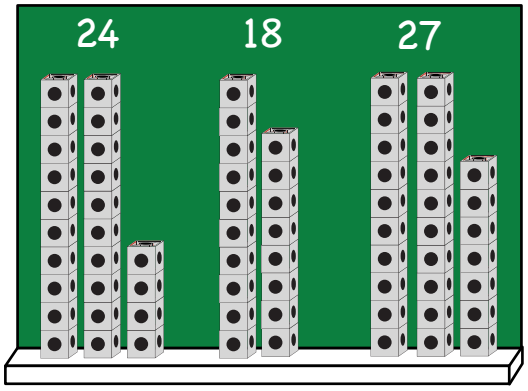
LETTER HOME

Group by Tens

Dear Family Member:

In this unit, your child will continue to explore number relationships. For example, for the number 42, your child will form 4 groups of ten cubes and have two cubes left over. As a class, we will talk about the groupings as 4 tens and 2 ones. Building numbers in groups of ten helps students understand place value and deepens understanding of our number system.



Building numbers with connecting cubes to show tens and ones

You can provide additional support at home by doing activities such as the following:

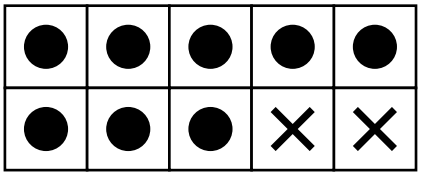
- **Buzz.** Play a variation of the game *Buzz.* Choose an even number from 2 through 8, such as 6. Players count by twos. Anytime the number has a 6 in it, the player says, "Buzz." So, the counting would go: 2, 4, BUZZ, 8 . . . 14, BUZZteen, 18, and so on. Repeat, choosing another "buzz" number.
- **Numbers in Print.** Look for numbers in print such as in the newspaper, on calendars, and on packaging. Use beans (cereal pieces, etc.) to build those numbers in groups of ten. For example, 34 is three groups of ten and four ones.

Math Facts and Mental Math

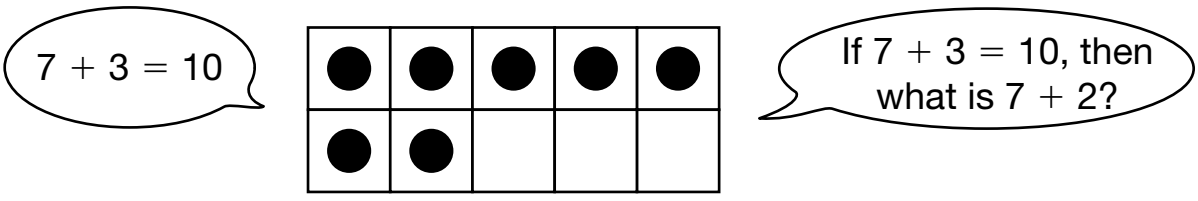
This unit continues the development of the addition facts with sums to ten and specifically focuses on the facts with sums to 10 in Group C: 1 + 9, 2 + 7, 2 + 8, 3 + 6, 3 + 7, 4 + 6, 5 + 5.

Addition Facts. 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.

$$\begin{array}{r} 8 \\ +\ 2 \\ \hline \end{array}$$



For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group C include the facts that make ten (e.g., 6 + 4) or are close to making ten (e.g., 6 + 3). Use the *0–10 Small Ten Frame Cards* to practice naming the numbers that make ten and finding the sums close to ten.



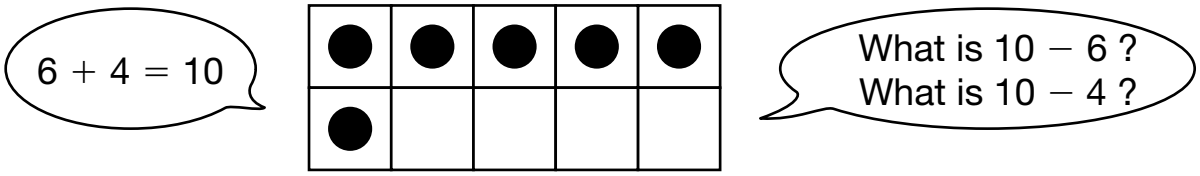
For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts: 12 + 8 (to practice 2 + 8) or 50 + 50 (to practice 5 + 5).

Copyright © Kendall Hunt Publishing Company

Related Subtraction Facts. You can help your child develop strategies for the related subtraction facts also using the flash cards or the *0–10 Small Ten Frame Cards.*

For Facts I Need to Learn, work on strategies for figuring them out.



You may also ask your child to tell an addition story and a related subtraction story for a fact.

For Facts I Can Figure Out, use the flash cards or the *0–10 Small Ten Frame* Cards to develop fluency with the related subtraction facts.

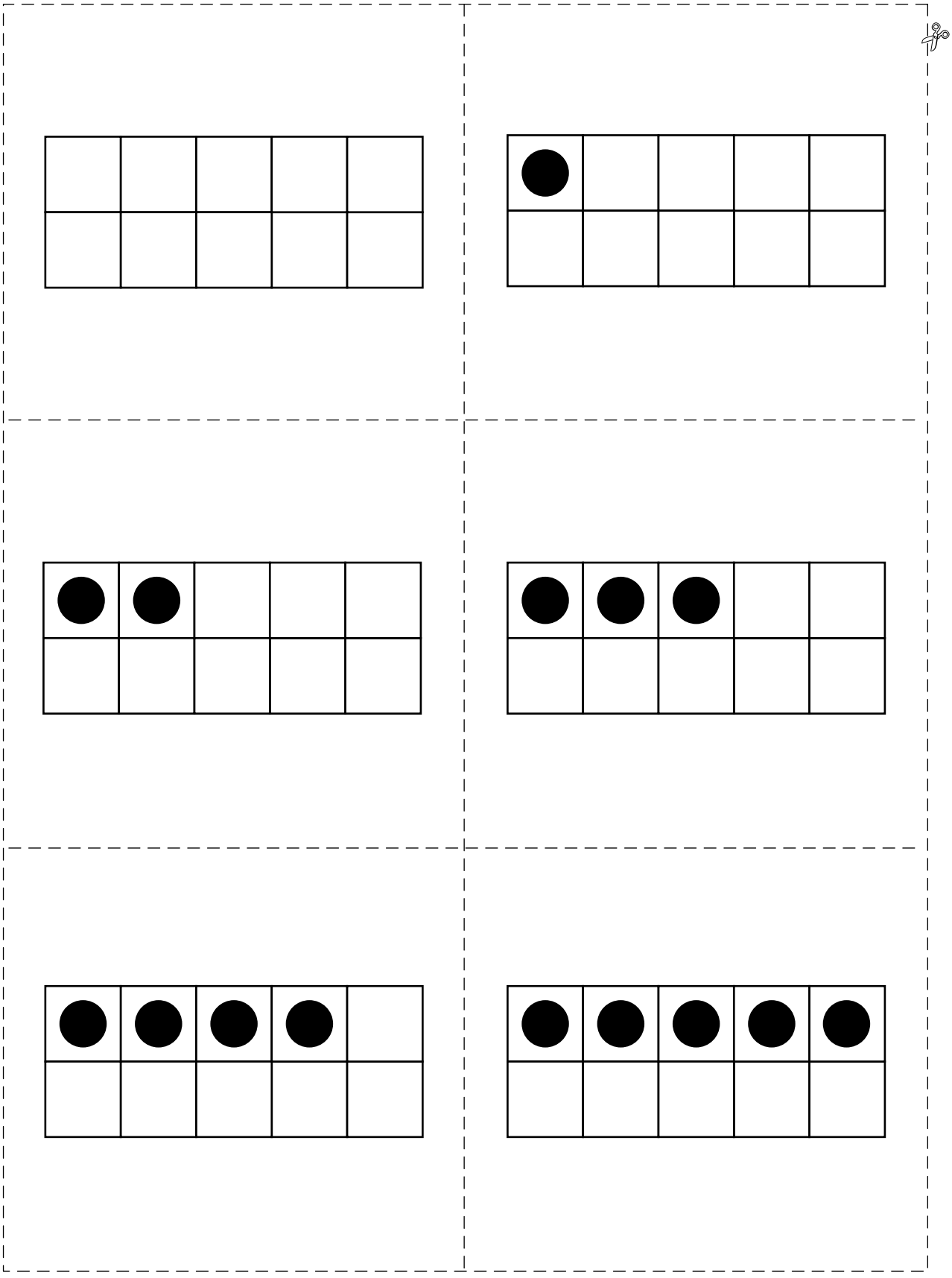
For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the subtraction facts: 20 − 8 (to practice 10 − 8) or 100 − 50 (to practice 10 − 5).

Thank you for taking time to talk with your child about what he or she is doing in math. Please feel free to contact me with any questions, concerns, or comments.

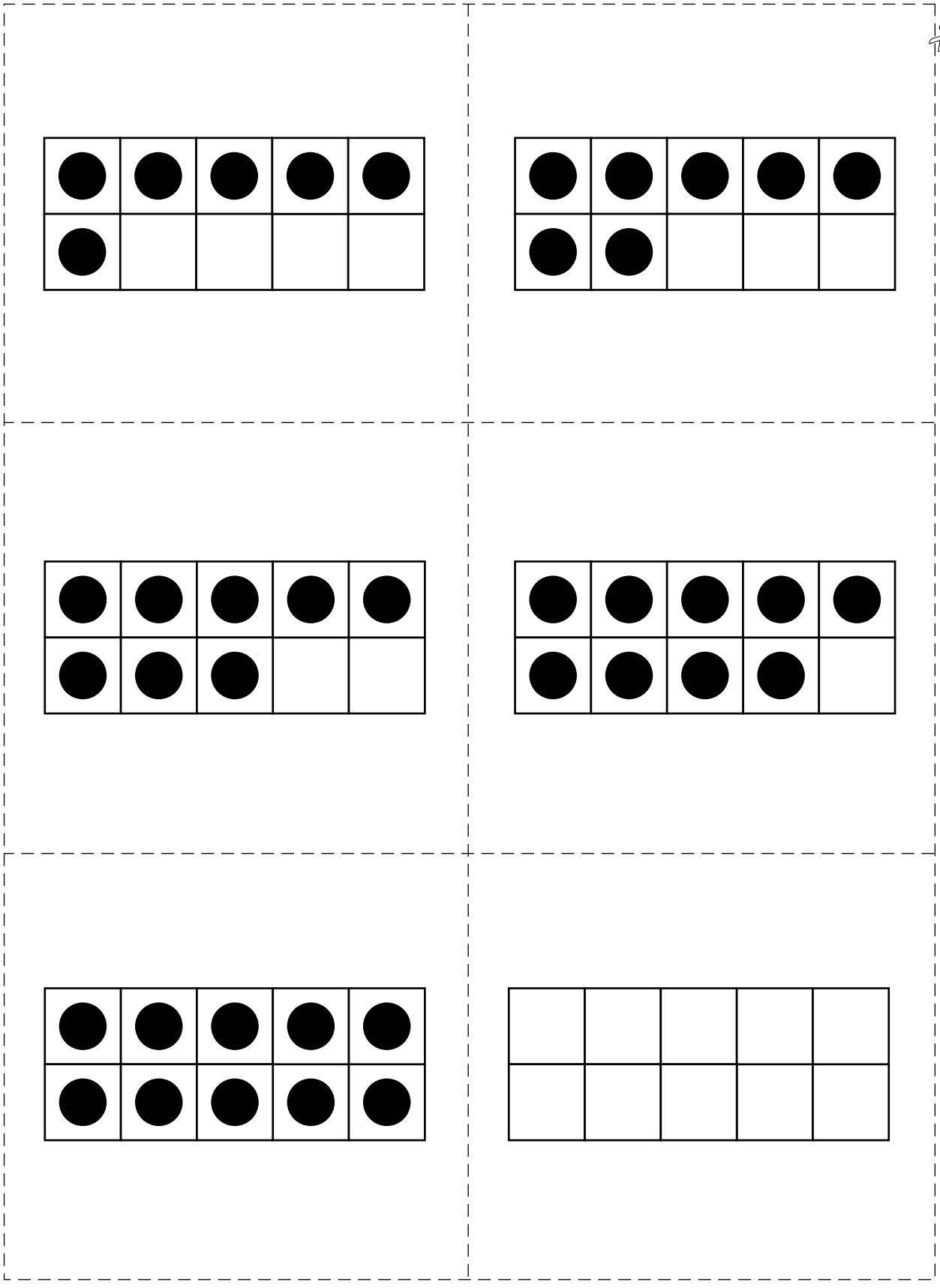
Sincerely,

Copyright © Kendall Hunt Publishing Company

0–10 Small Ten Frame Cards



Copyright © Kendall Hunt Publishing Company



Copyright © Kendall Hunt Publishing Company

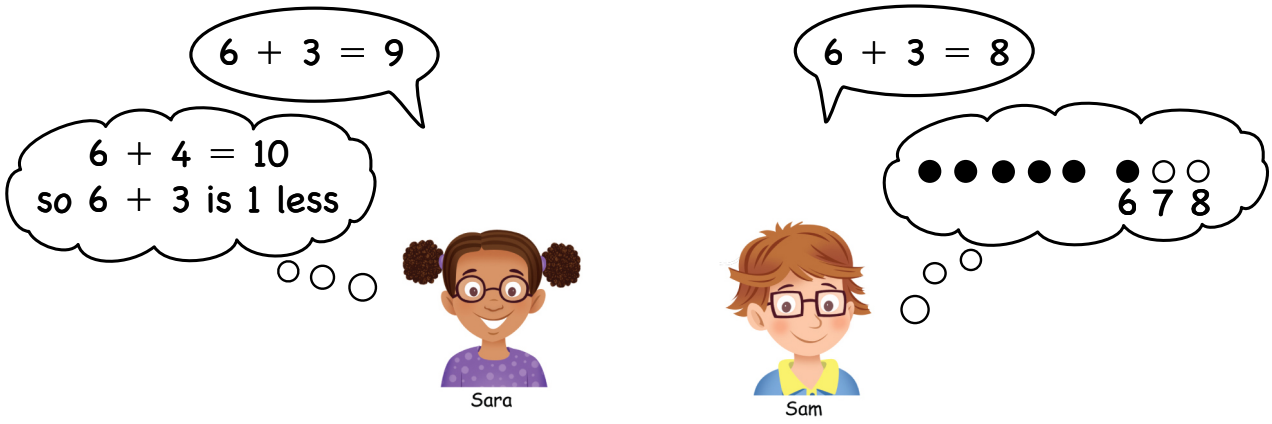
Name _____ Date _____

Unit 10: 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 Addition Facts



Do you agree with Tara or Sam? Explain.

_____

_____

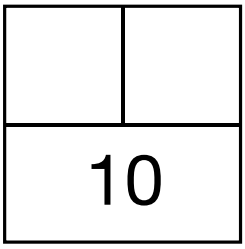
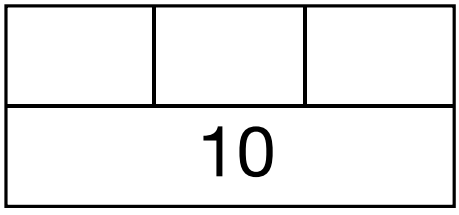
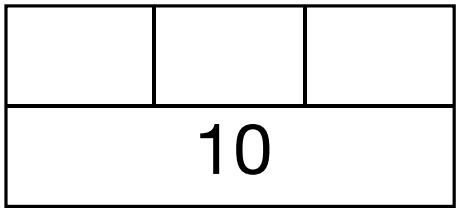
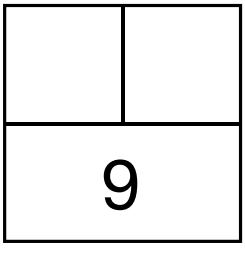
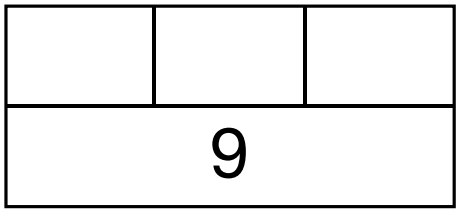
_____

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Part 3 Break Apart the Numbers

Write the missing number in the number sentence. Complete each part-whole diagram to match the number sentence.

Number Sentence	Part-Whole Diagram
1. $10 = 7 + \square$	
2. $10 = 5 + \square + 2$	
3. $10 = \square + 2 + 2$	
4. $9 = \square + 2$	
5. $9 = 2 + \square + 1$	

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Part 4 Patterns on the 100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use your 100 Chart to fill each pattern.

1. 32, 34, 36, ☐, 40

2. 21, 31, 41, ☐, ☐, ☐, ☐, 91

3. 86, 76, ☐, ☐, 46

4. 30, 35, ☐, 45, ☐, 55, 60

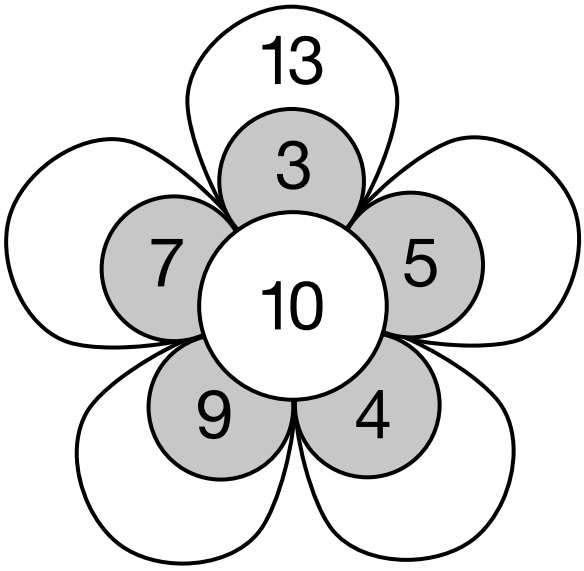
5. 9, 10, 19, 20, 29, ☐, 39, 40, 49

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Part 5 Sum Patterns

1. Add to find the outside numbers. Write number sentences.



$10 + 3 = 13$

_____

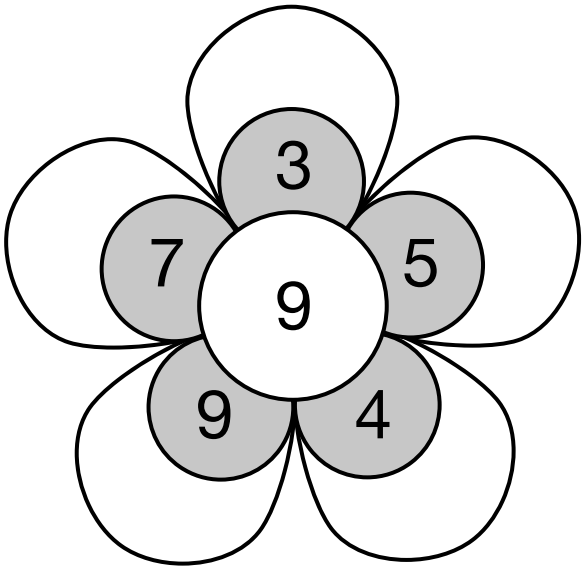
_____

_____

_____

_____

2. Add to find the outside numbers. Write number sentences.



_____

_____

_____

_____

_____

3. Read and discuss these questions with a family member. Look at the two flowers. What is the same about them? What is different? What pattern do you see in the outside petals?

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

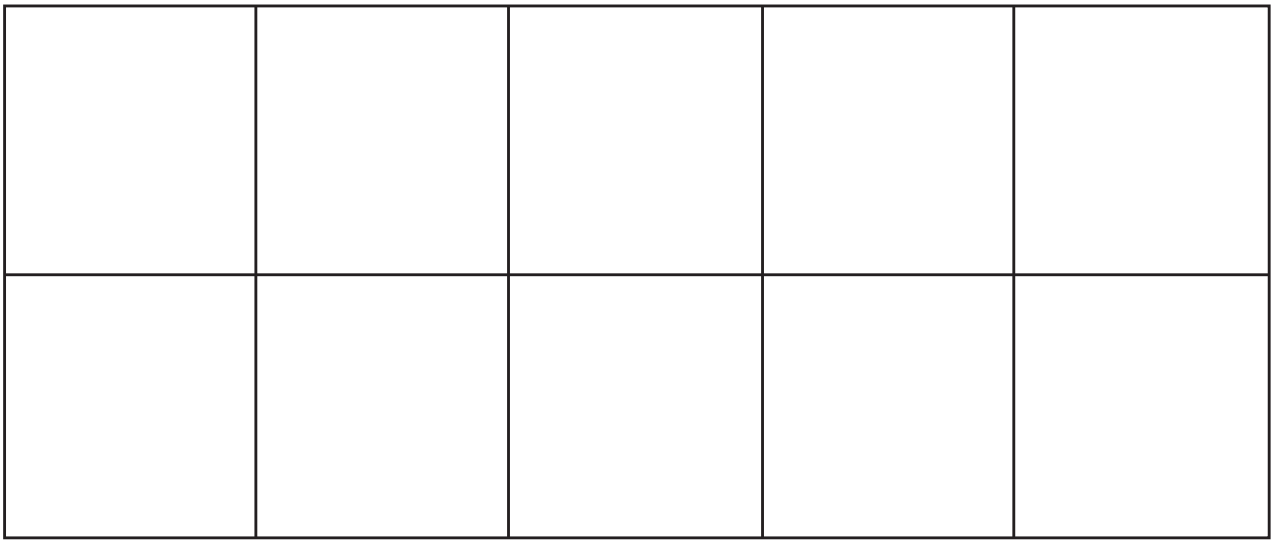
Addition Facts I Know

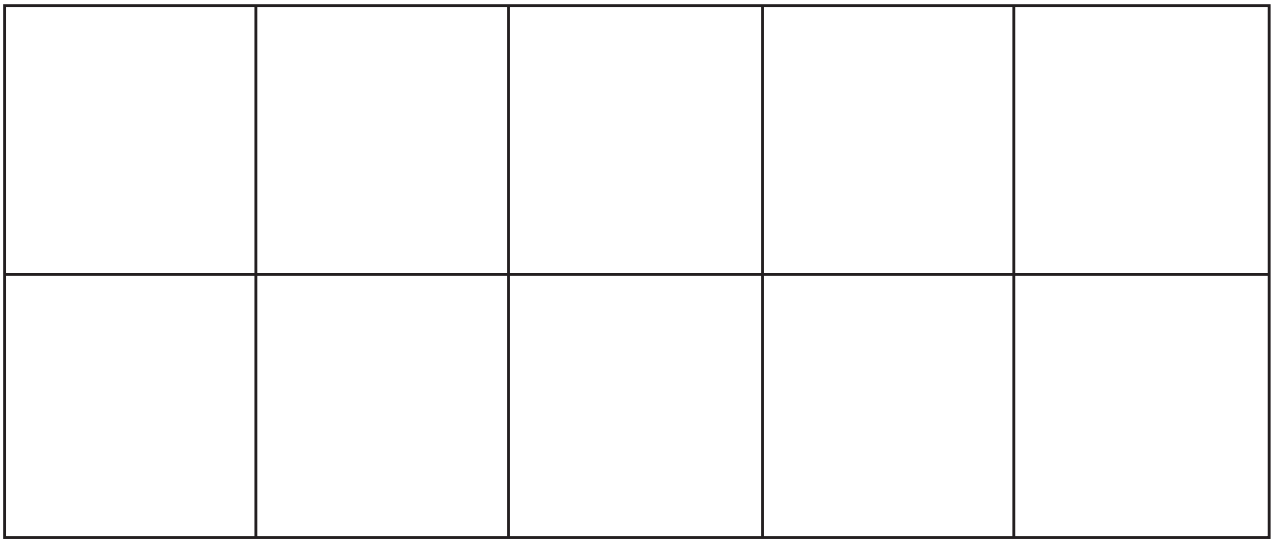
Circle the facts you know quickly.

0 + 1	1 + 1	2 + 2	3 + 3	4 + 4	5 + 5
0 + 2	1 + 2	2 + 3	3 + 4	4 + 5	
0 + 3	1 + 3	2 + 4	3 + 5	4 + 6	
0 + 4	1 + 4	2 + 5	3 + 6		
0 + 5	1 + 5	2 + 6	3 + 7		
0 + 6	1 + 6	2 + 7			
0 + 7	1 + 7	2 + 8			
0 + 8	1 + 8				
0 + 9	1 + 9				

Copyright © Kendall Hunt Publishing Company

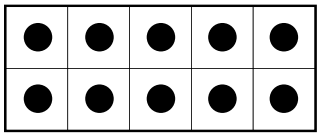
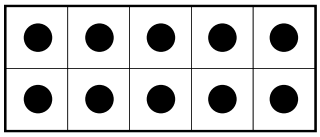
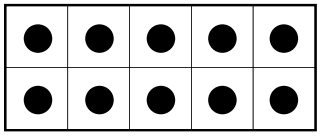
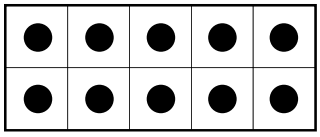
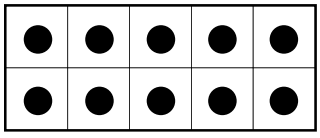
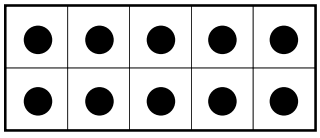
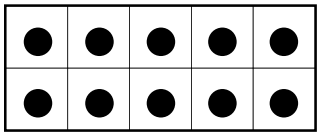
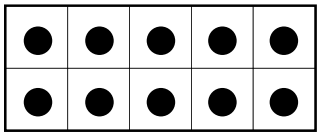
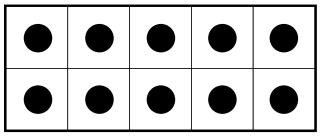
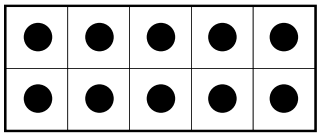
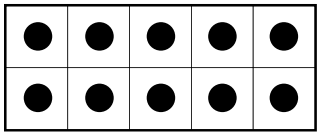
Two Ten Frames





Copyright © Kendall Hunt Publishing Company

Japanese Numbers

ten		ju	
eleven		ju ichi	(ten one)
twelve		ju ni	(ten two)
thirteen		ju san	(ten three)
fourteen		ju shi	(ten four)
fifteen		ju go	(ten five)
sixteen		ju roku	(ten six)
seventeen		ju shichi	(ten seven)
eighteen		ju hachi	(ten eight)
nineteen		ju kyu	(ten nine)
twenty		ni ju	(two ten)

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Counting Groups and Leftovers

Homework

Dear Family Member:

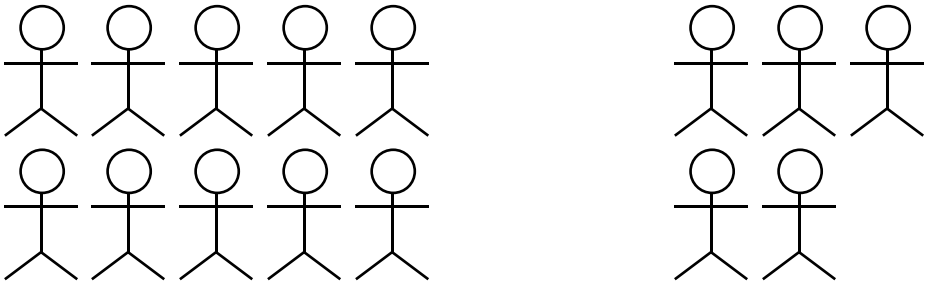
In class, students are studying the "teen" numbers. Help your child identify the number of groups of ten, ones left over, and the total number shown in each drawing.

Thank you.

1.

1 group of 10 and 7 ones left over is _____.

2.



1 group of 10 and 5 ones left over is _____.

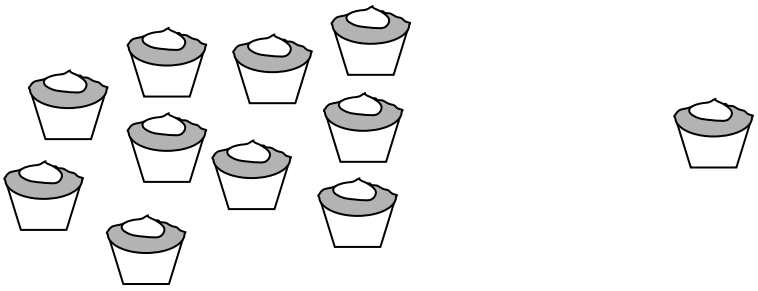
3.

16 is _____ group of ten and _____ ones left over.

Copyright © Kendall Hunt Publishing Company

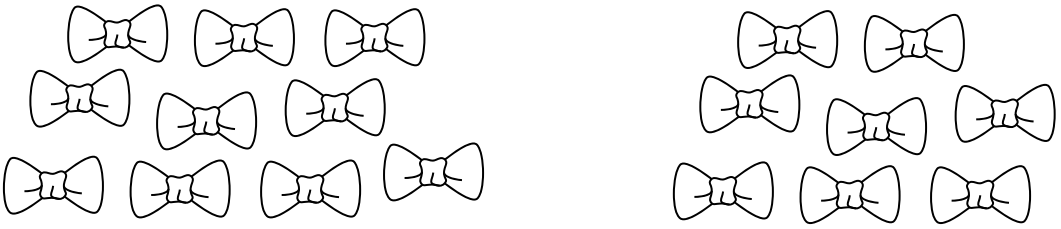
Name _____ Date _____

4.



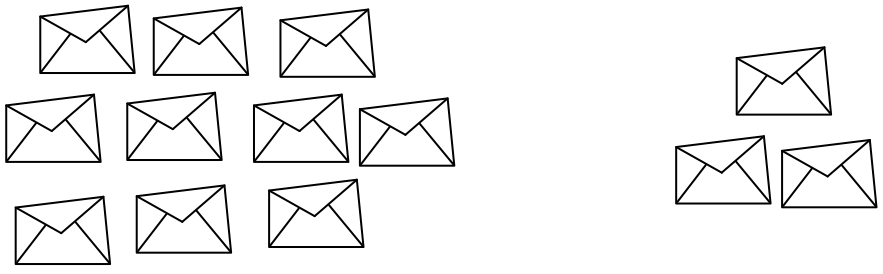
_____ group of 10 and _____ more is _____.

5.



_____ group of 10 and _____ more is _____.

6.



_____ group of 10 and _____ more is _____.

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

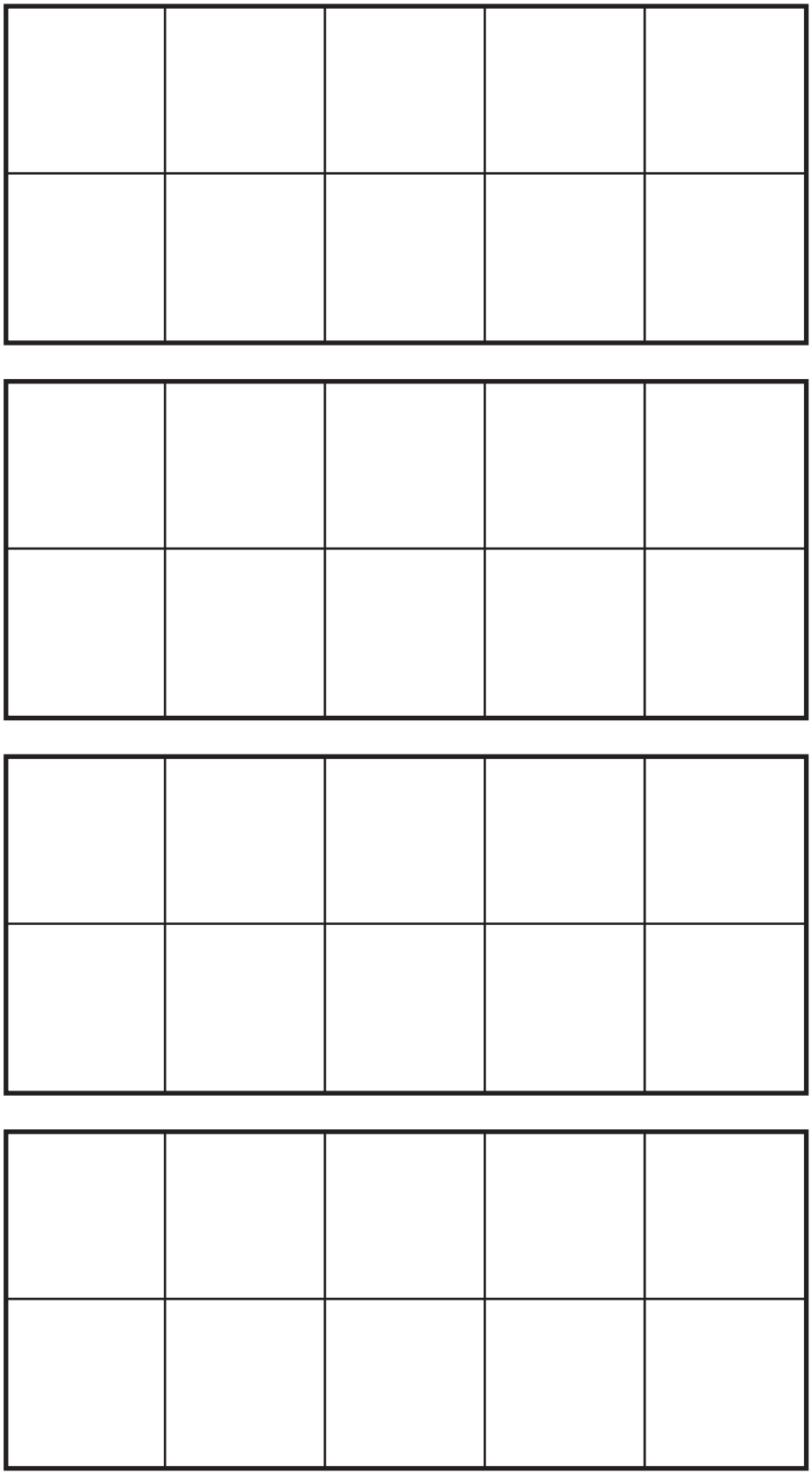
Spill the Beans Data Table

Student Pairs	Number of Groups of 10	Number of Ones Left Over	Number

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Ten Frames



Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Group and Count

Dear Family Member:

In class, we are counting by grouping objects in tens and leftover ones. You can help provide additional practice for your child by gathering a collection of objects and setting it out for your child to group and count. Change the total number of objects at least two times. Some ideas for objects to use are cereal pieces, nuts, pasta, raisins, pennies, buttons, and marbles. There should be 40–70 objects each time your child groups and counts.

Thank you.

Find objects to count. Ask an adult or an older sister or brother to help you.

Object	Number of Groups of 10	Number of Ones	Number

Return this paper on _____

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

How Many Letters

Write the first names of four people or pets you know. Write the number of letters in each name.

First Name	Number of Letters

Total Number of Letters _____

Draw a picture or tell how you found the total number of letters.

Return this sheet to school by _____ .

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Tens and Ones

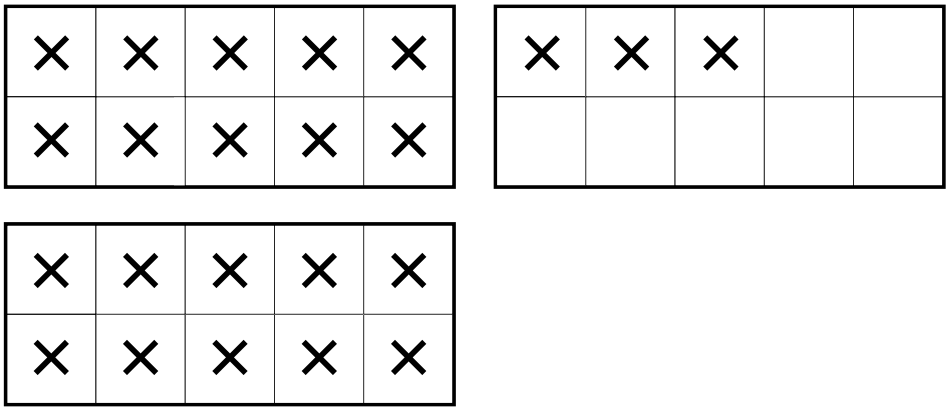
Homework

Dear Family Member:

In class we have been grouping objects by tens and ones to count them. Help your child identify the number of groups of tens and leftover ones and then name the total.

Thank you.

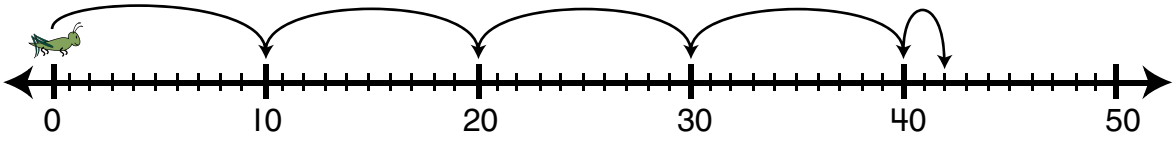
1.



The ten frames show _____ tens _____ ones.

Number of Xs _____

2.



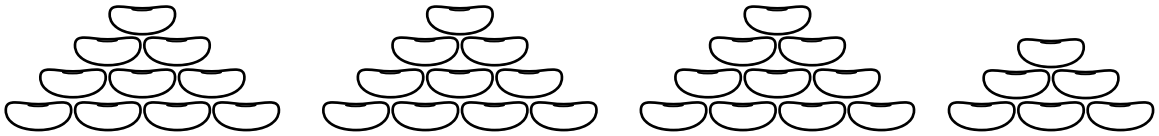
The number line shows _____ tens _____ ones.

How far did the hopper go? _____

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

3.



The picture shows _____ tens _____ ones.

Number of beans _____

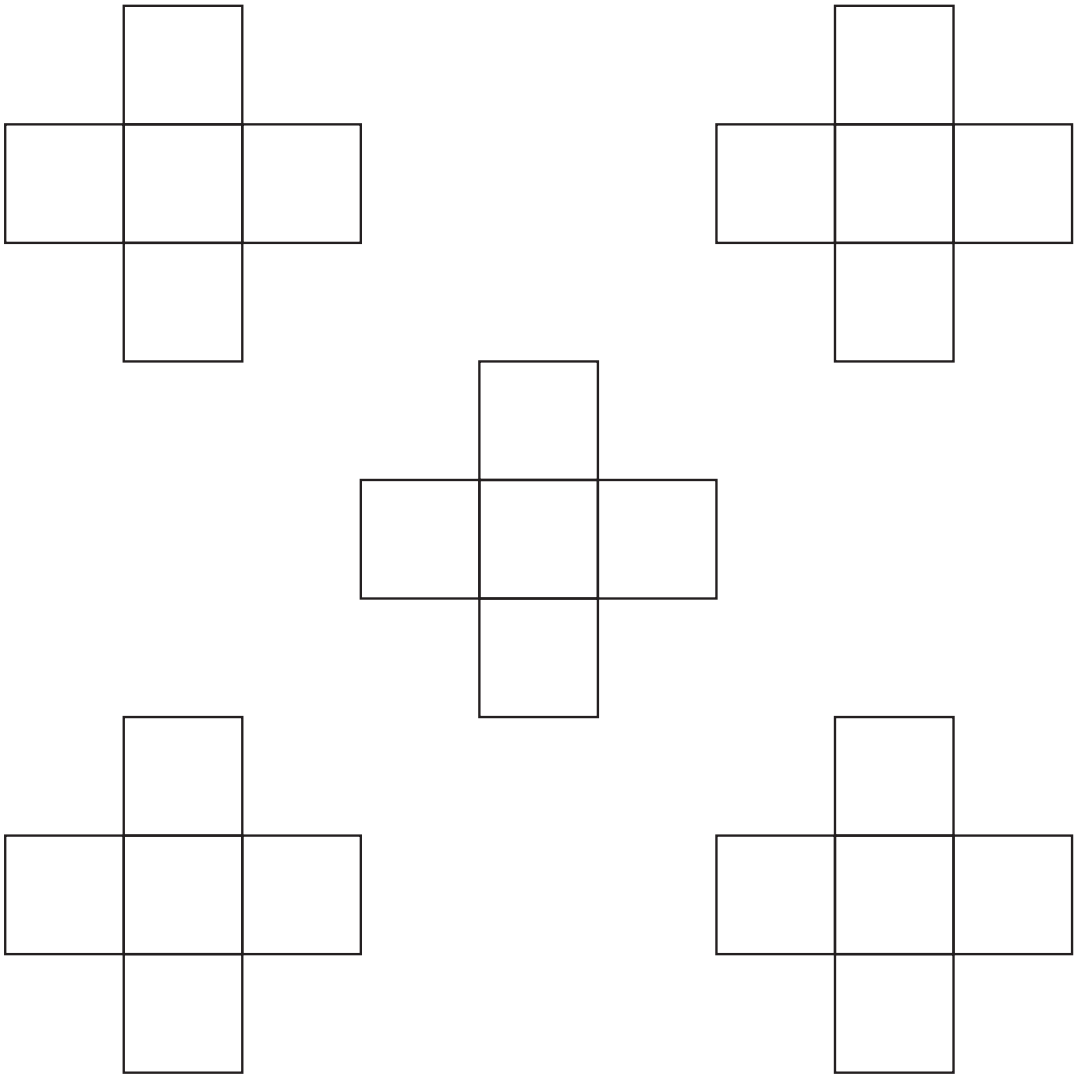
4. Draw a picture or diagram that shows 28 objects in groups of ten and leftover ones.

My drawing shows _____ tens _____ ones.

Number of objects _____

Copyright © Kendall Hunt Publishing Company

Target Numbers



Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Numbers on the 100 Chart

Dear Family Member:

Help your child read each question and use the 100 Chart to name a number that matches the words.

Thank you.

Name a number that is:

1. ten less than 43

   _____

2. one less than 97

   _____

3. ten more than 80

   _____

4. three more than 80

   _____

5. between 50 and 60

   _____

6. close to 70, but less than 70 _____

7. between 30 and 40, but closer to 40 _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

8. Solve the riddle: I am a number that is between 40 and 50. I am closer to 50. I am two less than 50. What number am I?

_____

9. Make up a riddle like Question 8 for a family member. Write your riddle and the answer.

_____

_____

_____

_____

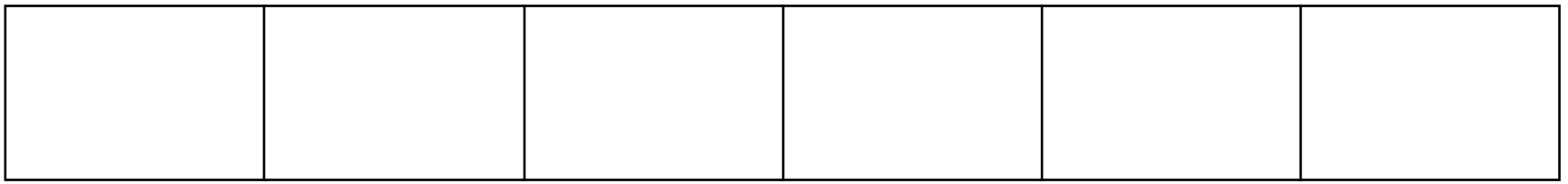
Copyright © Kendall Hunt Publishing Company

Copyright © Kendall Hunt Publishing Company

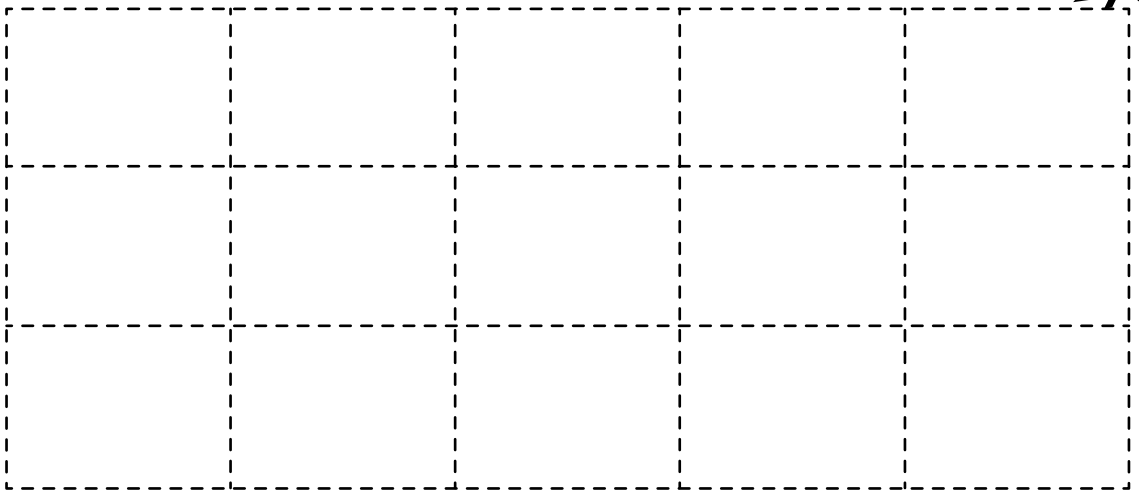
Name _____ Date _____

Where Does the Number Fit Again

Cut out the number cards. Place numbers in each interval.



Number Cards



Name _____ Date _____

Guess My Number

Homework

Dear Family Member:

Your child is learning about locating and placing numbers in intervals. Help your child locate numbers in intervals by playing Guess My Number. Your child has practiced this game in class. The rules are listed below. Use numbers that are between 1 and 20 to start. After you have played a few games, you may choose numbers up to 100.

Thank you.

The goal of the game is to guess a number by comparing it to other numbers. This is a game for two or more players.

Materials

100 Chart or number line

Directions

1. Player 1 selects a number.

   For example, "I am thinking of a number that is between _____ and _____ ."

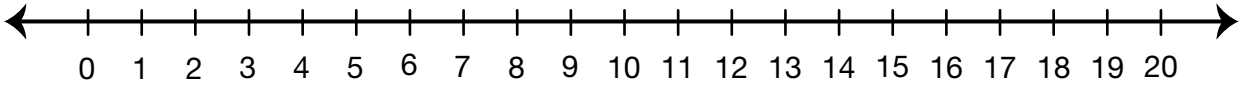
2. Player 2 tries to guess the number Player 1 has selected.
3. Player 1 corrects Player 2's guess by saying either "It is less than my number" or "It is greater than my number."
4. Player 2 continues to make guesses as Player 1 continues to give clues. Play ends when Player 2 guesses the number.

I played this game _____ times with _____

Copyright © Kendall Hunt Publishing Company

100 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Copyright © Kendall Hunt Publishing Company

Numbers in the News

Club ponders 80-year-old ban

13-Hour Sale

BIGGEST SALE EVER FOR OUR 60TH YEAR!

32 TOTAL BODY EXERCISES

20 years later, ‘Welcome home’

Dist. 87 gets tougher on bad checks

60 years later, medals honor veterans of World War II

25 Years and Ticking

A plea for Puerto Rico: Make us the 51st state

30-DAY IN-HOME TRIAL!

18-HOUR SALE

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Find Numbers in the News

Homework

Dear Family Member:

Help your child find a headline with a number in it in the news. Attach the headline in the space provided on the back of this paper. If your child cannot find one, circle one of the headlines below.

To get your child started, write one sentence that compares the number to other numbers. For example, 34 is 10 more than 24. More examples are listed for the number 34 below.

Encourage your child to think of his or her own sentences. He or she should record them on the lines provided on the back of this paper.

Thank you.

24-Hour Sale

14 Days of EXERCISES

Dist. 96 gets tougher on cheating

40 years later, they find love

34 Kids Think in Math Marathon

34 is

- large compared to 5
- about the same size as 30
- a lot less than 100
- between 30 and 40
- 10 more than 24
- 10 < 44
- 1 more than 33
- 1 less than 35
- 4 more than 30
- 6 less than 40

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Attach your headline below.

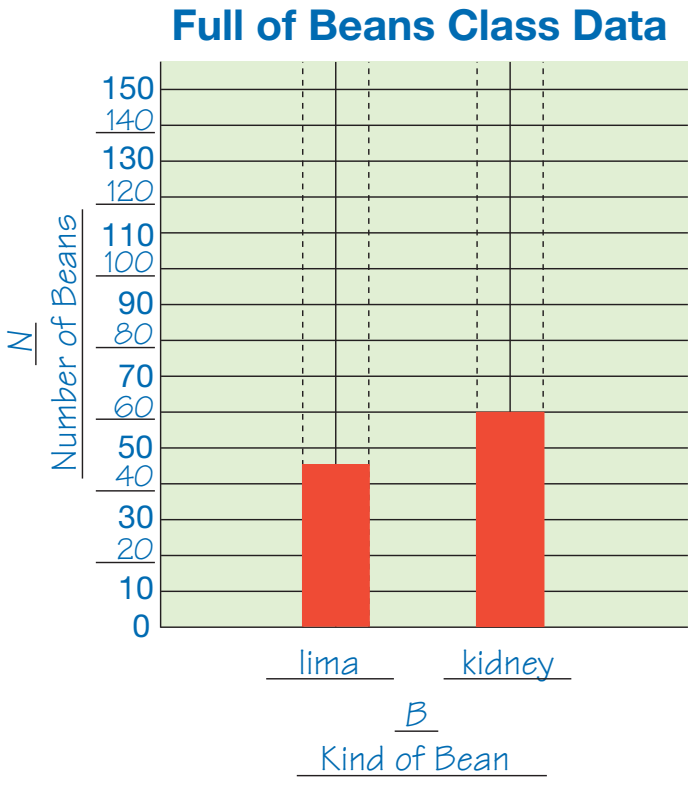
Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

Maria and José's Graph

Homework

Maria and José filled a cup with lima beans and then kidney beans. Here is a bar graph of their data.



1. About how many lima beans were in the cup? _____

2. About how many kidney beans were in the cup? _____

Copyright © Kendall Hunt Publishing Company

Name _____ Date _____

3. About how many more kidney beans were there than lima beans? _____

How do you know?

4. Which bean was bigger in size, the lima bean or the kidney bean? _____

How do you know? Use words and drawings to explain.

Copyright © Kendall Hunt Publishing Company