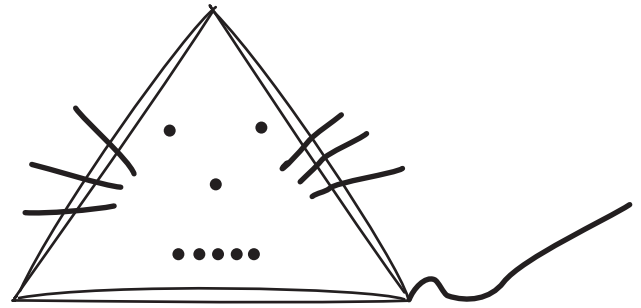


# LETTER HOME

## Arithmetic Problems in Stories

Dear Family Member:

In this unit, your child begins solving addition and subtraction problems with larger numbers such as  $29 + 2$ ,  $25¢ + 20¢$ , and  $18 - 12$ . He or she will use tools such as number lines, a 100 Chart, and counters to solve the problems and will use strategies similar to those used in single-digit calculations. Ask your child to explain how he or she solved a hard problem in class. Your child will also explore repeated addition (multiplication) and repeated subtraction (division). Creating a math mouse, as shown in the picture, is just one of the activities in this unit that will help your child explore multiplication and division situations. Children as young as five or six years old are able to solve problems involving multiplication and division if the problems relate to familiar situations and can be represented using manipulatives or pictures.



One math mouse has 6 whiskers;  
Three have  $6 + 6 + 6 = 18$  whiskers

You can help your child continue exploring multiplication and division at home by doing the following activities:

- **Multiplying Sandwich Recipes.** Make sandwiches using recipes that require multiplying amounts. For example, to make one sandwich, you might need 2 slices of bread and 3–4 thin slices of turkey. Have your child figure out how many slices of bread and turkey you would need to make enough sandwiches for your entire family.
- **Sharing Carrot, Celery, or Pretzel Sticks.** Prepare a dozen carrot, celery, or pretzel sticks. Ask your child to figure out how many sticks each family member will get if the sticks are shared equally.

### Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group C to increase and maintain fluency with the facts with sums to ten and to develop strategies for those with sums larger than ten.

Group C:  $1 + 9$ ,  $2 + 7$ ,  $2 + 8$ ,  $2 + 9$ ,  $3 + 6$ ,  $3 + 7$ ,  $3 + 8$ ,  $4 + 6$ ,  $4 + 7$ ,  $5 + 5$ ,  $5 + 6$

**Addition Facts with Sums to Ten.** You can help your child review these facts using the flash cards the teacher sent home or by making a set of flash cards 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. The make ten strategy is particularly helpful for many of the facts in Group C.

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 strategies to solve problems like these using mental math:  $28 + 2$ ,  $22 + 8$ ,  $25 + 5$ .

**Fact Families for Addition Facts with Sums to Ten.** Use the flash cards to help prompt your child to write the number sentences that are in each fact family. If needed, your child can use the ten frame on the flash card as a visual cue. For example,  $6 + 3 = 9$ ,  $3 + 6 = 9$ ,  $9 - 6 = 3$ ,  $9 - 3 = 6$

$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	<table border="1" style="border-collapse: collapse;"><tr><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td><td style="text-align: center;">●</td></tr><tr><td style="text-align: center;">●</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;">x</td><td style="text-align: center;"> </td></tr></table>	●	●	●	●	●	●	x	x	x	
●	●	●	●	●							
●	x	x	x								
Group C											

**Addition Facts with Sums More Than Ten.** Listen to your child describe his or her strategy for solving these facts. The use ten or make ten strategies are most appropriate for these addition problems.

●	●	●	●	●	
●	x	x	x	x	x



Shannon

If  $6 + 4 = 10$  then  $6 + 5 = 11$   
or one more.

Thank you for taking time to talk with your child about what he or she is doing in math.

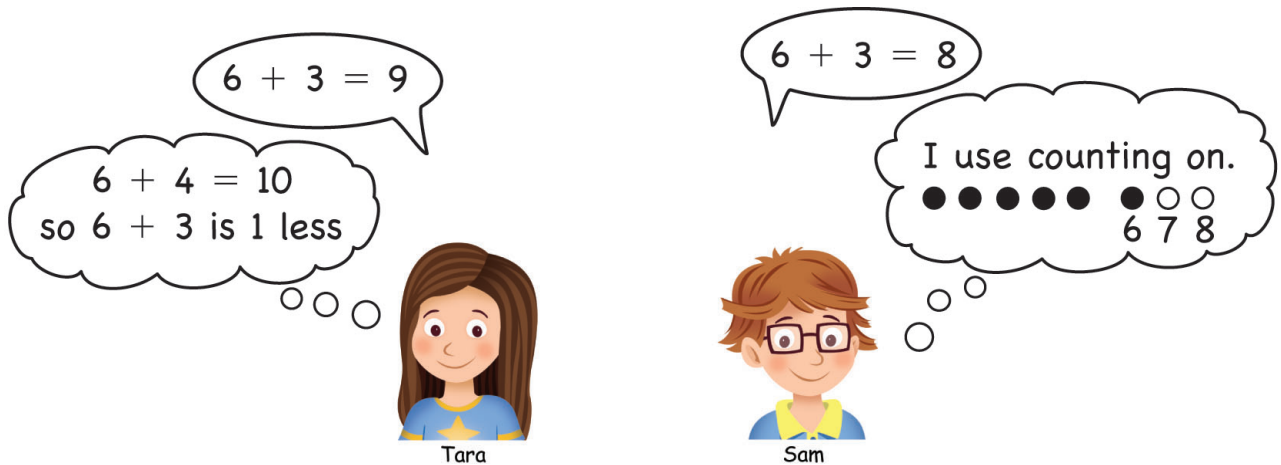
Sincerely,

# Unit 14: 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 Strategies



Do you agree with Tara or Sam? Explain.

---



---



---

**Part 3 Find the Missing Number**

Use ten frames, the number line, counters, or your own strategy.

A.  $4 + 6 = \square + 3$

B.  $\square + 3 = 7 + 2$

C.  $3 + \square = 9 + 2$

D.  $5 + 6 = 7 + \square$

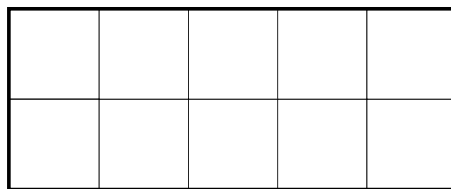
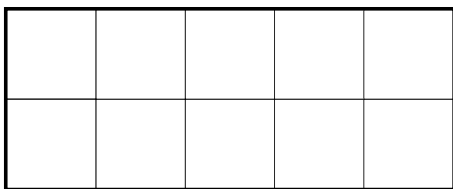
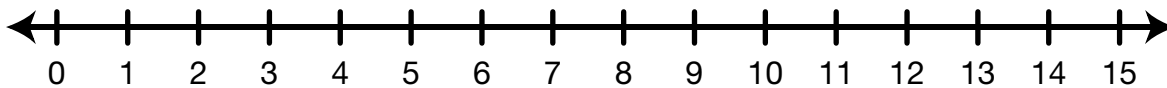
E.  $2 + \square = 5 + 5$

F.  $\square + 6 = 8 + 1$

G.  $\square + 5 = 1 + 9$

H.  $3 + 7 = \square + 8$

I. Show or tell how you know H is true.



**Part 4 Use 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

**A.**  $22 + 10 = \square$

**B.**  $37 + 30 = \square$

**C.**  $25 + 25 = \square$

**D.**  $19 + 30 = \square$

**E.**  $18 + 20 = \square$

**F.**  $29 + 50 = \square$

**G.**  $31 + 40 = \square$

**H.**  $36 + 40 = \square$

**I.** Explain how you used the 100 Chart to solve G.

**Part 5 Finish the Pattern**

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

- A.** 3, 6, 9, \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_
- B.** 16, 14, 12, \_\_\_\_\_, \_\_\_\_\_, 6, 4
- C.** 40, 35, \_\_\_\_\_, 25, 20, \_\_\_\_\_, \_\_\_\_\_
- D.** 60, 70, 80, \_\_\_\_\_, \_\_\_\_\_
- E.** 4, 8, 12, \_\_\_\_\_, \_\_\_\_\_
- F.** 13, 14, 23, 24, 33, \_\_\_\_\_, 43, \_\_\_\_\_
- G.** 6, 16, \_\_\_\_\_, \_\_\_\_\_, 46, 56, \_\_\_\_\_

**Part 6 Find the Total Value**

Find the total amount of money for each problem. Use labels to show what your numbers mean.

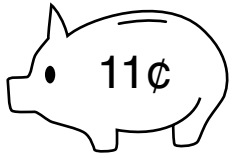
1.



\_\_\_\_\_ ¢

Number sentence \_\_\_\_\_

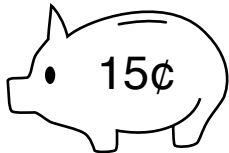
2.



\_\_\_\_\_ ¢

Number sentence \_\_\_\_\_

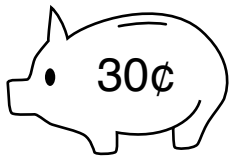
3.



\_\_\_\_\_ ¢

Number sentence \_\_\_\_\_

4.

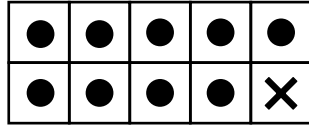


\_\_\_\_\_ ¢

Number sentence \_\_\_\_\_

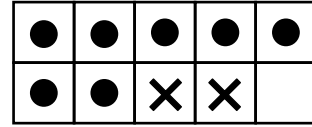
# Addition Flash Cards: Group C

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$



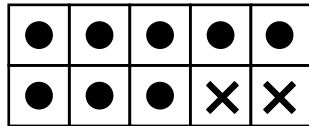
Group C

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$



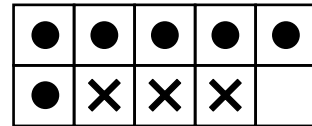
Group C

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



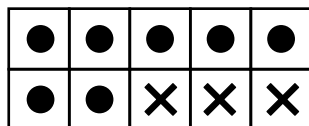
Group C

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$



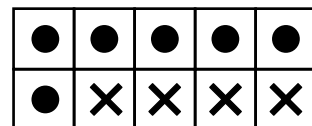
Group C

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$



Group C

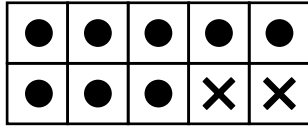
$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$



Group C

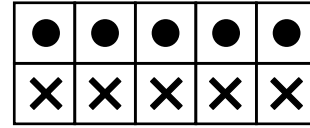


$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$



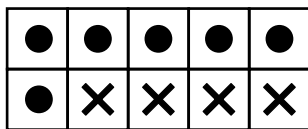
Group C

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$



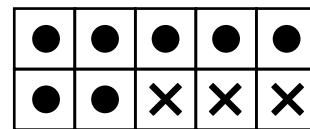
Group C

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$



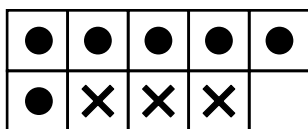
Group C

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$



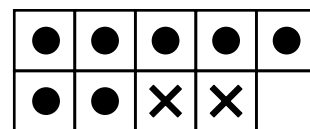
Group C

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$



Group C

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$



Group C



# Addition Facts I Know

**Circle the facts you know quickly.**

$\begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	
$\begin{array}{r} 0 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	
$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$		
$\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$		
$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$			
$\begin{array}{r} 0 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$			
$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$				
$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$				

# Work Samples

Name: Emily

A hand-drawn work sample for Emily. On the left, a rounded rectangle contains three items: a crown labeled '1', a cloud labeled '2', and a game controller labeled '3'. To the right of the box are several permutations of the numbers 1, 2, and 3, each accompanied by a small drawing of one of the items. The permutations shown are: 1. 2 1 (with a game controller), 2. 3 2 1 (with a crown), 3. 2 3 1 (with a cloud), 4. 3 1 2 (with a crown), 5. 1 2 3 (with a cloud), 6. 2 3 1 (with a game controller), 7. 3 2 1 (with a crown), and 8. 1 2 3 (with a cloud). A separate box on the right contains the number 8.

Name: Diana

A hand-drawn work sample for Diana. Six ovals are arranged horizontally, each containing a permutation of the letters S, F, and B. The permutations are: SFB, SBF, FBS, FSB, BFS, and BSF. Below the ovals, the text "6 ways" is written.

# Cups and Balls

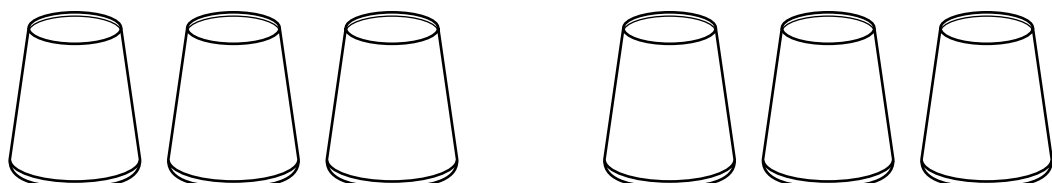
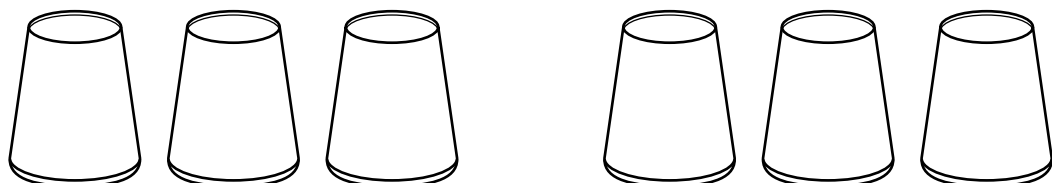
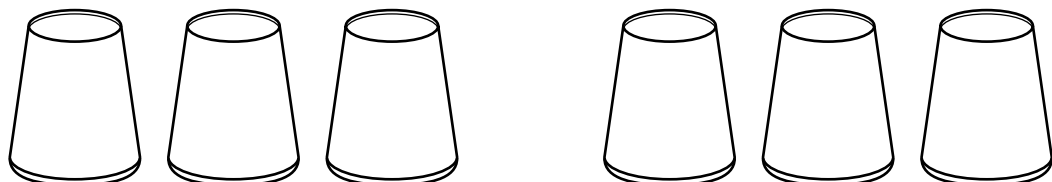
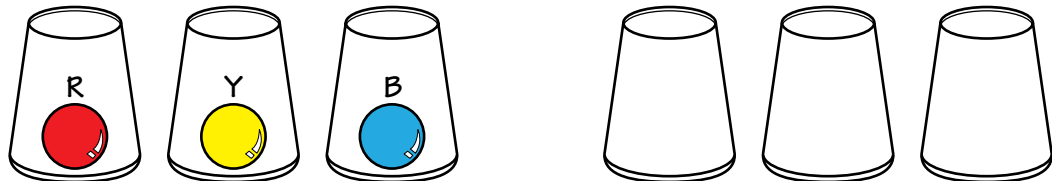


Dear Family Member:

In class your child heard the story *A Three Hat Day* by Laura Geringer and then found the number of ways the three hats could be worn at the same time in a different order. Help your child find all the ways three different colored balls can be put under three cups. They will need red, yellow, and blue crayons.

Thank you.

**Joe and Sue are playing Cups and Balls. A red, yellow, or blue ball is hiding under each cup. Joe moves the cups around and Sue tries to guess where the colored balls are. Show the different ways Joe can order the balls. One way is shown.**



## Collect Data at Home



Dear Family Member:

In class we are collecting information about pets. We are using the information to create number problems. In this homework assignment, we ask your child to count the number of doors, windows, and lamps or lights in three different rooms in your household. Your child will write number problems using the data.

Here is the first row of a sample chart.

Room	Doors	Windows	Lamps/Lights
Living Room	3	2	4

Sample number problem: How many more doors are there than windows in the living room?

Thank you.

Room	Doors	Windows	Lamps/Lights

Write three questions that use your data. Show or tell how you solve each problem.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# Ten Frames









Name \_\_\_\_\_ Date \_\_\_\_\_

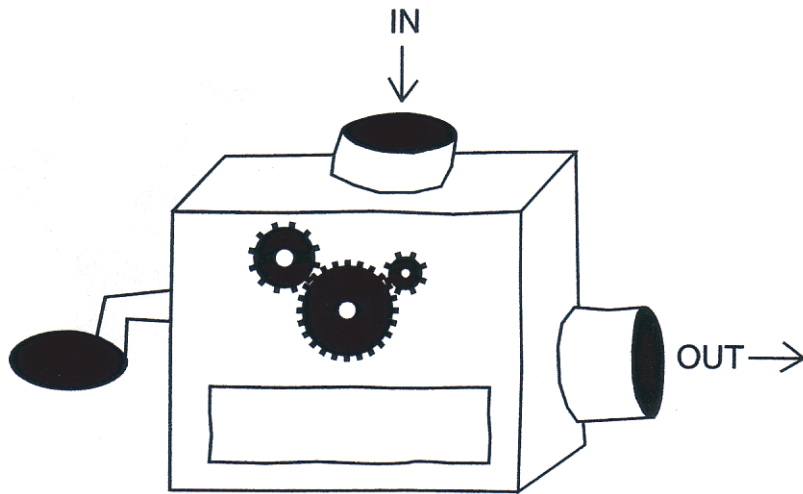
2. On Tuesday the family invited 50 people to dinner. How many plates will they need for their family of 4 and the 50 people?

Number sentence \_\_\_\_\_

3. Jack and Tess help Mother with the chores. Every morning they feed 36 chickens. They finished feeding 7. How many did they have left to feed?

Number sentence \_\_\_\_\_


# Rule Machine



Rule:		
Input	Output	Number Sentence

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# More Rule Machines

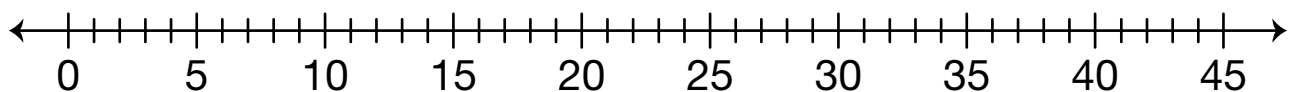


Dear Family Member:

In math class, students have been practicing addition and subtraction using Rule Machines. They apply the rule given at the top of the machines to each number in the Input column. They write the answer in the Output column and write the number sentences. Please ask your child to explain how to fill in a Rule Machine. Your child can use the number line or 100 Chart to help with these problems.

Thank you.

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



1.

Rule: Add 5		
Input	Output	Number Sentence
2	7	$2 + 5 = 7$
7		
12		
17		
22		
27		
32		
37		

2.

Rule: Add 10		
Input	Output	Number Sentence
8		
12		
15		
18		
20		
25		
29		
33		

# Number of Math Mice Features

Master

Number of Mice	Number of Gray Lines for Body	Number of Brown Tails	Number of Blue Dots for Eyes	Number of Red Dots for Mouth	Number of Pink Dots for Nose	Number of Black Whiskers	
1							
2							
3							
4							

TG • Grade 1 • Unit 14 • Lesson 5




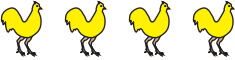
# Animal Boots



Dear Family Member:

In class we are solving problems with repeated addition. For example, the number of boots needed for 5 horses is  $4 + 4 + 4 + 4 + 4 = 20$ . Ask your child to explain to you how he or she solves these problems. Thank you.

**A farmer wants to buy boots for his horses and chickens. How many boots will he need to buy? Fill in the last two rows.**

	Animals	Number of Boots	Number Sentence
1.			
2.			
3.			
4.			
5.		16	
6.		18	

**Draw a picture on the back to show one way to find the answer to Question 5.**

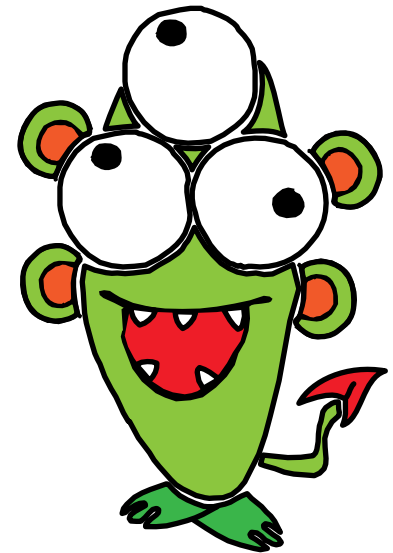
Name \_\_\_\_\_ Date \_\_\_\_\_

# Math Monsters

Fill in the table of the Math Monsters' ears.

Number of Ears

Number of Monsters	Number of Ears	Number Sentence
1	4	$4 = 4$
2		
3		
4		
5		
6		

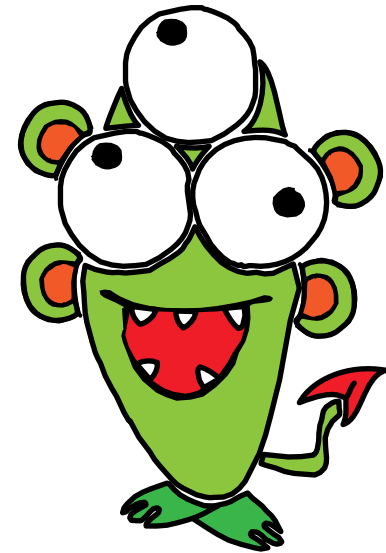


Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the table of the Math Monsters' teeth.

Number of Teeth

Number of Monsters	Number of Teeth	Number Sentence
1	5	$5 = 5$
2		
3		
4		
5		
6		



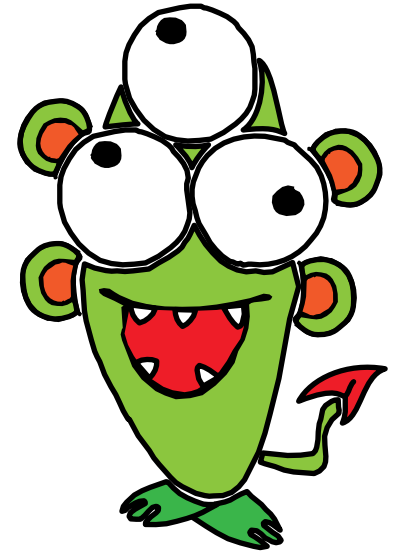


Name \_\_\_\_\_ Date \_\_\_\_\_

Fill in the table of the Math Monsters' eyes.

Number of Eyes

Number of Monsters	Number of Eyes	Number Sentence
1	3	$3 = 3$
2		
3		
4		
5		
6		



Name \_\_\_\_\_ Date \_\_\_\_\_

## Solving Golden Reward Problems

Choose word problems to solve. Show or tell how you solved them. Include labels.

_____ 's problem	_____ 's problem
_____ 's problem	_____ 's problem

## Babs the Basset Hound



Dear Family Member:

In class, we have been solving repeated addition and repeated subtraction problems using drawings, number lines, a 100 Chart, and connecting cubes. Provide counters such as pennies, buttons, or coins if necessary.

Thank you.

**Answer the three questions about a dog named Babs. Show your work in words, pictures, or number sentences.**

1. Babs had 3 hiding places. If each place had 4 bones, how many bones does she have?



