

# LETTER HOME

## Exploring Numbers

Dear Family Member:

In this unit, your child will explore numbers and use problem-solving strategies. He or she will solve addition and subtraction problems, skip count, and identify even and odd numbers.

Your child will use a 200 Chart to identify patterns and show numbers within intervals. He or she will explore addition and subtraction using a 200 Chart, the number line, and manipulatives. See Figure 1. The activities in this unit will help your child bring meaning to written numbers. Keep the 200 Chart on the back of this letter to help your child with homework.

Help your child with the concepts in this unit by playing the following game:

- **Play I Am Thinking of a Number.** Give players one clue, such as “I am thinking of a number that is less than 50.” Players ask yes or no questions that will help them identify the number (for example, “Is it greater than 25?” or “Is it between 20 and 30?”). The player who names the correct number thinks of the next number for others to figure out. Use the 200 Chart as you play.

### Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts in Groups D.

**Addition Facts.** Students review and practice the following addition facts to develop fluency:

Group D:  $3 + 3$ ,  $3 + 4$ ,  $4 + 4$ ,  $4 + 5$ ,  $6 + 6$ ,  $6 + 7$ ,  $7 + 7$ ,  $7 + 8$ ,  $8 + 8$ ,  $10 + 9$ ,  $10 + 10$ .

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 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 facts in Group D involve doubles and near doubles.

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:  $30 + 30$ ,  $70 + 80$ ,  $24 + 5$ .

Sincerely,

To solve  $96 - 23$  I move back two rows of ten: 86, 76. Then back three more, 75, 74, 73.  $96 - 23 = 73$ .

200 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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

**Figure 1:** Students use a 200 Chart to become familiar with relationships among numbers and to solve problems

# 200 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
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200