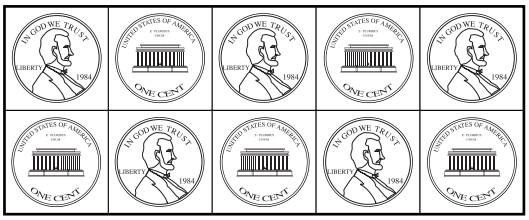
There are _____ groups of 5 and _____ left over.

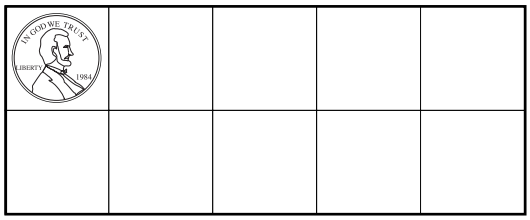
Name _____ Date _____

Part 5 Trade Coins

Trade as many pennies for nickels and dimes as you can. Then count how much money you have. The first one is an example. Use real money to help you.

Example

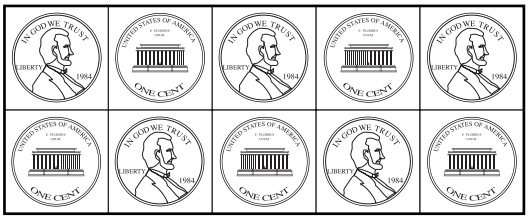


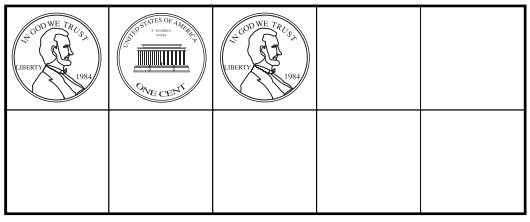


11 cents

11 pennies is the same as 1 dime 0 nickels and 1 penny.

1.

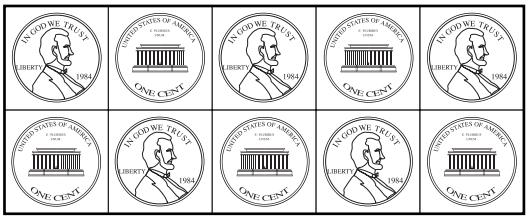


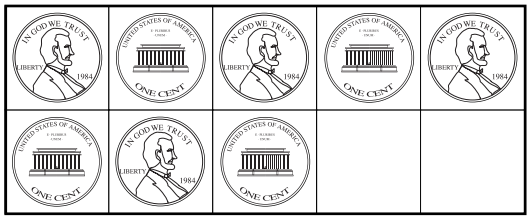


_____ cents

_____ pennies is the same as _____ dime _____ nickels and _____ pennies.

2.



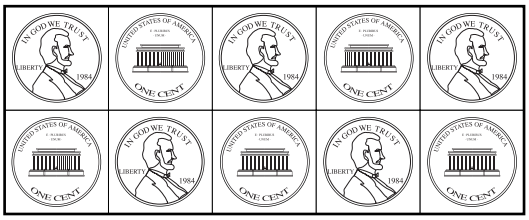


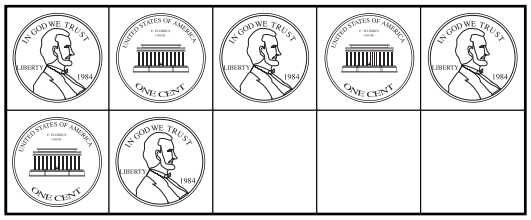
_____ cents

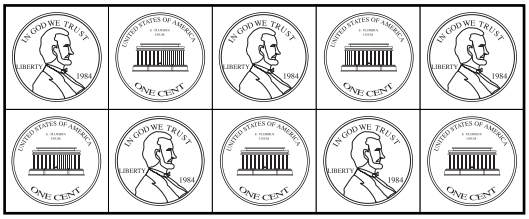
_____ pennies is the same as _____ dime _____ nickels and _____ pennies.

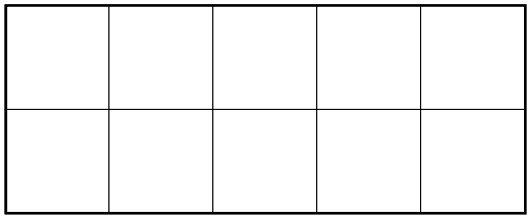
Name _____ Date _____

3.





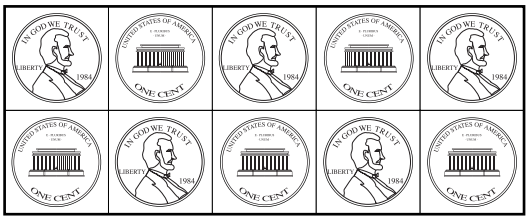


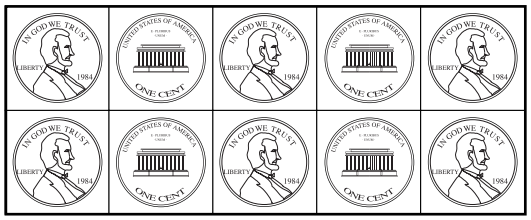


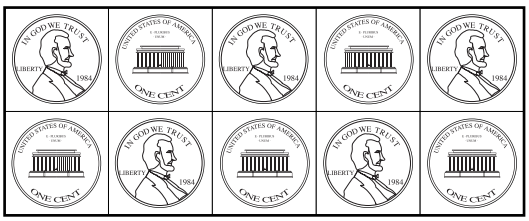
_____ cents

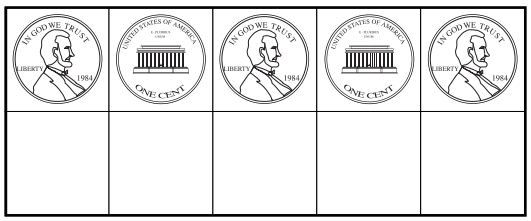
_____ pennies is the same as _____ dimes _____ nickel and _____ pennies.

4.





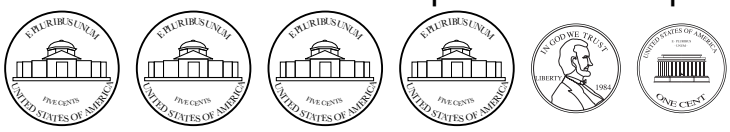




_____ cents

_____ pennies is the same as _____ dimes _____ nickel and _____ pennies.

5. Mark has 4 nickels and 2 pennies in his pocket.



How much money does he have? _____

4 nickels and 2 pennies is the same as _____ pennies.

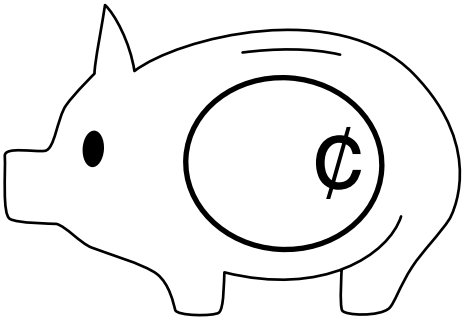
Name _____ Date _____

Part 6 Handful of Coins

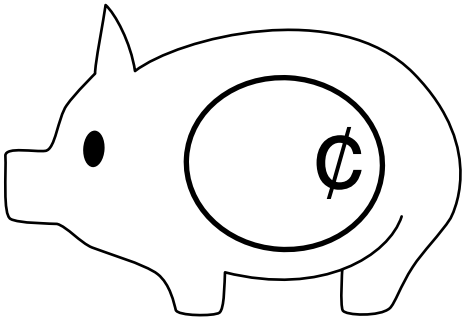
Dear Family Member:

Put at least 5 dimes, 5 nickels, and 20–30 pennies into a jar or glass. Ask your child to remove a few coins from the jar. Write the numbers of dimes, nickels, and pennies underneath the piggy bank. Then write the total amount of money in the circle on the bank. Repeat for each of the other piggy banks.

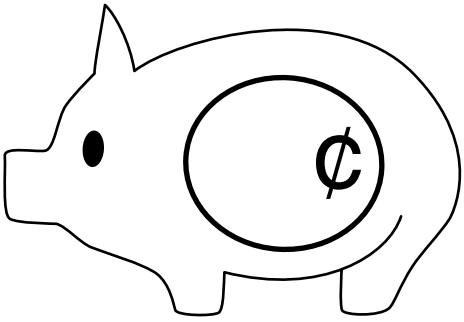
Thank you.



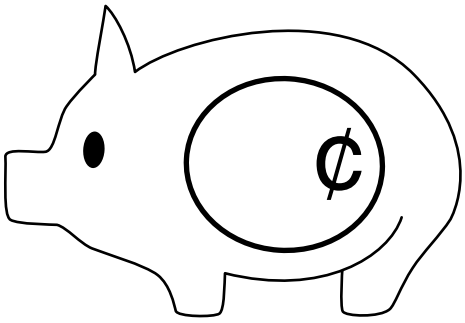
1. _____ dimes, _____ nickels, and _____ pennies



2. _____ dimes, _____ nickels, and _____ pennies

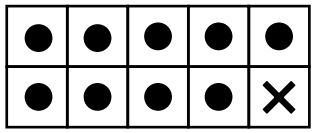
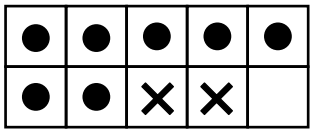
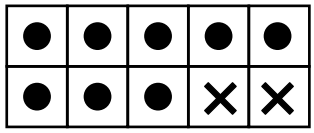
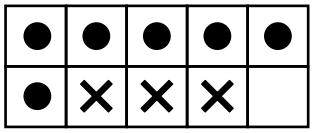
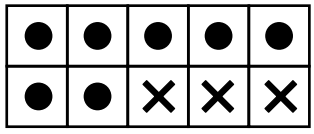
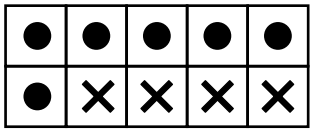


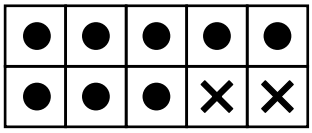
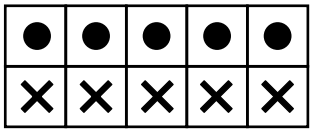
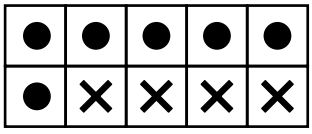
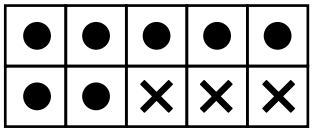
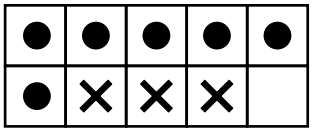
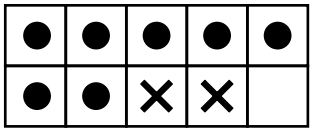
3. _____ dimes, _____ nickels, and _____ pennies



4. _____ dimes, _____ nickels, and _____ pennies

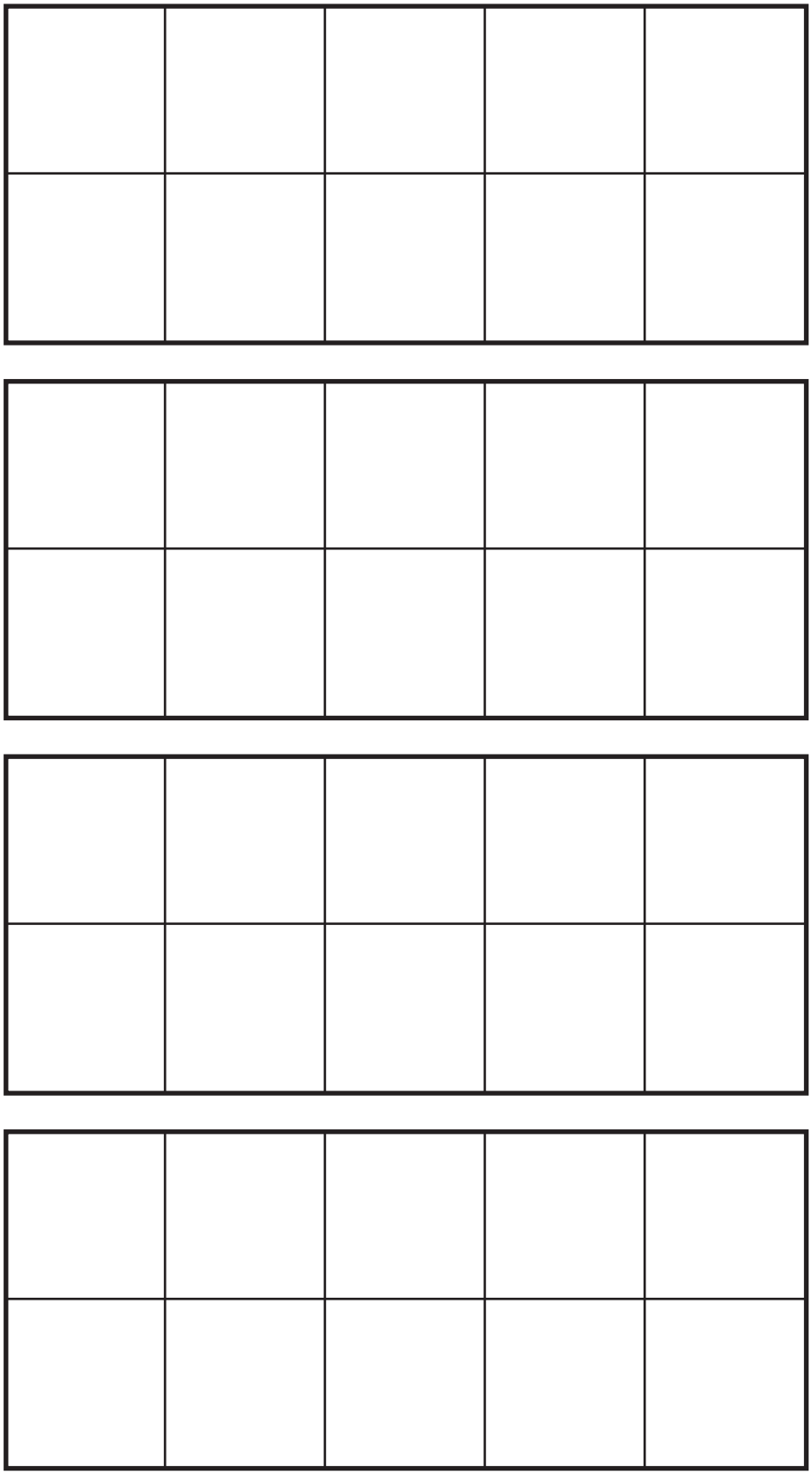
Addition Flash Cards: Group C

1 + 9  Group C	2 + 7  Group C
2 + 8  Group C	6 + 3  Group C
3 + 7  Group C	4 + 6  Group C

8 + 2  Group C	5 + 5  Group C
6 + 4  Group C	7 + 3  Group C
3 + 6  Group C	7 + 2  Group C

Name _____ Date _____

Ten Frames



Name _____ Date _____

Skip Count by Fives and Tens

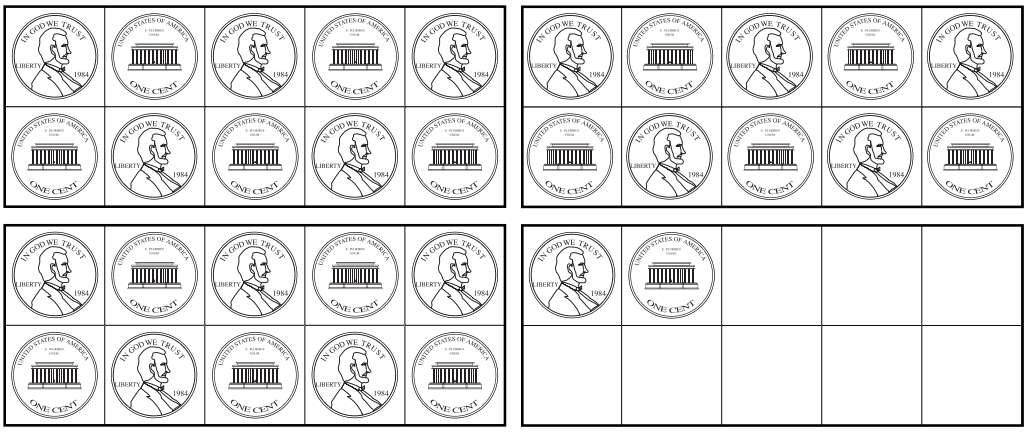
Homework

Dear Family Member:

Help your child count the objects. Encourage him or her to count by fives or tens and then count on by ones to find the total. Your child may check by counting all the objects by ones.

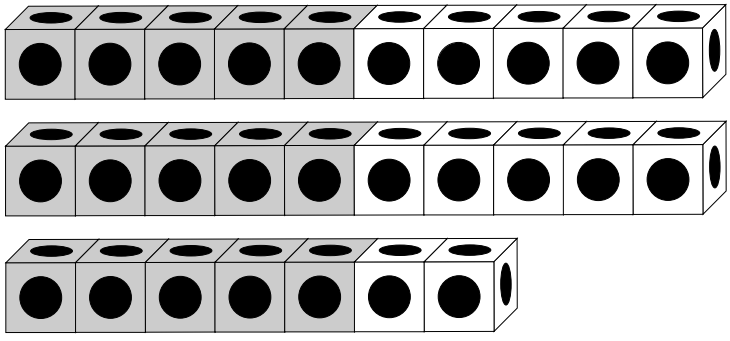
Thank you.

1.



_____ pennies

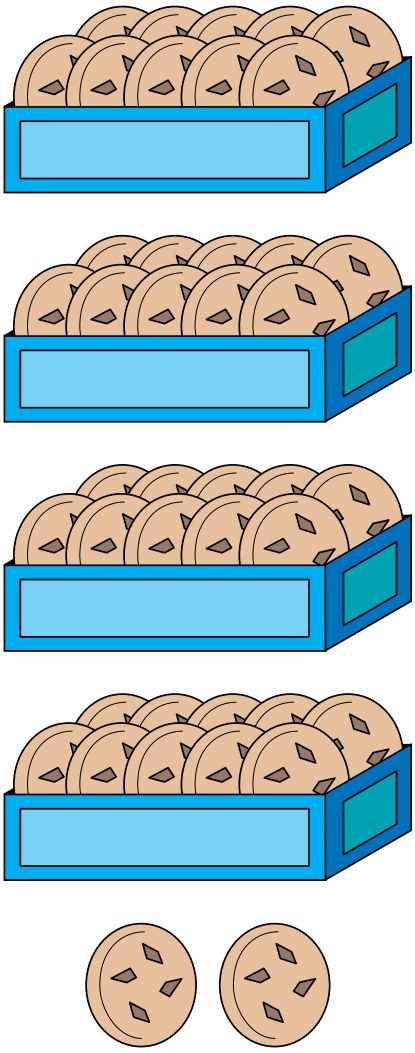
2.



_____ cubes

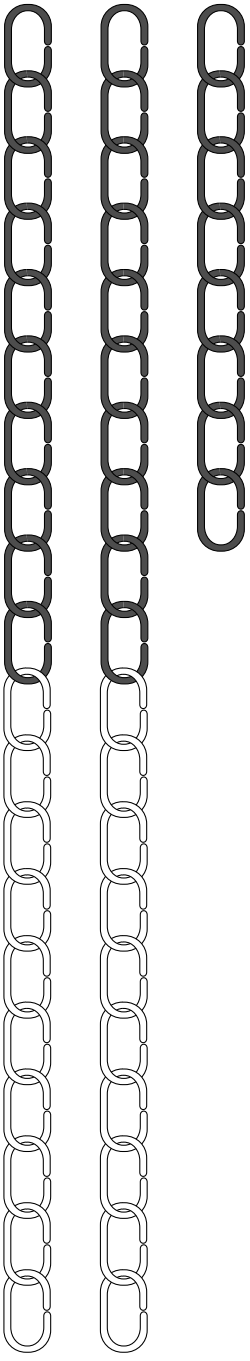
Name _____ Date _____

3.



_____ cookies

4.



_____ links

Name _____ Date _____

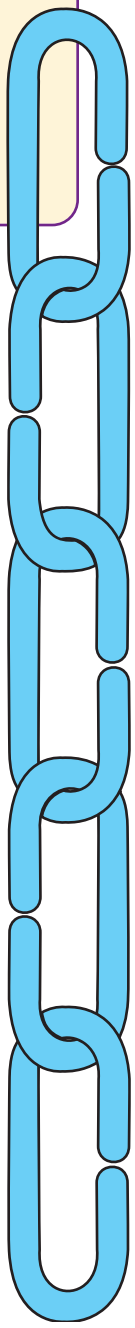
Links at Home

Homework

Dear Family Member:

We are using links to estimate and measure lengths. Please help your child read each of the measurements below.

Thank you.



Read each sentence below. Decide whether each one *could be* possible or seems *crazy*. Circle your answer. Use the picture of five links to help you.

1. A big toe is 5 links long.

   could be **crazy**

2. A pencil is 5 links long.

   could be **crazy**

3. An adult's foot is 8 links long.

   could be **crazy**

4. A table top is 35 links from the floor.

   could be **crazy**

5. A doorknob is 100 links from the floor.

   could be **crazy**

6. Name something that **could be** 10 links long.

   _____

7. Name something for which 10 links is a **crazy** measurement.

   _____

Name _____ Date _____

Two Car Roll-off

Homework

Dear Family Member:

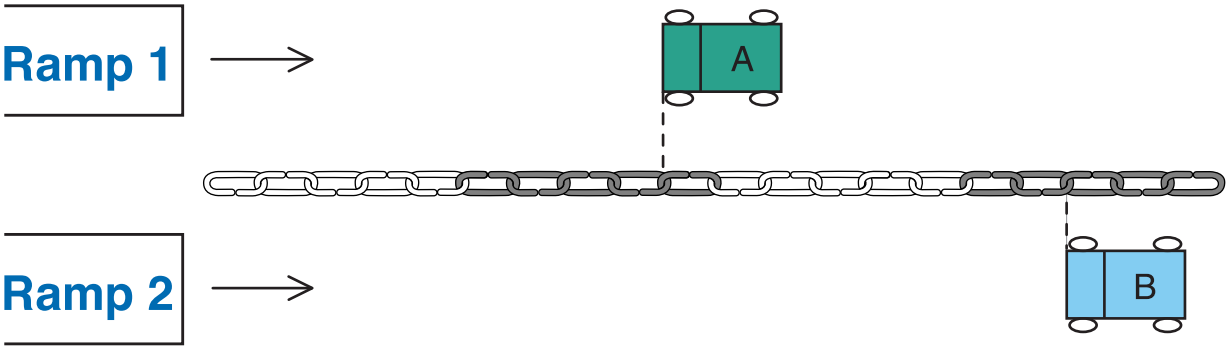
Your child completed a lab where he or she rolled cars down a ramp and used links to measure the length the cars traveled. Help your child count the links in the picture below and complete the questions.

Thank you.

Two different cars rolled from two different ramps. In the drawing below, you are seeing the tops of the cars from above.

1. How far did Car A roll? _____

2. How far did Car B roll? _____



3. How much farther did Car B roll than Car A?

_____

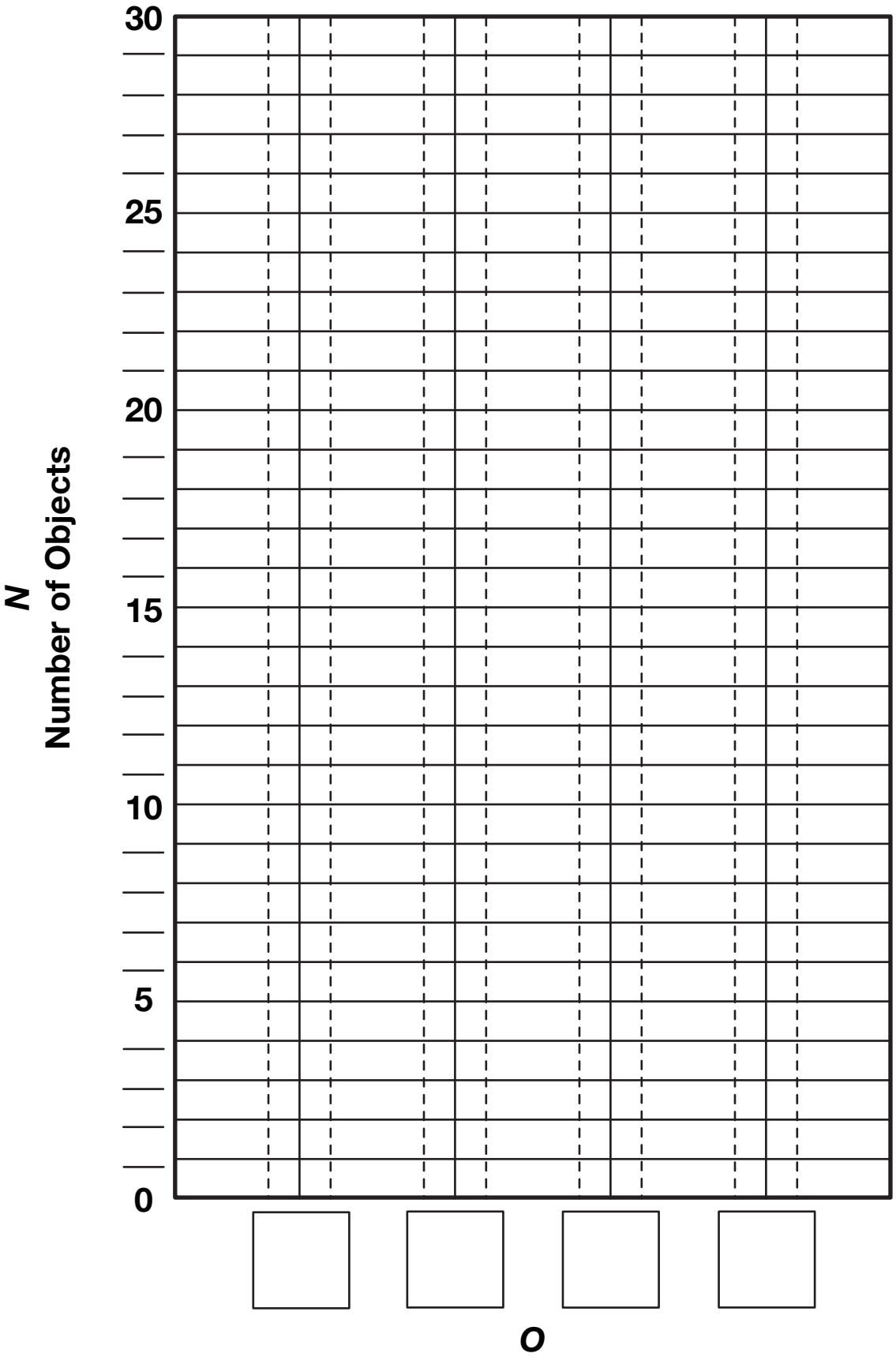
4. Why might Car B have rolled farther? Hint: The cars and ramps may not be the same. Think about Betty's better racer.

_____

_____

_____

Unusual Units Graph



Name _____ Date _____

Watch Your Step

Measure distances in your classroom. Use the length of your foot. Record your measurements in this table.

From	To	Number of 

Name _____ Date _____

Measuring at Home

Homework

Dear Family Member:

The boy in the picture is measuring a bed. He is using the edge of a paper towel as a unit. Help your child measure four things in your home using one object as the unit of measure. Some objects you might use as tools for measuring are a cooking utensil, a cereal box, a pencil, or a book.

Thank you.

Record your data in the table below.

Four Things Measured at Home

Things I Measured	Length Measured Using _____

Name _____ Date _____

Stepping Out with My Family

Homework

Dear Family Member:

Your child used footsteps to measure distances in the classroom. Encourage your child to measure straight distances in your home by counting steps as he or she walks "heel-to-toe." For example, your child might walk from the refrigerator to the kitchen table. Ask your child to write or draw pictures in the "From" and "To" columns to indicate the starting and stopping points. After your child measures and records the distances, ask him or her to predict the measurement if your footsteps were used. Check your child's prediction by measuring each distance using your footsteps. Ask your child to record your measurements.

Thank you.

Measure distances in your home. Then record the data in the table below.

Distances in My Home

From	To	Number of My	Number of Your

Name _____ Date _____

Measure with Inches at Home

Homework

Dear Family Member:

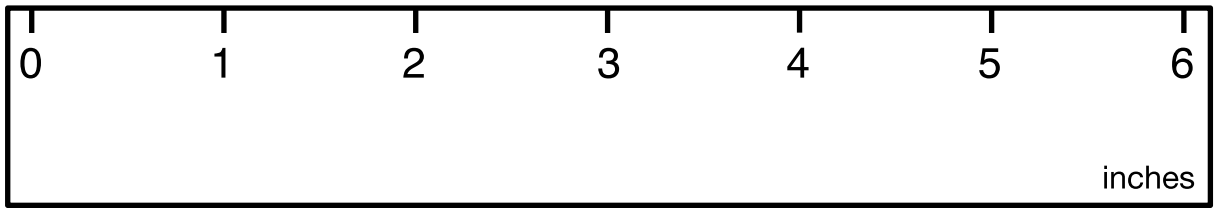
Help your child measure four things in your home with an inch ruler. You may use your own ruler or help your child cut out the one on the bottom of the page. Measure to the nearest inch. Objects to measure could include a spoon, book, box, or toy.

Thank you.

Record your data in the table below.

Four Things Measured at Home

Things I Measured	Length in Inches



Name _____ Date _____

Tree 1

Before

Name _____ Date _____

Tree 2

After a Few Seconds

Name _____ Date _____

Tree 3

After a Minute

Name _____ Date _____

Tree 4

After an Hour

Name _____ Date _____

Tree 5

After a Day

Name _____ Date _____

Tree 6

After a Week

Name _____ Date _____

Tree 7

After a Month

Name _____ Date _____

Tree 8

After a Year