

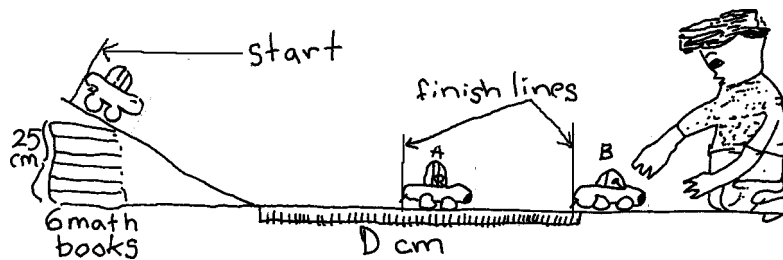
LETTER HOME

Going to Great Lengths

Dear Family Member:

Students will learn techniques for estimating and measuring lengths. They will apply measurement concepts and skills as they begin measuring with nonstandard units, palms and footprints, and then transition to standard units: inches, feet, yards, centimeters, and meters. They will measure real-life objects including stuffed animals from home, and longer lengths such as tape lines on the floor to show the length of various large animals.

Students will then apply measurement skills as they use the TIMS Laboratory Method to investigate how far different cars roll when released from the top of a ramp. This activity highlights estimating, measuring accurately, recording data, and making sure the experiment is fair.



We encourage you to look for mathematical opportunities at home. For example:

Measure and Estimate at Home. Select various objects and distances at home. Ask your child what unit they think would be an appropriate unit to estimate and measure the length of the object. Use a standard unit like inches, feet, or meters or a nonstandard unit like footprints, palms, arm spans. As you estimate and measure, use words such as *long*, *tall*, *short*, *longer*, *taller*, *shorter*, *longest*, *tallest* and *shortest* where appropriate.

Roll Cars. Help your child set up a ramp similar to the one he or she used in class. Help your child roll the car down the ramp and measure how far it rolls. After several runs with one car, suggest changing one aspect, such as the height of the ramp or the car being used. Encourage your child to talk about what is happening.

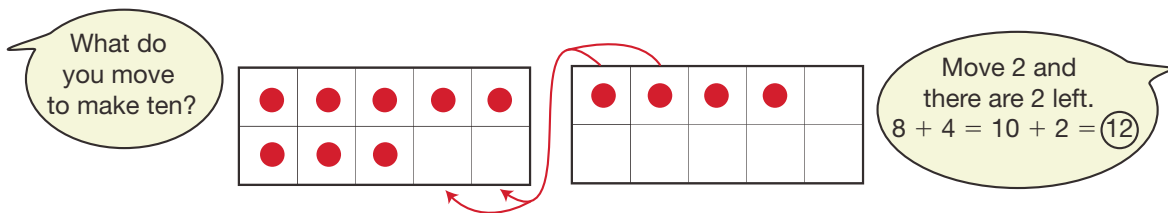
Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group E to develop strategies for those with sums larger than 10. The facts in this group involve the make-ten and use-ten strategies.

Group E: $5 + 7$, $8 + 4$, $8 + 5$, $9 + 3$, $9 + 4$, $9 + 5$, $10 + 1$, $10 + 2$, $10 + 3$

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 a small group each night. As your child goes through the facts, 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, use two sets of *0–10 Small Ten Frame Cards* to practice using the make-ten strategy to solve addition problems. Show your child two cards and ask what they would move to make ten.

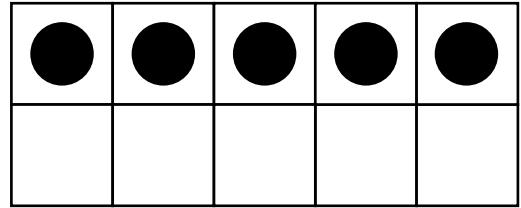
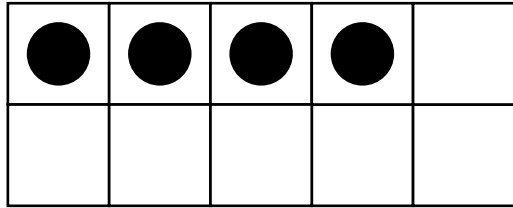
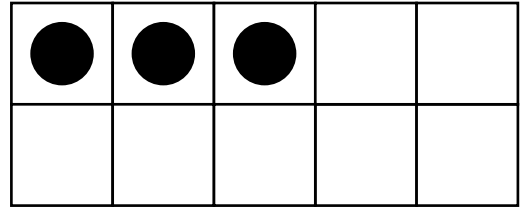
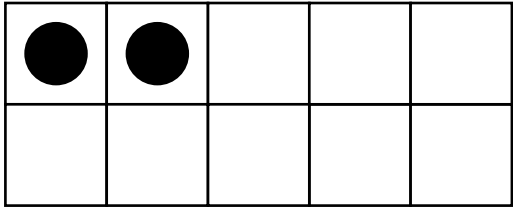
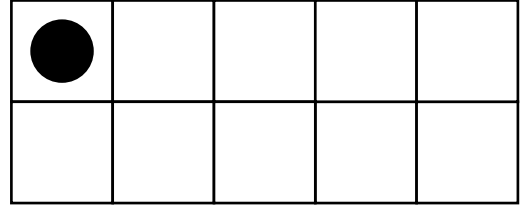
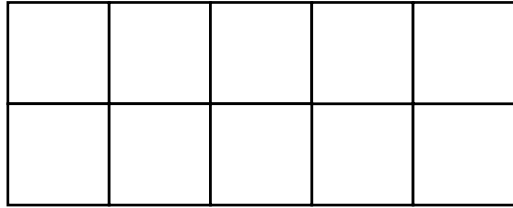


For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child develop strategies for the related subtraction facts (e.g. “If I know that $8 + 5 = 13$, what is $13 - 8$?”).

Sincerely,

0-10 Small Ten Frame Cards





●	●	●	●	●
●				

●	●	●	●	●
●	●			

●	●	●	●	●
●	●	●		

●	●	●	●	●
●	●	●	●	

●	●	●	●	●
●	●	●	●	●

Unit 5: Home Practice

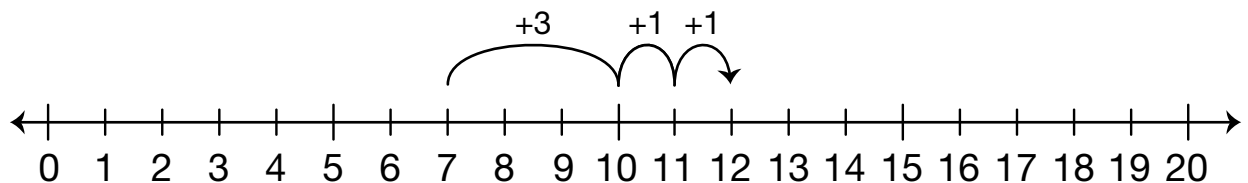
Part 1 Addition Flash Cards: Group F

Take home your Triangle Flash Cards: Group F. 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. Update your *Addition Facts I Know* chart. 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.

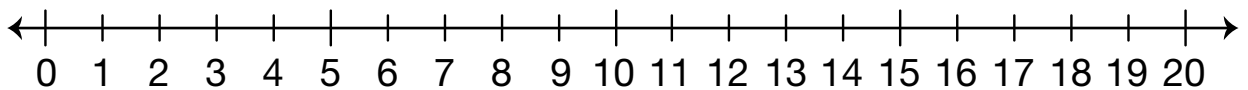
Part 2 Fact Strategies: Group F

Make ten to solve each fact. Show your solutions on the number line.

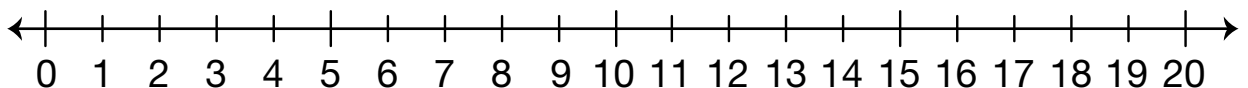
Example: $7 + 5 = 12$



A. $8 + 6 = \square$



B. $9 + 9 = \square$



Part 3 Math Facts Practice

A. $15 = \square + 5$

B. $9 + \square = 16$

C. $9 + 9 = \square$

D. $\square + 8 = 18$

E. $6 + \square = 14$

F. $10 + \square = 16$

G. $\square + 9 = 17$

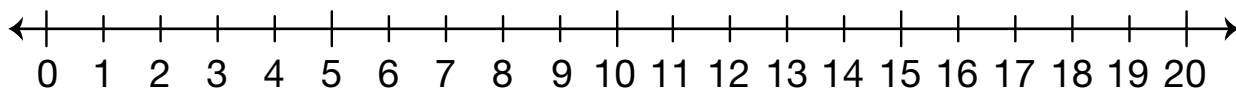
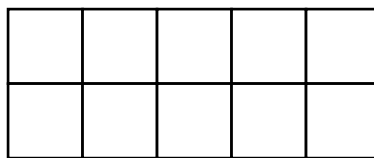
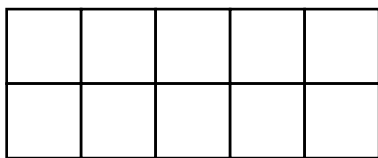
H. $10 + 4 = \square$

I. $\square + 7 = 17$

J. $9 + \square = 15$

K. Show your strategy for solving Question J.

L. Show how to solve it another way.



Part 4 True or False

A. $5 + 1 + 3 = 4 + 6$ _____

B. $3 + 6 = 3 + 3 + 3$ _____

C. $7 + 4 = 10$ _____

D. $3 + 4 + 2 = 7 + 3$ _____

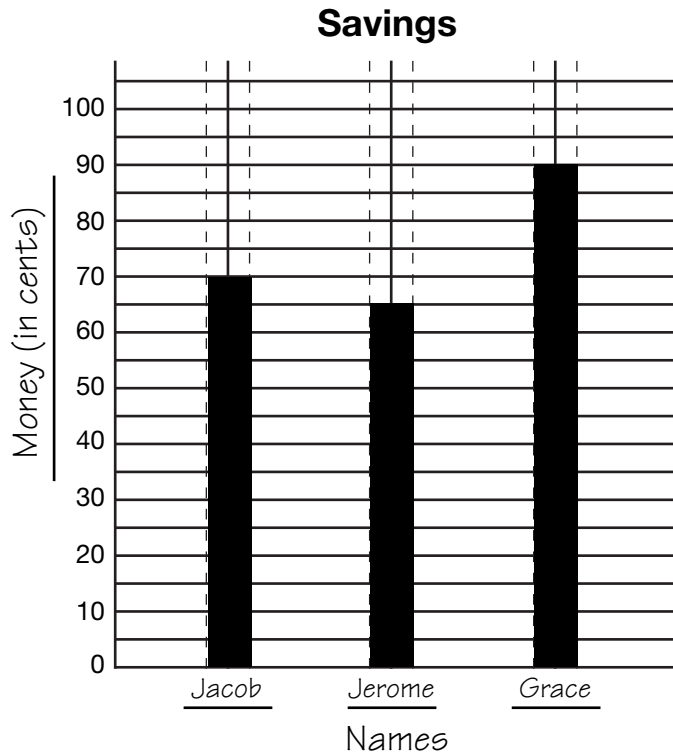
E. $8 + 4 = 10 + 2$ _____

F. $8 + 1 = 11$ _____

G. Show or tell how you solved Question E.

Part 5 Savings

Jacob and his friends are saving to buy a dart board. They need \$6.00. The graph below shows how much each of the friends has saved.



1. How much has each friend saved?

Jacob _____ Jerome _____ Grace _____

2. Choose one of the friends from the graph and draw the coins to show how much he or she has saved.

Name _____ Amount from graph _____

Name _____ Date _____

3. Who has saved the most? How do you know?

4. How much more has Grace saved than Jacob? Write a number sentence to show the problem.

Number sentence _____

5. Jerome added 15¢ to his savings. How much does he have now? Make Jerome's bar on the graph show his new total.

6. How much have all three friends saved altogether? _____

7. If they need \$6.00, how much more do they need to save?

Part 6 Addition at the Carnival

Solve the following problems. Use a number line.

At the carnival, the balloon seller has 5 red balloons, 1 yellow balloon, 6 blue balloons and 2 green balloons. He sells the balloons for 5 cents each.

1. How many balloons does the balloon seller have?

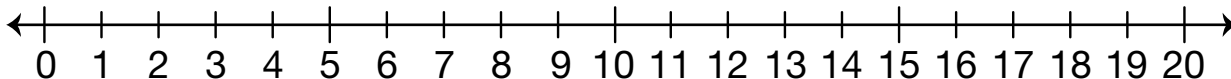
Number sentence _____

2. Marcus has 30¢. He bought 1 blue and 2 red balloons.

A. How much did Marcus spend? _____

B. How much money does he have left? _____

3. How many balloons does the seller have left after he sold the three balloons to Marcus?

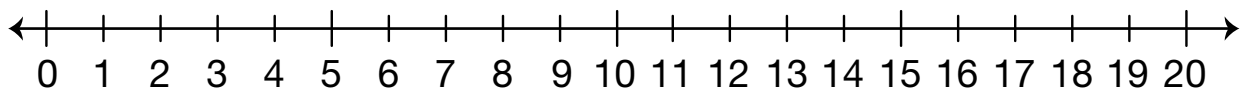


4. Mrs. Carter is buying 1 balloon for each of her children. She has 4 children.

A. How much money does she need to give the balloon seller? Show how you solved the problem.

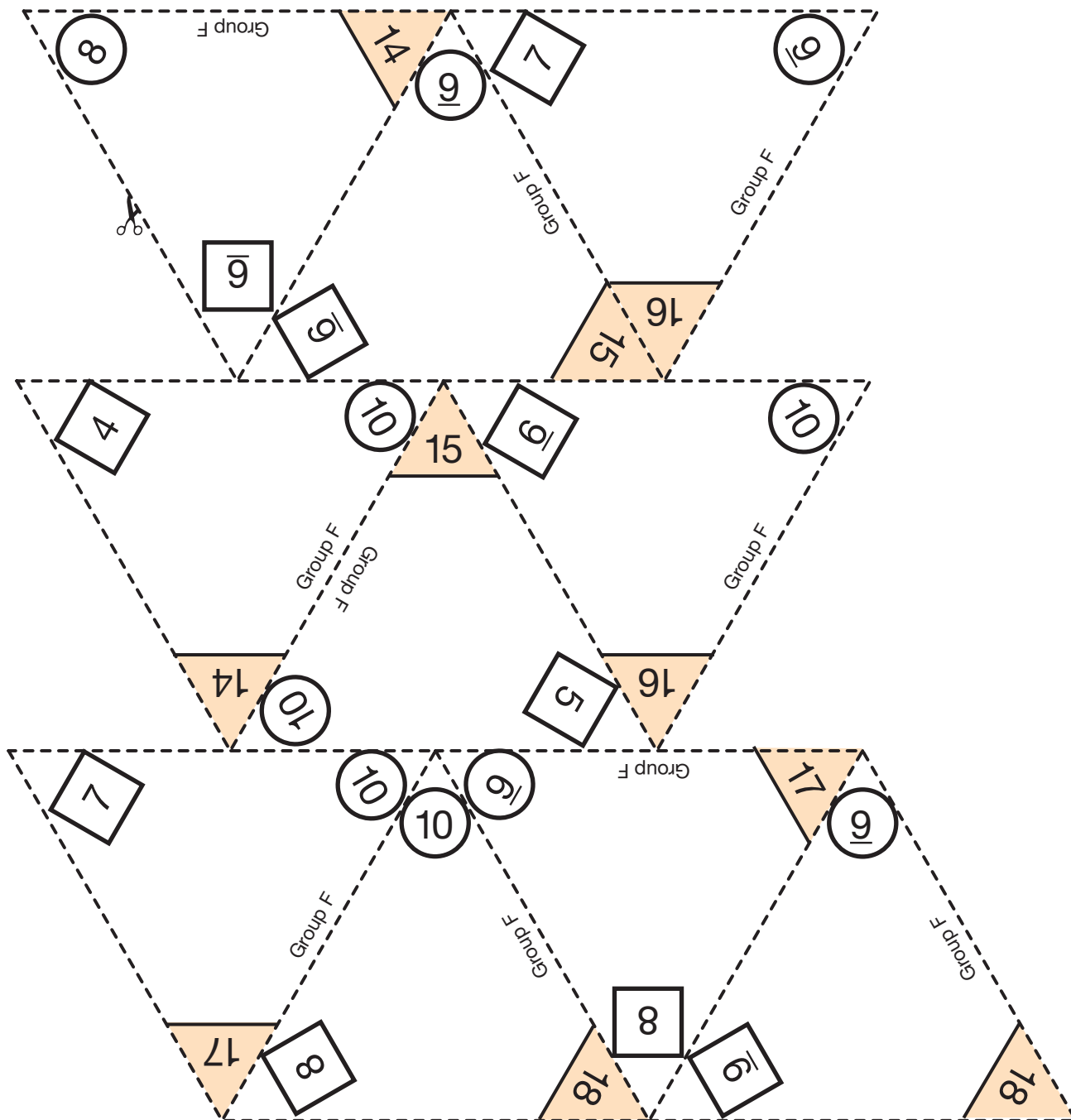
B. Now how many balloons does the seller have left?

5. If the balloon seller sells all of his balloons, how much money would he make? Show or tell how you solve the problem.



Triangle Flash Cards: Group F

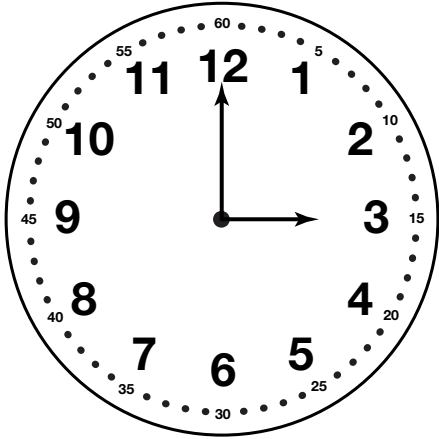
- To practice an addition fact, cover the corner with the highest number. Add the two uncovered numbers.
- To practice a subtraction fact, cover one of the smaller numbers and subtract from the highest number.



I Have, Who Has Game Cards

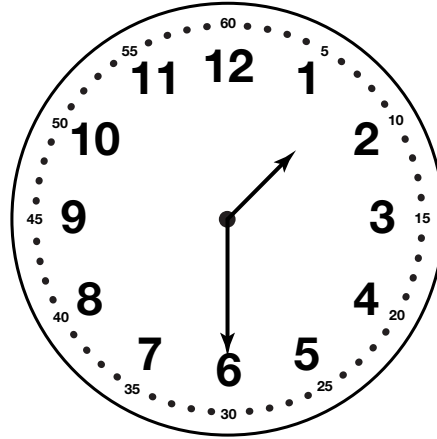


I have



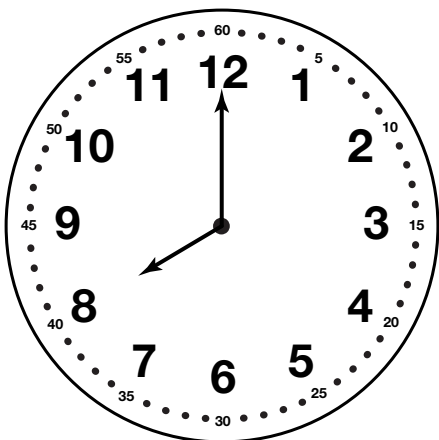
Who has 1:30?

I have



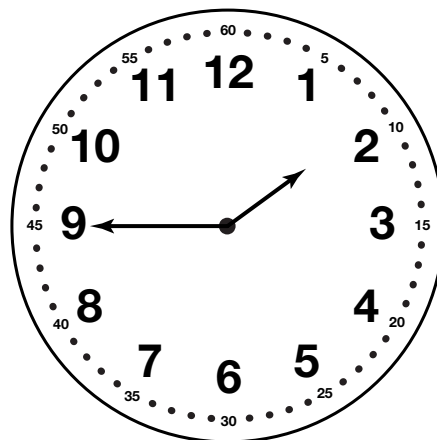
Who has 8:00?

I have



Who has 1:45?

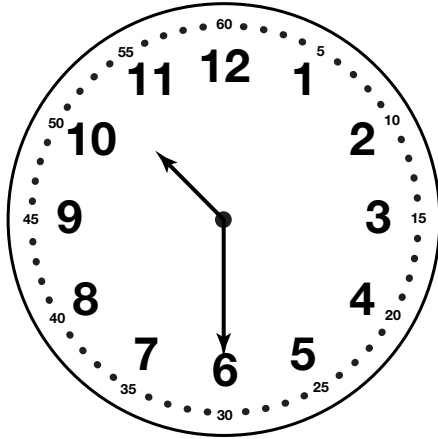
I have



Who has 10:30?

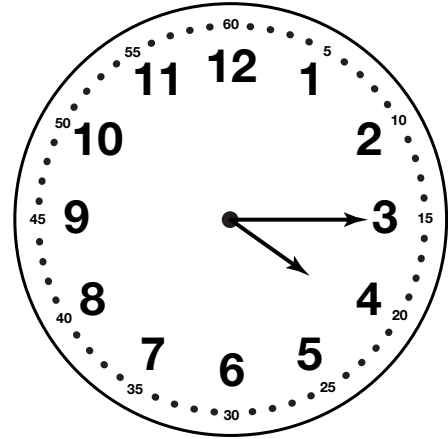


I have



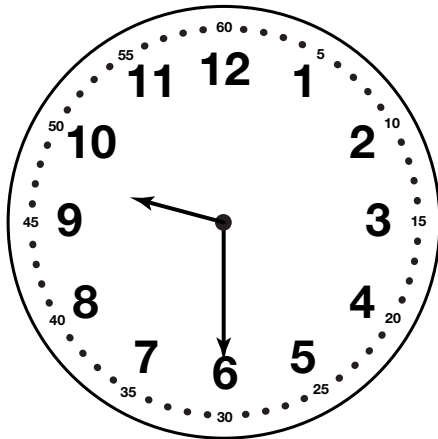
Who has 4:15?

I have



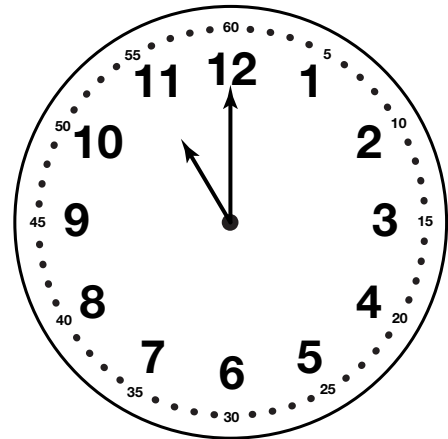
Who has 9:30?

I have



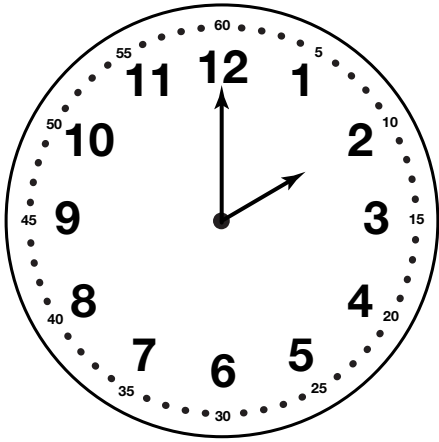
Who has 11:00?

I have



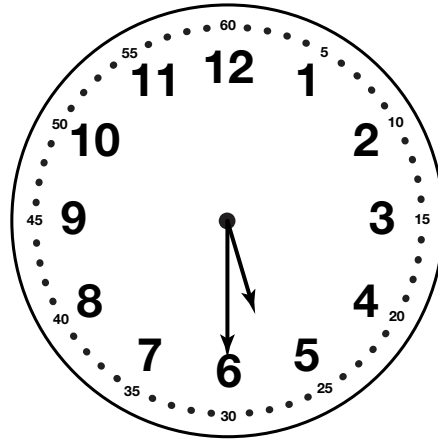
Who has 2:00?

I have



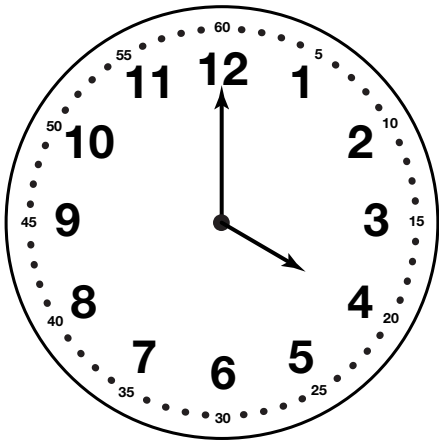
Who has 5:30?

I have



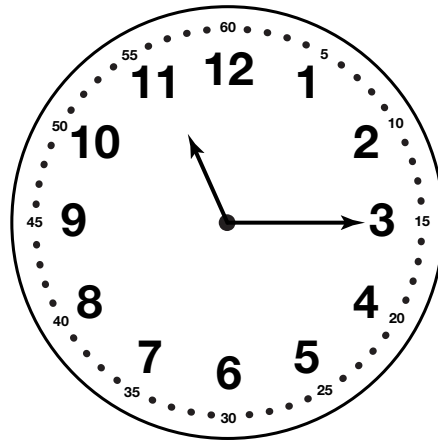
Who has 4:00?

I have



Who has 11:15?

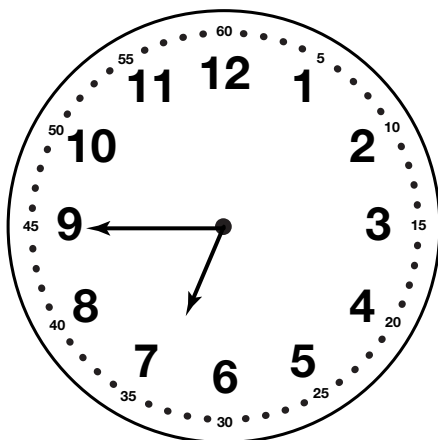
I have



Who has 6:45?

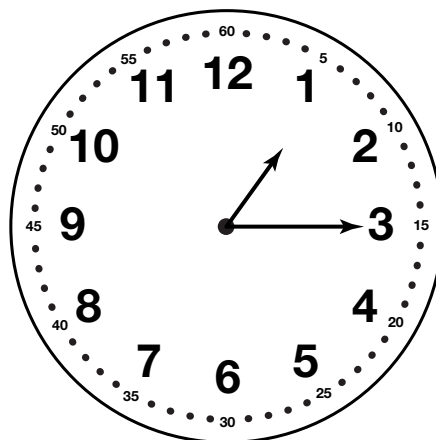


I have



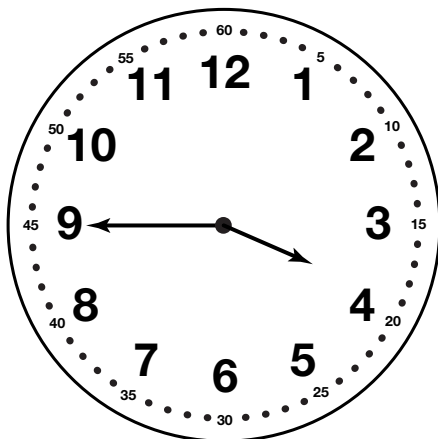
Who has 1:15?

I have



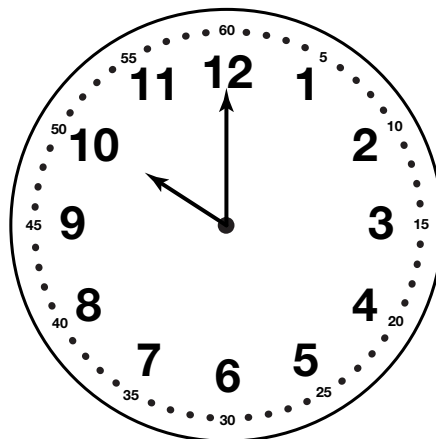
Who has 3:45?

I have



Who has 10:00?

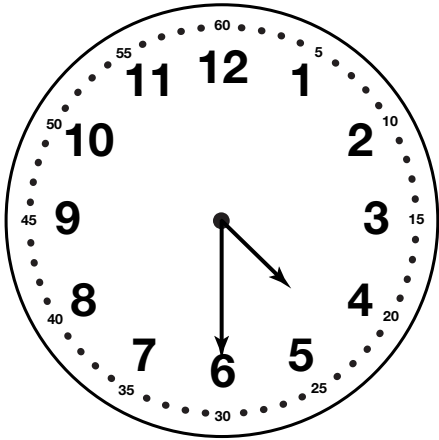
I have



Who has 4:30?

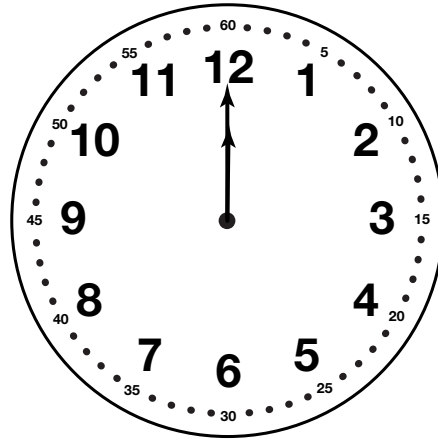


I have



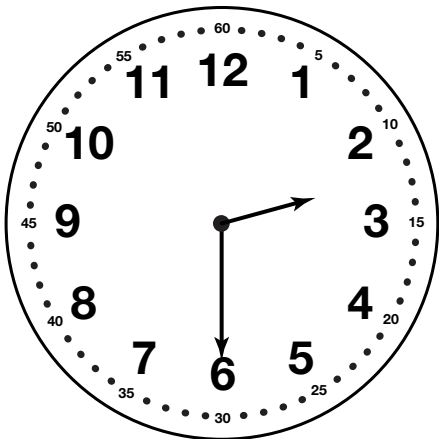
Who has 12:00?

I have



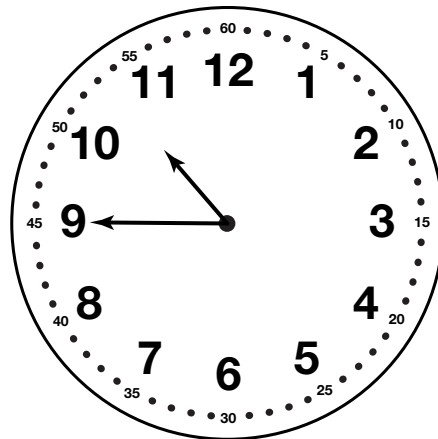
Who has 2:30?

I have



Who has 10:45?

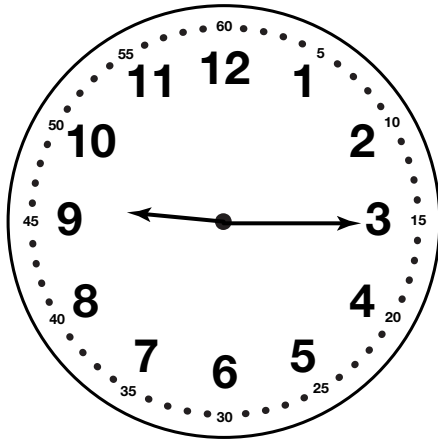
I have



Who has 9:15?

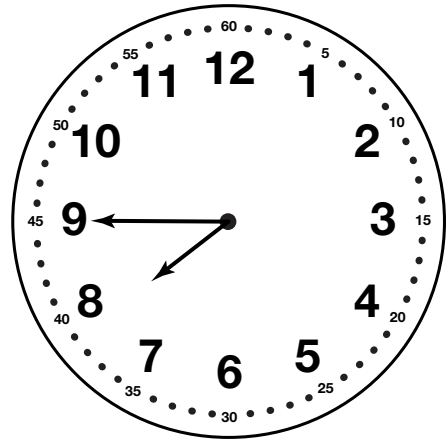


I have



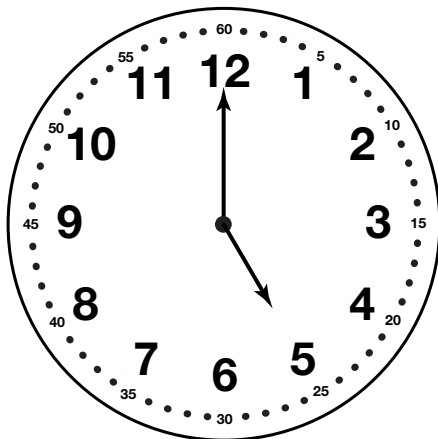
Who has 7:45?

I have



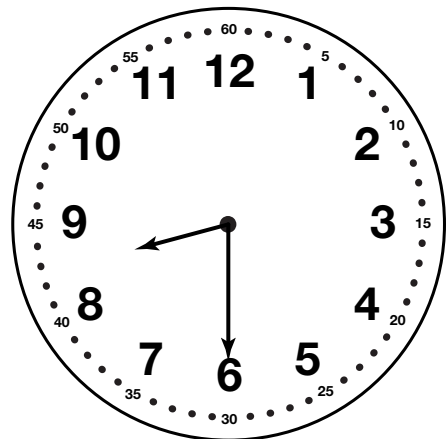
Who has 5:00?

I have



Who has 8:30?

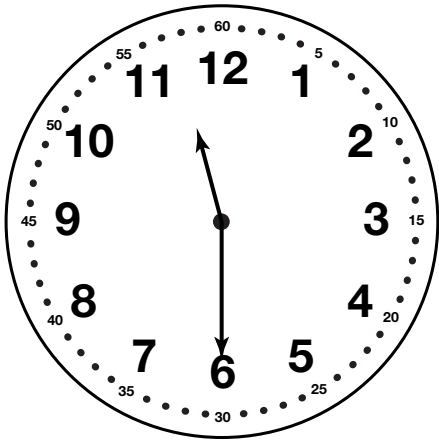
I have



Who has 11:30?

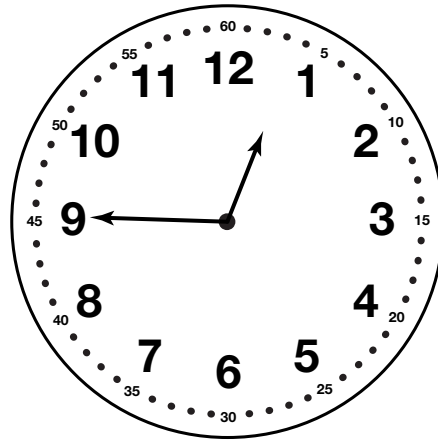


I have



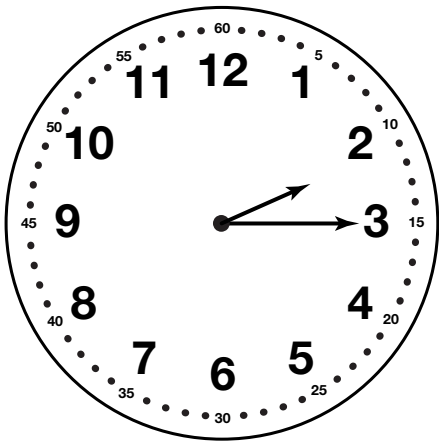
Who has 12:45?

I have



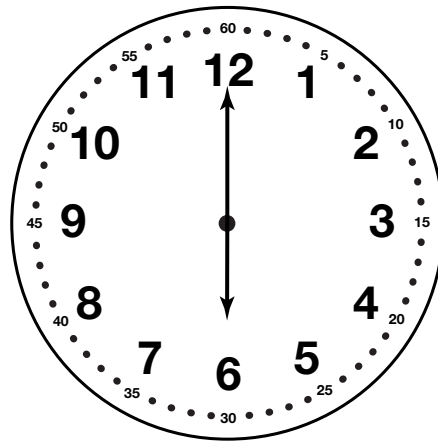
Who has 2:15?

I have



Who has 6:00?

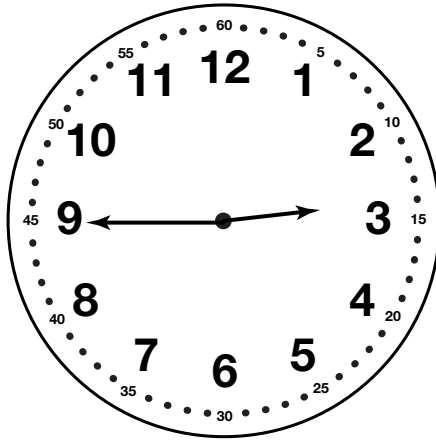
I have



Who has 2:45?

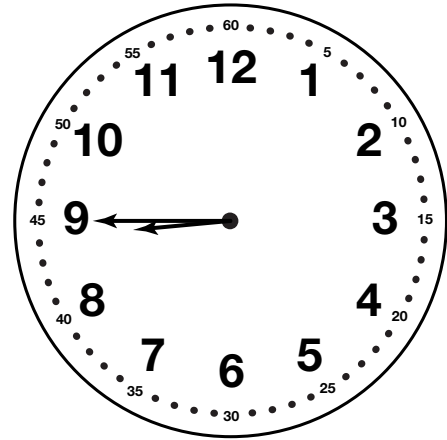


I have



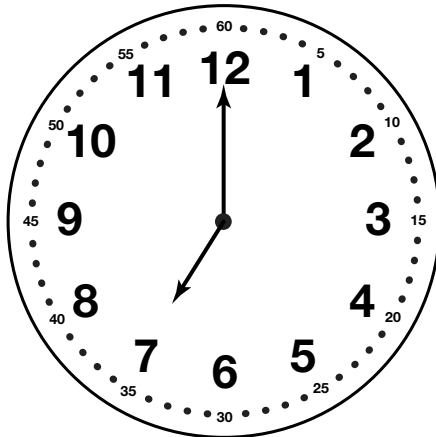
Who has 8:45?

I have



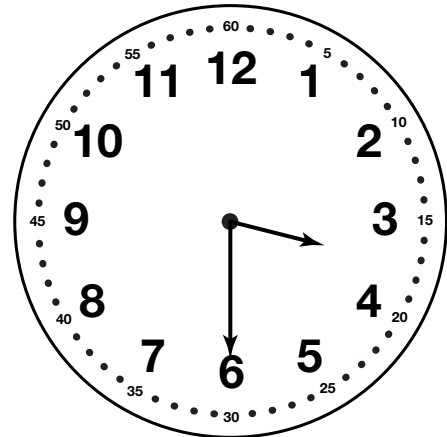
Who has 7:00?

I have



Who has 3:30?

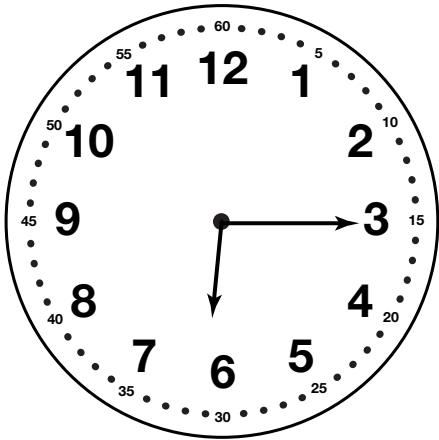
I have



Who has 6:15?

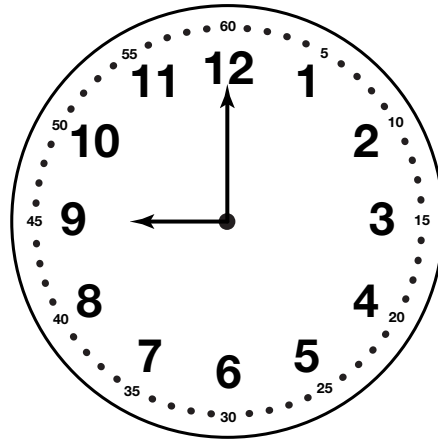


I have



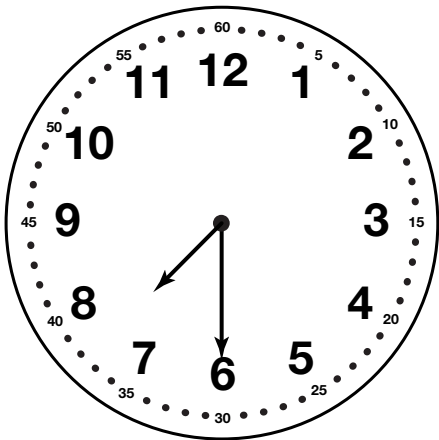
Who has 9:00?

I have



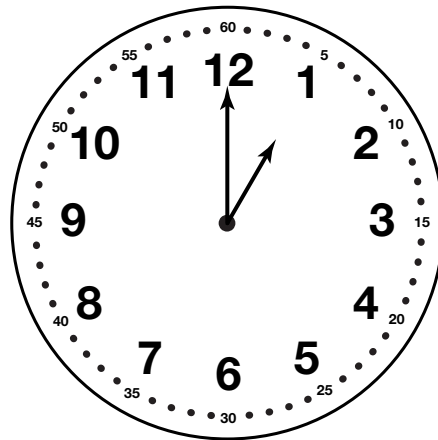
Who has 7:30?

I have



Who has 1:00?

I have



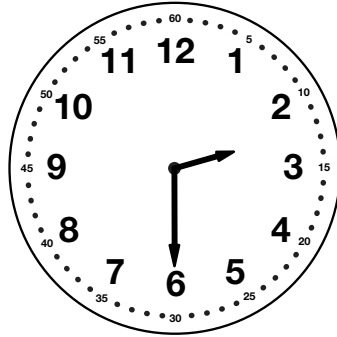
Who has 3:00?

Telling Time

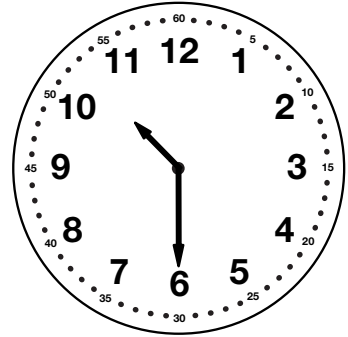


1. Tell and write the time.

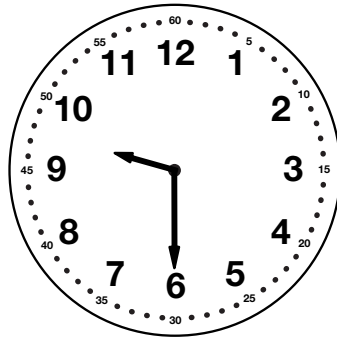
A.



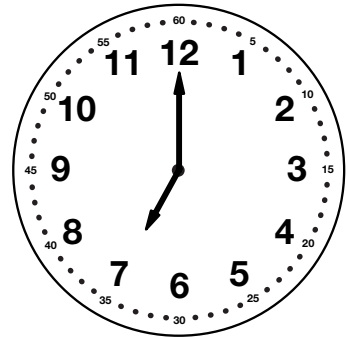
B.



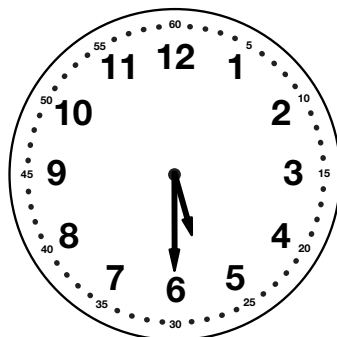
C.



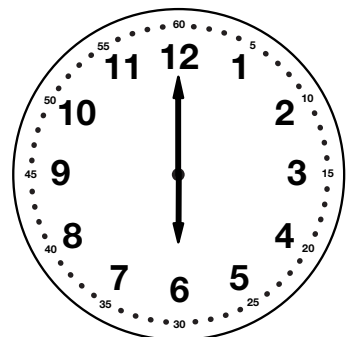
D.



E.

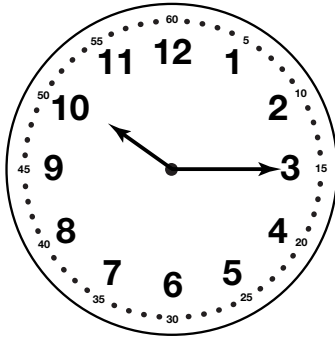


F.

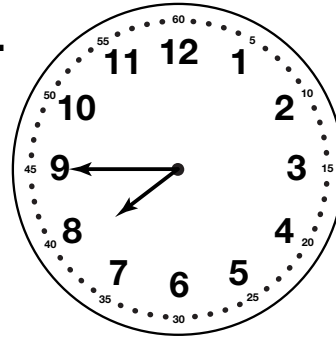


2. Write the correct time under each clock.

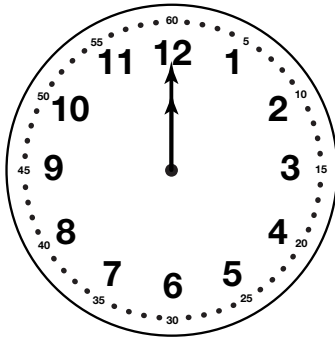
A.



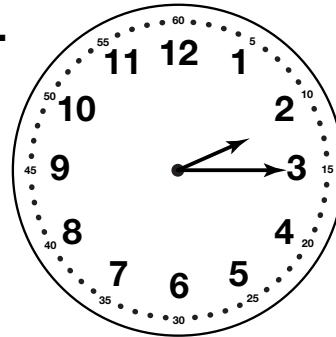
B.



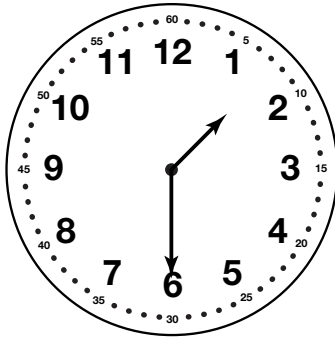
C.



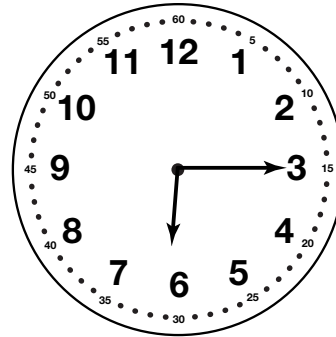
D.



E.



F.



12:00
6:15
1:30
7:45
10:15
2:15

Marshmallows and Containers Problems



Michael and Johnny collected the data below. Use their data to answer the following questions.

Marshmallows and Containers

C Container	N Number of $\frac{\text{Marshmallows}}{\text{unit}}$
A	103
B	170
C	110

1. How many more marshmallows can Container B hold than Container A? Show or tell how you know.
2. How many more marshmallows can Container B hold than Container C? Show or tell how you know.
3. Can the marshmallows from Containers A and C together fit into an empty Container B? Show or tell how you found your answer.

Fifty Wins Game

This game is for two players. The goal is to be the first to get fifty connecting cubes on the board.

Materials

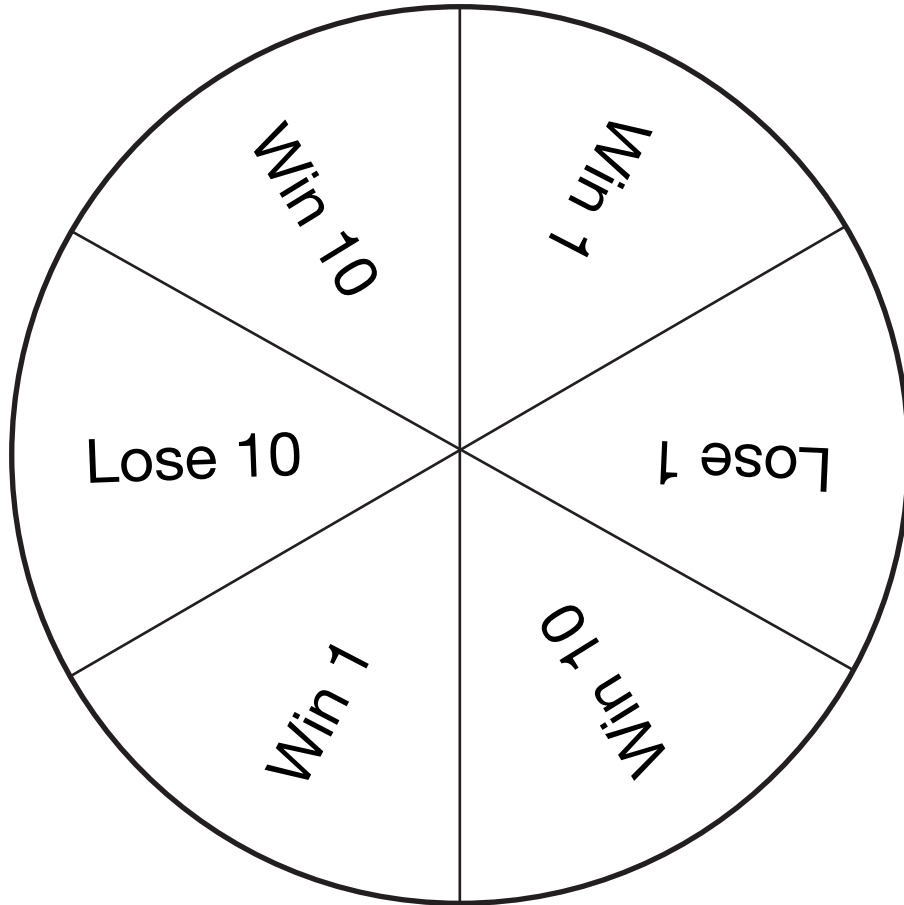
- Fifty Wins Game Spinner
- Fifty Wins Game Board
- a clear plastic spinners or a pencil and a paper clip
- 50 cubes per player

Directions

Players take turns spinning the spinner and placing that number of connecting cubes on the board.

- Connecting cubes can be added one at a time in the small boxes on the game board.
- When ten single connecting cubes are collected, move them to a big box on the game board.
- Connecting cubes can be added to or taken away from the big boxes only in groups of ten.

Fifty Wins Game Spinner



Name _____ Date _____

Fifty Wins Game Board

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10	10	10	10	10
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Matching Cubes and Numbers



Dear Family Member:

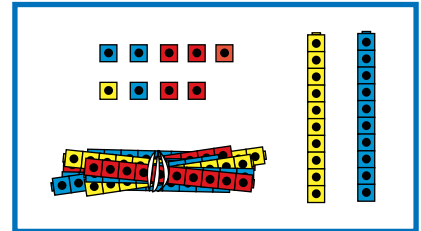
Your child is learning about place value in class and using cubes to represent numbers. Help your child match the numbers and the pictures below.

Thank you.

Draw a line to match the models and the numbers.

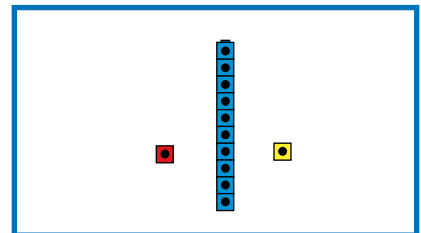
1.

Bundles of 100	Stacks of 10	Leftovers
	1	2



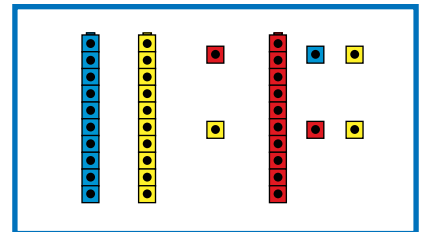
2.

Bundles of 100	Stacks of 10	Leftovers
	3	6



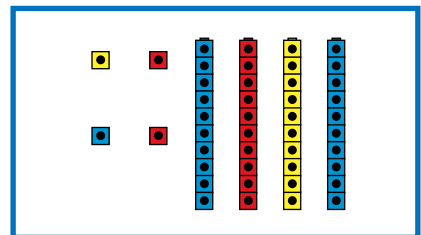
3.

Bundles of 100	Stacks of 10	Leftovers
	4	4



4.

Bundles of 100	Stacks of 10	Leftovers
1	2	9



Draw pictures to represent the numbers and write a number sentence. The first number sentence is done for you.

5.

Bundles of 100	Stacks of 10	Leftovers
	1	5



Number sentence 10 + 5 = 15

6.

Bundles of 100	Stacks of 10	Leftovers
1	2	3

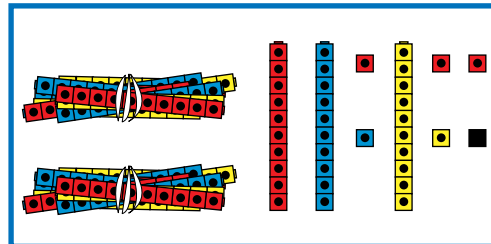


Number sentence _____

Fill in the tables. Write a number sentence to match.

7.

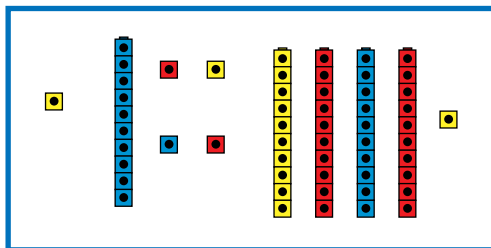
Bundles of 100	Stacks of 10	Leftovers



Number sentence _____

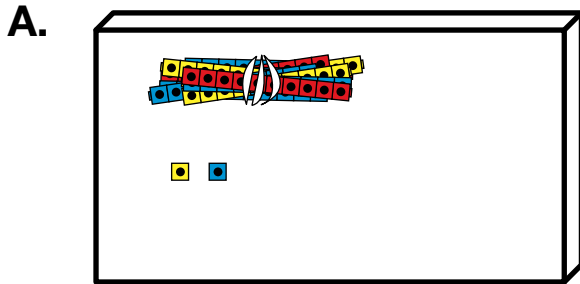
8.

Bundles of 100	Stacks of 10	Leftovers



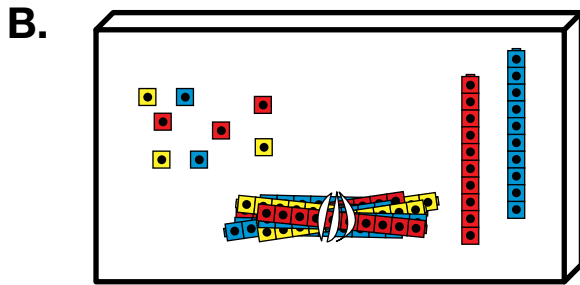
Number sentence _____

Cubes on Desks



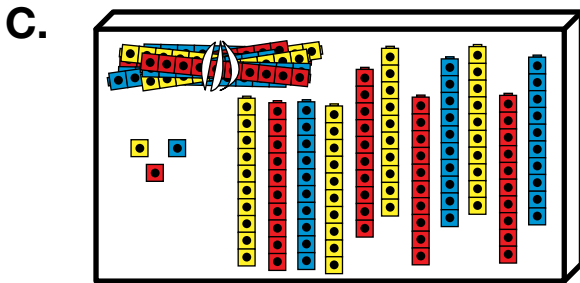
Hundreds	Tens	Ones

Number sentence _____



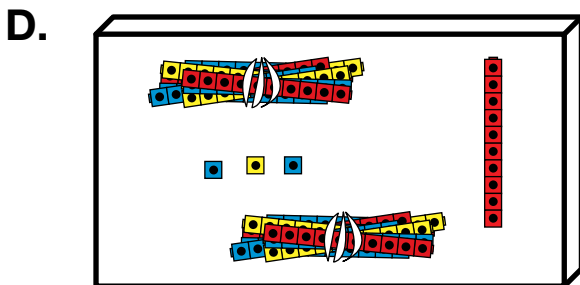
Hundreds	Tens	Ones

Number sentence _____



Hundreds	Tens	Ones

Number sentence _____



Hundreds	Tens	Ones

Number sentence _____

Putting Together and Taking Apart

Use connecting cubes to build each number two ways.
Complete the tables.

1.

Number	Tens	Ones	Number Sentence
48			
48			

2.

Number	Tens	Ones	Number Sentence
	5	0	
	3	20	

3.

Number	Tens	Ones	Number Sentence
35			$30 + 5 = 35$
35			$20 + 15 = 35$

4. Is $10 + 25 = 20 + 15$ a true number sentence? Show or tell how you know.

Name _____

Date _____

**Putting Together and Taking Apart
Feedback Box**

	Expectation	Check In	Comments
Represent quantities (to the hundreds) using connecting cubes and symbols. [Q# 1–3]	E1		
Compose and decompose numbers using ones, tens, and hundreds. [Q# 1–3]	E2		
Show different partitions of numbers using connecting cubes and number sentences. [Q# 1–3]	E3		
Read and write numbers to the hundreds. [Q# 1–3]	E5		
Make connections between place value concepts and representations of numbers with connecting cubes and number sentences. [Q# 1–3]	E6		
Recognize that different partitions of a number have the same total. [Q# 4]	E7		

	Yes ...	Yes, but ...	No, but ...	No...
<p>MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 1–4]</p>				

Building More Numbers



Complete the tables to show how each number can be built with tens and ones in two different ways. Write a number sentence for each way. You can use dimes, pennies, or other counters.

Example:

Number	Tens	Ones	Number Sentence
23	2	3	$20 + 3 = 23$
23	1	13	$10 + 13 = 23$

1.

Number	Tens	Ones	Number Sentence
50	5	0	$50 + 0 = 50$
50		10	

2.

Number	Tens	Ones	Number Sentence
45			$40 + 5 = 45$
45			$20 + 25 = 45$

3.

Number	Tens	Ones	Number Sentence
86			
86			

4.

Number	Tens	Ones	Number Sentence
	7	5	
	5	25	

5.

Number	Tens	Ones	Number Sentence
	6	4	
	5	14	

6.

Number	Hundreds	Tens	Ones	Number Sentence
125				$100 + 20 + 5 = 125$
125				$100 + 10 + 15 = 125$

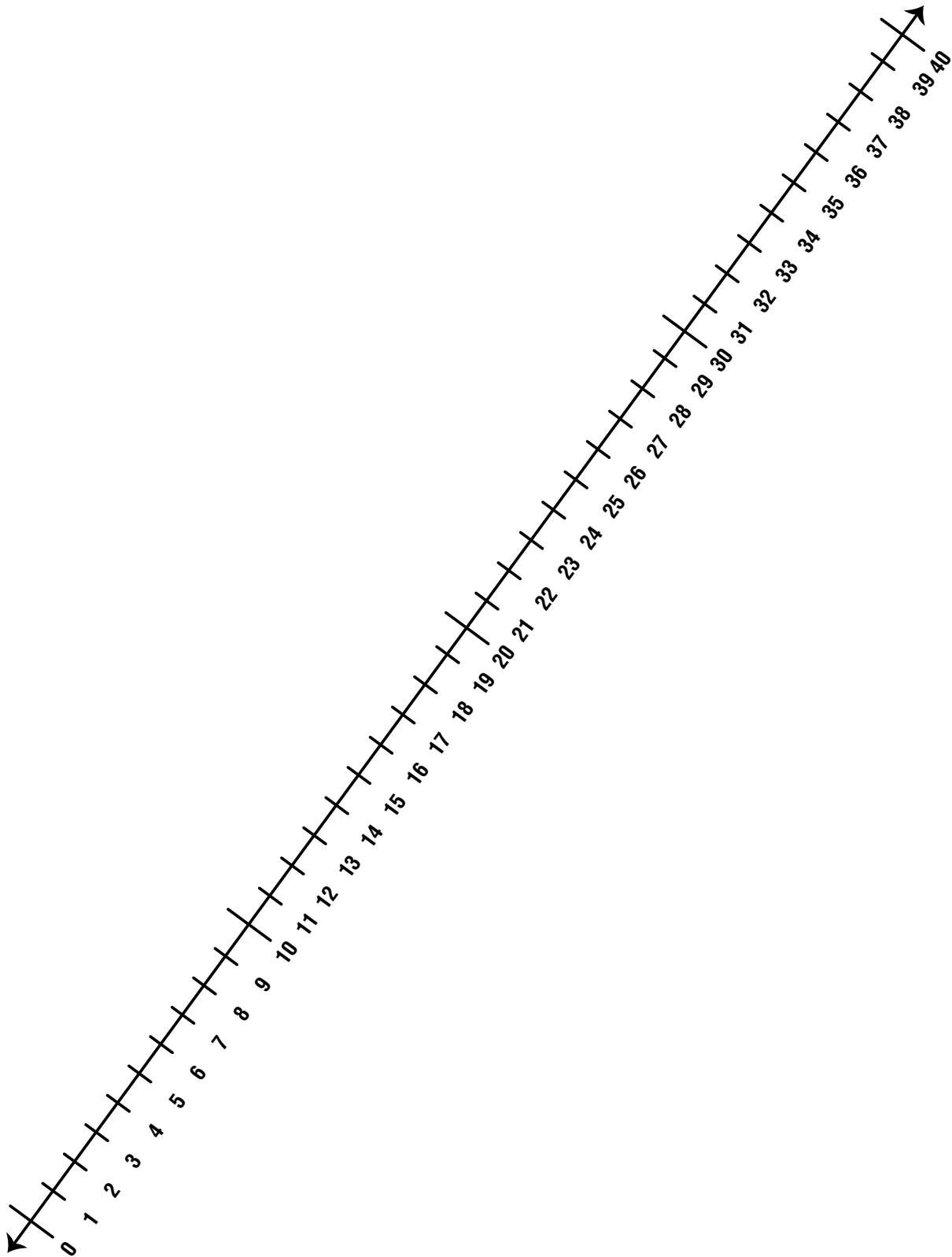
7.

Number	Hundreds	Tens	Ones	Number Sentence
152		5		
152			12	

Name _____

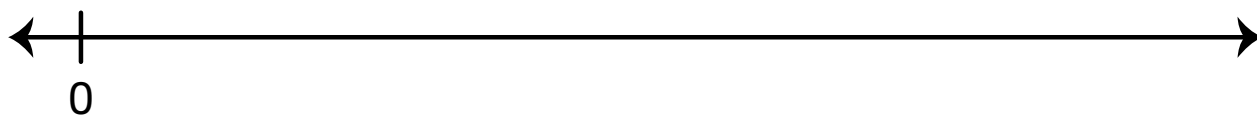
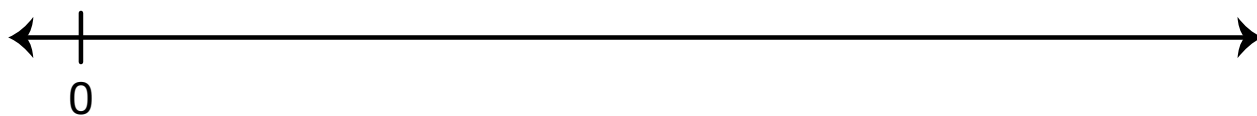
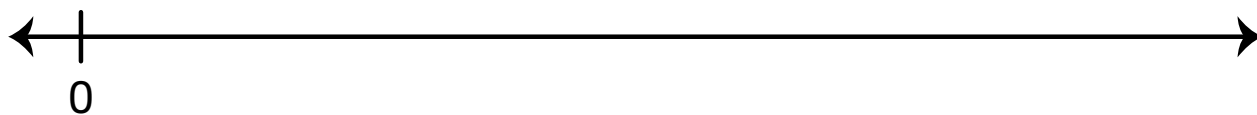
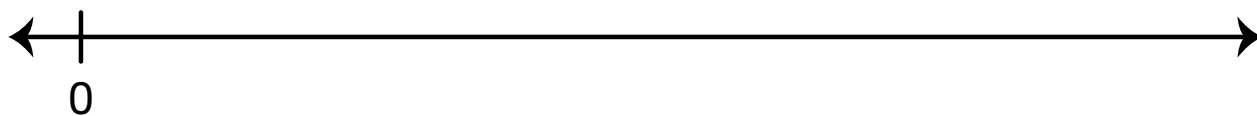
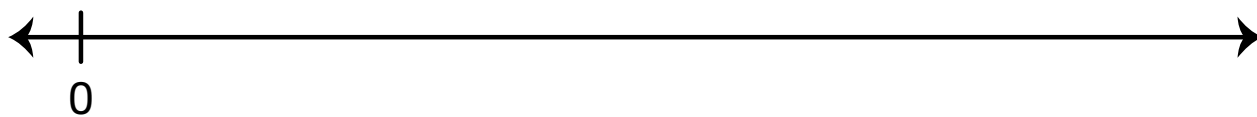
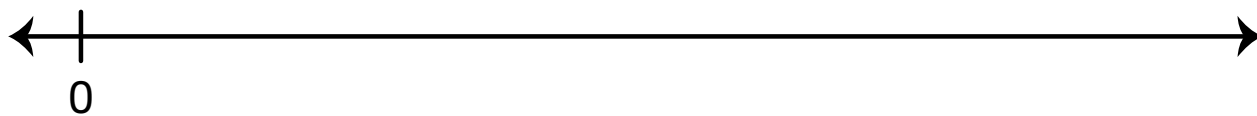
Date _____

Number Line 0-40



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Open Number Lines



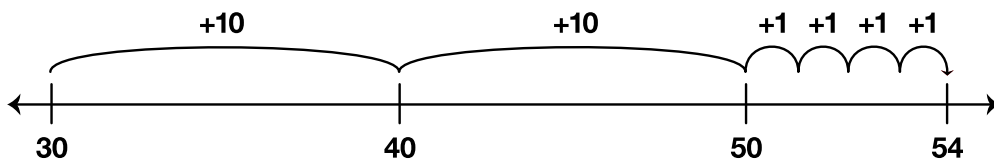
Hopping Along



Show how the base-ten hopper moves. Write a number sentence for each problem.

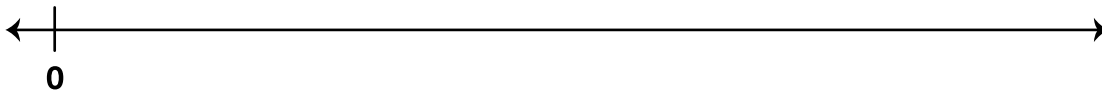
Example:

Start at 30 and move forward 2 tens (20) and 4 ones (4).



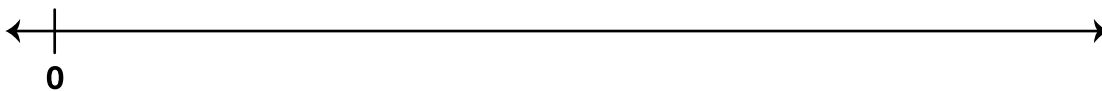
Number sentence $30 + 10 + 10 + 4 = 54$

1. Start at 0 and move forward 2 tens.



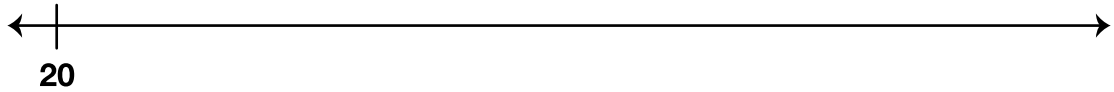
Number sentence _____

2. Start at 0 and move forward 3 tens and 2 ones.



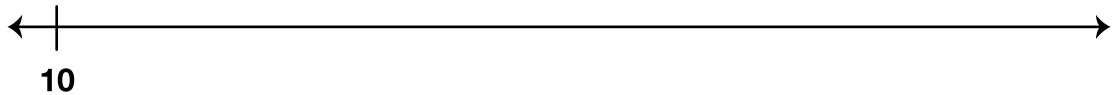
Number sentence _____

3. Start at 20 and move forward 1 ten.



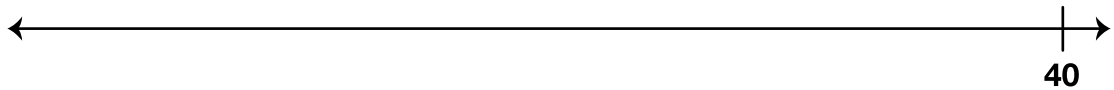
Number sentence _____

4. Start at 10 and move forward 33.



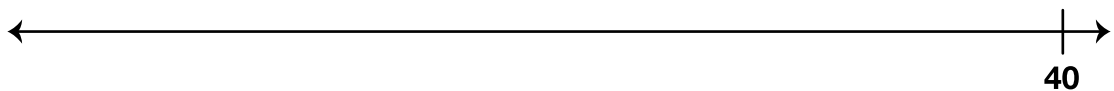
Number sentence _____

5. Start at 40 and move backward 2 tens.



Number sentence _____

6. Start at 40 and move backward 23.



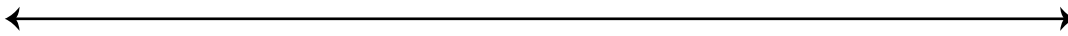
Number sentence _____

Spin a Number Recording Sheet

What number did your team spin? _____

Name: _____

Start at zero and move on the number line.



Number sentence _____

Name: _____

Show your number one way with connecting cubes.

Number sentence _____

Name: _____

Show your number another way with connecting cubes.

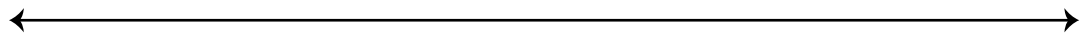
Number sentence _____

Shannon's Spins

Shannon's spinners showed 138.

1.

Show how a base-ten hopper can move from 0 to 138 on the number line.



Number sentence _____

2.

Show 138 one way with connecting cubes.

Number sentence _____

3.

Show 138 another way with connecting cubes.

Number sentence _____

4. A. Shannon's team spun 101. Write a number sentence for each way shown.

Name: Shannon

Start at zero and move on the number line.

Number sentence _____

Name: Fern

Show your number one way with connecting cubes.

Number sentence _____

Name: Levi

Show your number another way with connecting cubes.

Number sentence _____

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B. Did they all show the same number? If not, explain why.

5. Jason wrote this number sentence:

$$60 + 40 + 1 = \underline{\hspace{2cm}} + 20 + 1$$

Fill in the blank. Show or tell how you know that this is a true number sentence.

**Shannon's Spins
Feedback Box**

	Expectation	Check In	Comments
Represent quantities using: <ul style="list-style-type: none"> • number lines. [Q# 1, 4] • connecting cubes and symbols. [Q# 2–4] 	E1		
Compose and decompose numbers using ones, tens, and hundreds. [Q# 1–5]	E2		
Show different partitions of numbers using connecting cubes, number lines, and number sentences. [Q# 1–5]	E3		
Make connections between place value concepts and representations of numbers with counters, number lines, and number sentences. [Q# 4–5]	E6		
Recognize that different partitions of a number have the same total (e.g., $50 + 4 = 40 + 14$). [Q# 5]	E7		

Yes ...

Yes, but ...

No, but ...

No ...

MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 4–5]				