**HOME LINK 2·1**

# Addition Number Stories

**Family Note**

Before beginning this Home Link, review the vocabulary from the Unit 2 Family Letter with your child: **number story, label, unit box,** and **number model.** Encourage your child to make up and solve number stories and to write number models for the stories. Stress that the answer to the question makes more sense if it has a label.
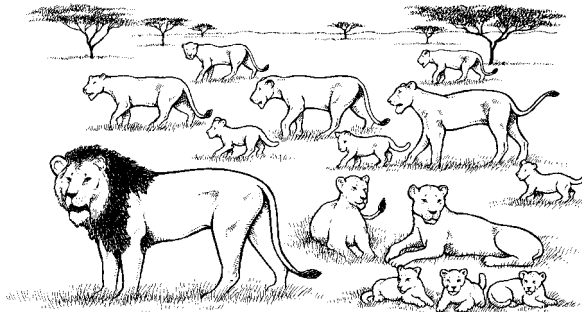
*Please return this Home Link to school tomorrow.*

**MRB**
**108**

**1.** Tell someone at home what you know about number stories, labels, unit boxes, and number models. Write an addition number story for the picture. Write the answer and a number model.

| Unit |
| --- |
| lions |

Story: _____

_____

_____

_____

_____

Answer the question: _____
(unit)

Number Model: __ + __ = ____

---

**Practice**

**2.** 6 + 2 = ___

**3.** 11 + 7 = ___

**4.**    4
  + 3

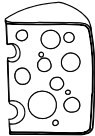**5.**    10
  + 6

# HOME LINK 2·2  Addition Facts

**Family Note**  In class today, we continued working with addition stories. We reviewed shortcuts when adding 0 or 1 to a number. We also stressed the importance of memorizing the sum of two 1-digit numbers. Then we reinforced addition facts by playing a game called *Beat the Calculator*.

*Please return this Home Link to school tomorrow.*

## Solve these addition fact problems.

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

**HOME LINK 2·3**

# Doubles Facts

**1.** Write the sum for each doubles fact.

**a.** $2 + 2 = $ _____     **b.** _____ $= 5 + 5$     **c.** _____ $= 0 + 0$

**d.**  $\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$    **e.**  $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$    **f.**  $\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$    **g.**  $\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$

**h.** $9 + 9 = $ _____     **i.** _____ $= 1 + 1$     **j.** _____ $= 4 + 4$

**2.** Ask someone to give you doubles facts. You say the sums. Do this for about 10 minutes or until you know all the doubles facts.

**3.** Write each sum. Use doubles facts to help you.

**a.** $5 + 4 = $ _____     **b.** $4 + 5 = $ _____     **c.** _____ $= 9 + 8$

**d.**  $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$    **e.**  $\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$    **f.**  $\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$    **g.**  $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$

**HOME LINK 2·4** | **Turn-Around, Doubles, and +9**

**1.** Write the sums. Tell someone at home what you know about turn-around facts.

**a.** $6 + 1 =$ _____    **b.** _____ $= 3 + 8$    **c.** $5 + 2 =$ _____

**d.** $1 + 6 =$ _____    **e.** _____ $= 8 + 3$    **f.** $2 + 5 =$ _____

**2.** Fill in the missing numbers. Tell someone at home what you know about doubles facts.

**a.** _____ $+ 8 = 16$    **b.** $5 +$ _____ $= 10$    **c.** $12 =$ _____ $+ 6$

**d.** $6 =$ _____ $+ 3$    **e.** _____ $+ 7 = 14$    **f.** _____ $+ 9 = 18$

**3.** Write the sums. Tell someone what you know about +9 facts.

**a.** $10 + 1 =$ _____    **b.** _____ $= 5 + 10$    **c.** $6 + 10 =$ _____

**d.** $1 + 9 =$ _____    **e.** _____ $= 9 + 5$    **f.** $6 + 9 =$ _____

**g.** $10 + 7 =$ _____    **h.** _____ $= 4 + 10$    **i.** $8 + 10 =$ _____

**j.** $7 + 9 =$ _____    **k.** _____ $= 9 + 4$    **l.** $8 + 9 =$ _____

**HOME LINK 2·5**

# Addition Facts Maze

Help the child find the ice-cream cone. Answer all the problems. Then draw the child's path by connecting facts with sums of 9, 10, or 11. You can move up, down, left, or right as you move between boxes.

| | 2<br>+ 6 | 2<br>+ 5 | 1<br>+ 6 | 0<br>+ 8 | 5<br>+ 7 | 3<br>+ 9 | 7<br>+ 0 | 4<br>+ 4 | 1<br>+ 5 | 4<br>+ 3 |
|---|---|---|---|---|---|---|---|---|---|---|
| 2<br>+ 7 | 6<br>+ 5 | 1<br>+ 7 | 3<br>+ 5 | 6<br>+ 3 | 1<br>+ 8 | 8<br>+ 2 | 5<br>+ 3 | 2<br>+ 4 | 3<br>+ 3 | 8<br>+ 7 |
| 4<br>+ 4 | 5<br>+ 4 | 9<br>+ 3 | 0<br>+ 9 | 4<br>+ 6 | 7<br>+ 1 | 5<br>+ 5 | 8<br>+ 0 | 5<br>+ 9 | 6<br>+ 7 | 6<br>+ 1 |
| 6<br>+ 2 | 3<br>+ 8 | 7<br>+ 4 | 9<br>+ 2 | 5<br>+ 3 | 4<br>+ 4 | 2<br>+ 9 | 4<br>+ 8 | 4<br>+ 9 | 1<br>+ 1 | 5<br>+ 2 |
| 3<br>+ 4 | 6<br>+ 6 | 8<br>+ 4 | 7<br>+ 5 | 7<br>+ 0 | 6<br>+ 2 | 7<br>+ 3 | 3<br>+ 6 | 4<br>+ 7 | 6<br>+ 8 | 5<br>+ 6 |
| 8<br>+ 5 | 3<br>+ 6 | 4<br>+ 7 | 5<br>+ 2 | 1<br>+ 6 | 3<br>+ 5 | 6<br>+ 7 | 5<br>+ 7 | 8<br>+ 3 | 7<br>+ 7 | 9<br>+ 4 |
| 6<br>+ 1 | 8<br>+ 4 | 2<br>+ 6 | 7<br>+ 7 | 4<br>+ 2 | 1<br>+ 4 | 0<br>+ 7 | 3<br>+ 9 | 4<br>+ 5 | 6<br>+ 4 | |

**29**

**LESSON 2·5** | # Calculator Doubles

You can program the calculator to solve doubles problems.

**1.** First clear your calculator.

**2.** Enter ⊡, ⊠, ⊠, ⊟. (The calculator will display a 4).

Do NOT clear your calculator again while you work on this page.

**3.** Guess what the sum is for double 6 (6 + 6). _____

**4.** Now enter ⑥ and press ⊟. What does the calculator display? _____

**5.** Guess what the sum is for double 9 (9 + 9). _____

**6.** Now enter ⑨ and press ⊟. What does the calculator display? _____

**7.** Make up your own doubles problems for the calculator to solve. Record your number sentence and the sum the calculator displays.

**Example:**

6 + 6 = 12

_____

_____

_____

**Try This**

**8.** Why do you think you entered ⊡ ⊠ ⊠ ⊟ on the calculator to program it to solve doubles problems?

_____

_____

## HOME LINK 2·6   Domino Facts

**Write 2 addition facts and 2 subtraction facts for each domino.**

**1.**

$$
\begin{array}{cccc}
7 & 3 & 10 & 10 \\
+\,3 & +\,7 & -\,3 & -\,7 \\
\hline
10 & & 7 & \\
\end{array}
$$

**2.**

$$
\begin{array}{cccc}
\square & \square & \square & \square \\
+\,\square & +\,\square & -\,\square & -\,\square \\
\hline
\end{array}
$$

**3.**

$$
\begin{array}{cccc}
\square & \square & \square & \square \\
+\,\square & +\,\square & -\,\square & -\,\square \\
\hline
\end{array}
$$

**4.**
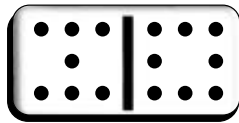
$$
\begin{array}{cccc}
\square & \square & \square & \square \\
+\,\square & +\,\square & -\,\square & -\,\square \\
\hline
\end{array}
$$

Write the sums. Tell someone at home what you know about doubles-plus-1 and doubles-plus-2 facts.

| Unit |
| --- |
|  |

**5.** $6 + 7 =$ _____

**6.** _____ $= 8 + 6$

**7.** $5 + 7 =$ _____

**8.** $7 + 9 =$ _____

## LESSON 2·6 Domino Facts
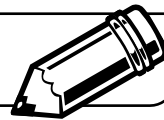
Fill in the missing dots and missing numbers for each problem below. Hint: You can look at dominoes to help you figure out what the dots look like.

**1.** _____
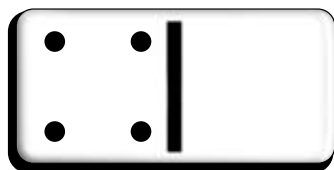
4          3

**2.** _____
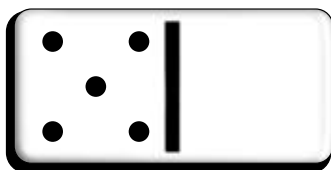
5          6

**3.** _____
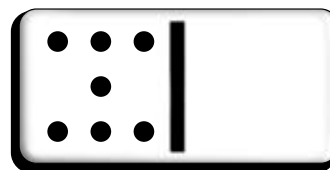
7          5

**4.** $10$
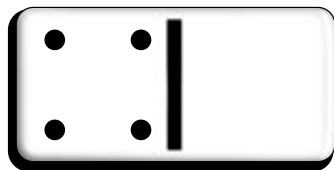
4          _____

**5.** $12$
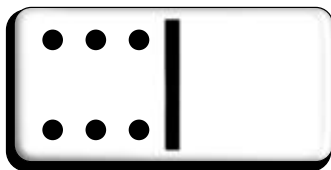
6          _____

**6.** $15$
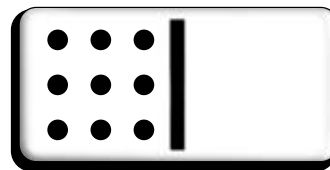
9          _____

Make up one of your own.

**7.** _____

_____  _____
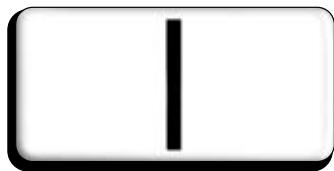
### Try This

Explain when you think subtraction facts might help you solve the problems above. _____

_____

## LESSON 2·6 | Dice Subtraction

For each problem below:

**1.** Roll two dice.

**2.** Record the numbers you rolled.

**3.** Write two subtraction number models for the numbers you rolled.

**4.** Use a number line to solve your problems. (Hint: Sometimes your answers will be negative numbers.)

**Example:**

I rolled 4 and 5.

$5 - 4 = 1$ and $4 - 5 = -1$.

**1.** I rolled _____ and _____.

_____ − _____ = _____        _____ − _____ = _____

**2.** I rolled _____ and _____.

_____ − _____ = _____        _____ − _____ = _____

**3.** I rolled _____ and _____.

_____ − _____ = _____        _____ − _____ = _____

---

### Try This

Each time you roll the dice, how could you use one of your subtraction problems to help you solve the other?

_____

_____

# Fact Triangles

**Family Note**

**Fact Triangles** are tools used to help build mental arithmetic skills. You might think of them as the *Everyday Mathematics* version of flash cards. Fact Triangles are more effective for helping children memorize facts, however, because of their emphasis on fact families. A **fact family** is a collection of related addition and subtraction facts that use the same 3 numbers. The fact family for the numbers 2, 4, and 6 consists of $2 + 4 = 6$, $4 + 2 = 6$, $6 - 4 = 2$, and $6 - 2 = 4$.

To use Fact Triangles to practice addition with your child, cover the number next to the large dot with your thumb.
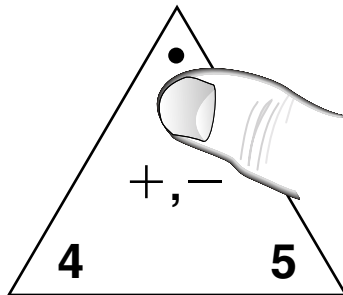
Your child tells you the addition fact: $4 + 5 = 9$ or $5 + 4 = 9$.

To use Fact Triangles to practice subtraction, cover one of the numbers in the lower corners with your thumb.
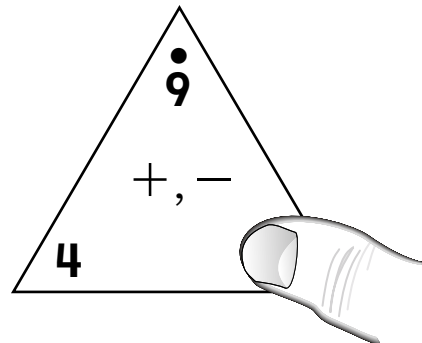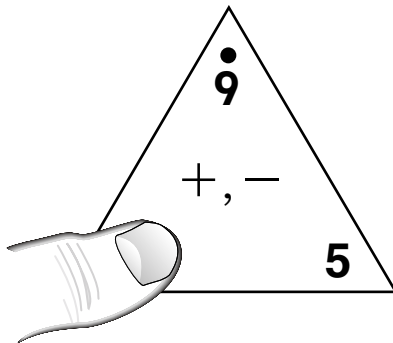
Your child tells you the subtraction facts: $9 - 5 = 4$ and $9 - 4 = 5$.

If your child misses a fact, flash the other two fact problems on the card and then return to the fact that was missed.

**Example:** Sue can't answer $9 - 5$. Flash $4 + 5$, then $9 - 4$, and finally $9 - 5$ a second time.

Make this activity brief and fun. Spend about 10 minutes each night over the next few weeks or until your child masters all of the facts. The work that you do at home will help your child develop an instant recall of facts and will complement the work that we are doing at school.

MRB
26 27

**34**

**HOME LINK 2·7**

# Fact Triangles *continued*

Cut out the Fact Triangles. Show someone at home how you use them to practice adding and subtracting.

**35**
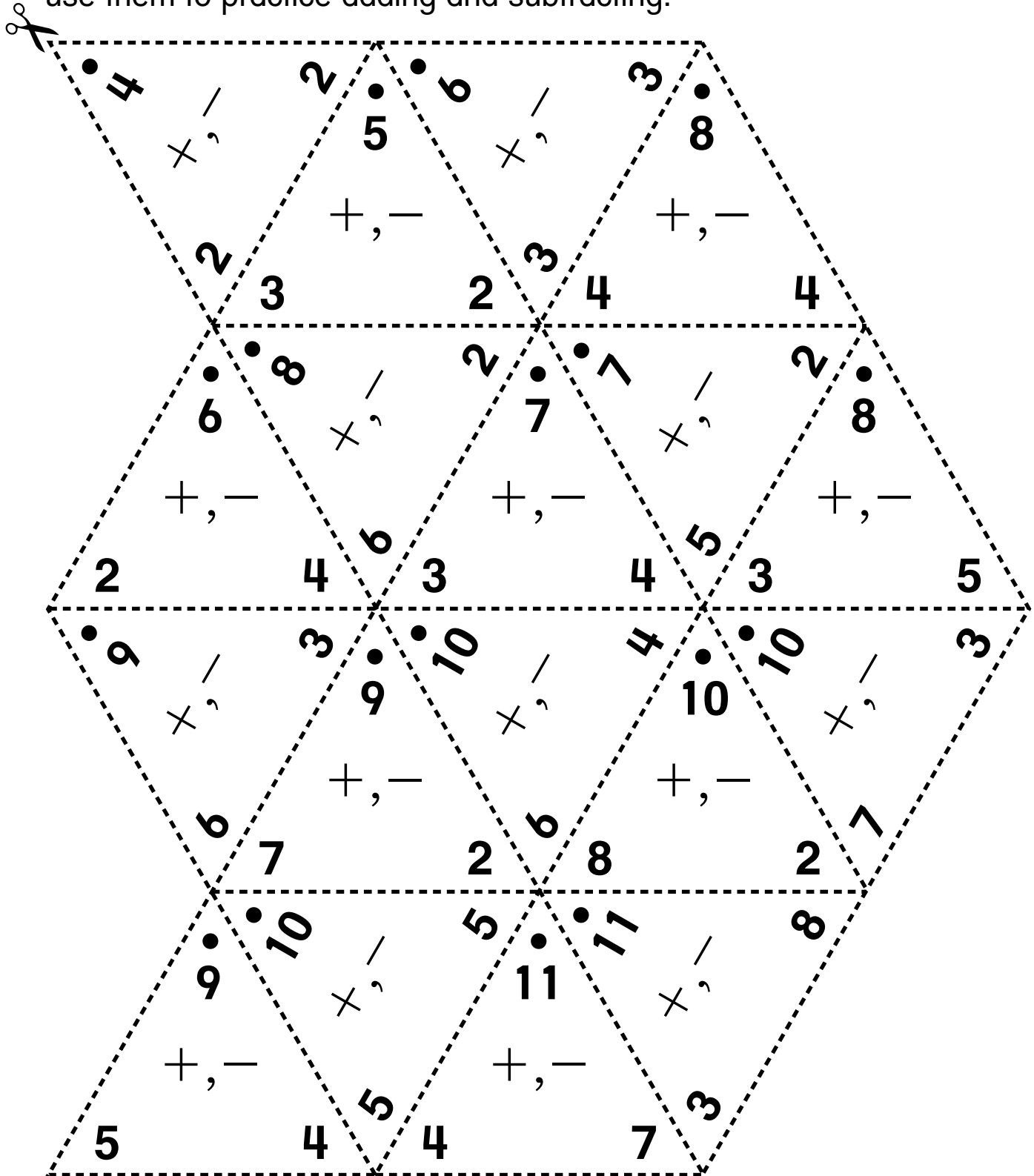
**LESSON 2·7** | **Subtraction Mystery Numbers**

## Calculator A:

**1.** Clear your calculator.

**2.** From now on, DO NOT CLEAR THE CALCULATOR.

**3.** On the calculator, enter a number between 1 and 20.

**4.** Choose a mystery number between 1 and 10 and subtract it on the calculator. Then enter ⊟.

**5.** Pass the calculator to your partner.

**6.** Your partner chooses a number between 1 and 20 and writes it on the table below.

**7.** Your partner then enters this number in the calculator and presses ⊟.

**8.** Your partner records the calculator display.

**9.** Repeat until your partner can figure out what mystery number is being subtracted each time.

| Partner's Number | Calculator Display |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## Calculator B:

⟨AC⟩, Mystery number between 1 and 10, ⊟, ⊟, Number between 1 and 20, ⊟, Partner's guess ⊟, Partner's guess ⊟. . . , ⟨O⟩

**LESSON 2·8** | **Egg Nests**
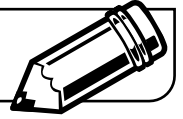
Work with a partner.

**Materials**  ☐ 1 six-sided die

☐ 1 sheet of plain paper

☐ 36 counters (for example, pennies, centimeter cubes, or dried beans)

☐ 6 quarter-sheets of paper

**Directions**

Pretend that the quarter-sheets of paper are birds' nests.

Pretend that the pennies, cubes, or beans are eggs.

1. Roll the die twice.

   ◆ The first roll tells how many nests to use.

   ◆ The second roll tells how many eggs to put in each nest.

2. Work together to set up the nests and eggs for the numbers you rolled. How many eggs are there in all of the nests?

3. Use your sheet of plain paper and draw a picture.

   ◆ Show all the nests.

   ◆ Show all the eggs in each nest.

4. Start again. Repeat Steps 1–3.

**HOME LINK**
**2·8**

# Weighing Things

**Family Note**

Today we worked with a pan balance to compare the weights of objects. We used a spring scale to weigh objects up to 1 pound. We introduced the word *ounce* as a unit of weight for light objects.

*Please return the **second page** of this Home Link to school tomorrow.*

**1.** Tell someone at home about how you used the pan balance to compare the weights of two objects.

**2.** Tell someone at home how you used the spring scale to weigh objects.

**HOME LINK 2·8**

# Weighing Things *continued*

**3.** Look at the pairs of objects below. In each pair, circle the object that you think is heavier.

**a.**

Shoe

Marble

**b.**
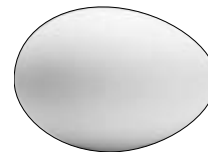
Sock

Brick

**c.**

Feather

Tape Measure

**4.** Look at the objects below. Circle the objects that you think weigh less than 1 pound.

Pattern-Block Template

Scissors

Egg

Chair

Television

Pencil

Glasses

**39**

**HOME LINK**
**2·9**

# Name-Collection Boxes

Beginning in *First Grade Everyday Mathematics,* children use **name-collection boxes** to help them collect equivalent names for the same number. These boxes help children appreciate the idea that numbers can be expressed in many different ways.

A name-collection box is an open box with a tag attached. The tag identifies the number whose names are collected in the box. In second grade, typical names include sums, differences, tally marks, and arrays. At higher grades, names may include products, quotients, and the results of several mathematical operations.

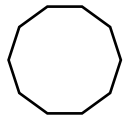**10** ← Tag for box

*Name-collection box*

**10**     卌 卌

ten

$12 - 2$

$6 + 4$

*Items in the name-collection box above represent the number 10. Some names contain numbers, and some do not.*

**9**

$19 - 10$

$\cancel{15 - 7}$      x x x

$3 + 3 + 3$      x x x

$\cancel{8 + 0}$      x x x

$\cancel{5 + 4 + 1}$      1 less than 10

$\cancel{\text{卌 |||}}$

*Sometimes children must circle names that do not belong in the box.*

$6 + 6$      x x x

$12 - 0$      x x x
                x x x
twelve         x x x

$15 - 1 - 2$     1 less
                 than 13
$18 - 6$

$12 - 0$      卌 卌 ||

*Sometimes children must fill in the tag for the numbers shown in the box. The tag here should read 12.*

Encourage your child to name a number in different ways—for example, use tally marks, write addition and subtraction problems, or draw pictures of objects.

*Please return the **second page** of this Home Link to school tomorrow.*

**MRB 16**

**HOME LINK 2·9** | **Name-Collection Boxes** *continued*

1. Give the Family Note to someone at home. Show that person the name-collection box below. Explain what a name-collection box is used for.

| 8 | | |
|---|---|---|
| $2 + 6$ | $4 + 4$ | x x x x |
| eight | $12 - 4$ | x x x x |
| *ocho* | $10 - 2$ | $8 - 0$ |
| $8 + 0$ | $3 + 5$ | ̶H̶H̶ /// |

2. Write 10 names in this 10-box.

| 10 |
|---|
| |

3. Make up your own name-collection box. Write at least 10 names in the box.
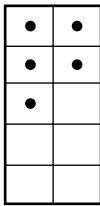
| |
|---|
| |

MRB 16

## LESSON 2·9 | Many Names for Facts

Below are pictures of two ten-frame cards.

Each one is filled in with 5 counters.

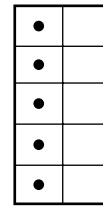For each ten-frame card, Maria has written ways she thinks about the number 5 when she looks at the picture.

**Names for 5**

$3 + 2$
1 less than 3 doubled
Double 2 plus 1 more
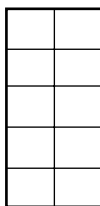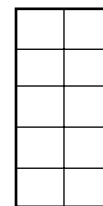1 less than 6

$5 + 0$
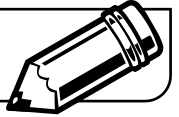1 more than 4
Half of ten
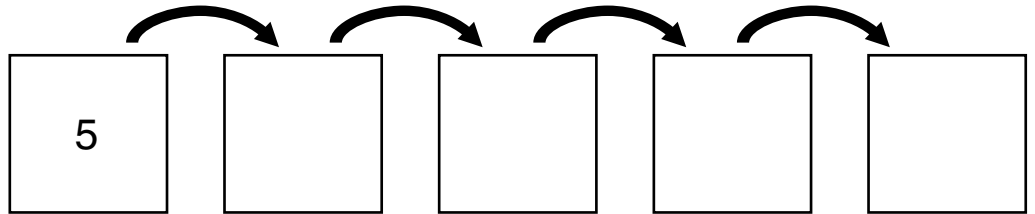$10 - 5$

Draw 8 counters two different ways in the ten-frame cards below.

Underneath the ten-frame cards, write numbers or words to show how each picture makes you think of the number 8.
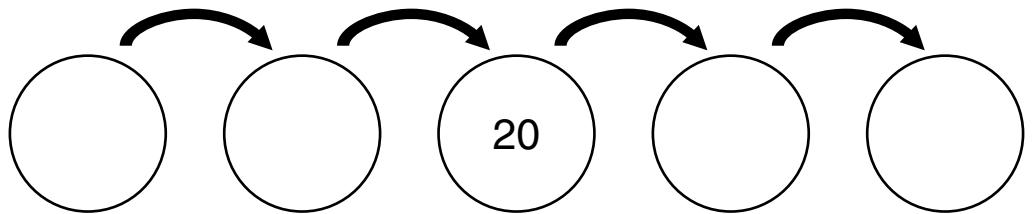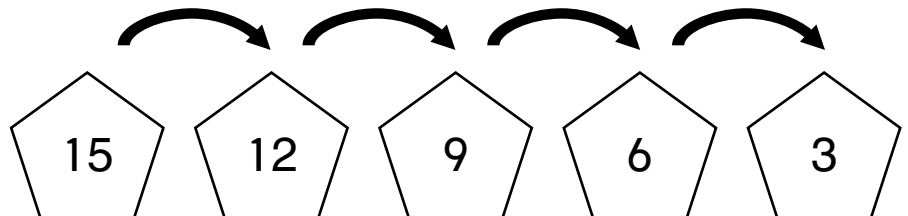
**Names for 8**

_____        _____

_____        _____

_____        _____

### LESSON 2·10

# Frames and Arrows

**1.**

| Rule |
| --- |
| Add 2 |

5 ☐ ☐ ☐ ☐

**2.**

| Rule |
| --- |
| Add 5 |

◯ ◯ 20 ◯ ◯

**3.**

| Rule |
| --- |
|  |

15 | 12 | 9 | 6 | 3

**4.**

| Rule |
| --- |
|  |

⬡ ⬡ 25 ⬡ 35 ⬡

**5.**

| Rule |
| --- |
|  |

☐ ☐ 10 ☐ 6 ☐
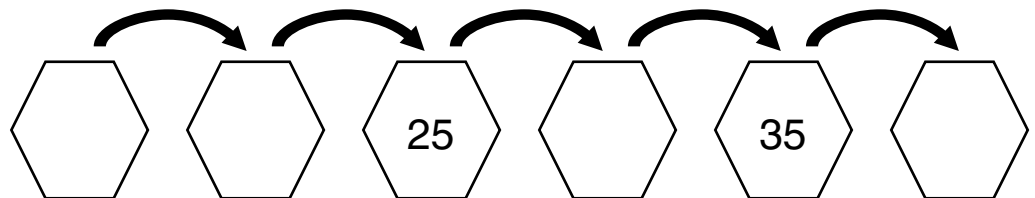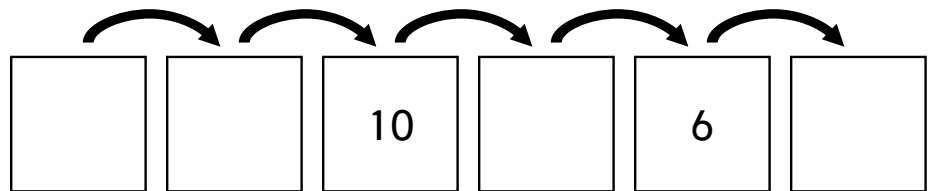
# Frames-and-Arrows Problems

**Family Note** Today your child used **Frames-and-Arrows diagrams.** These diagrams show sequences of numbers—numbers that follow one after the other according to a rule. Frames-and-Arrows diagrams are made up of shapes called *frames* and arrows that connect the frames. Each frame contains one of the numbers in the sequence. Each *arrow* stands for a rule that tells which number goes in the next frame. Here is an example of a Frames-and-Arrows diagram. The arrow rule is "Add 2."

**Rule**

Add 2

( 2 )  ( 4 )  ( 6 )  ( 8 )  ( 10 )
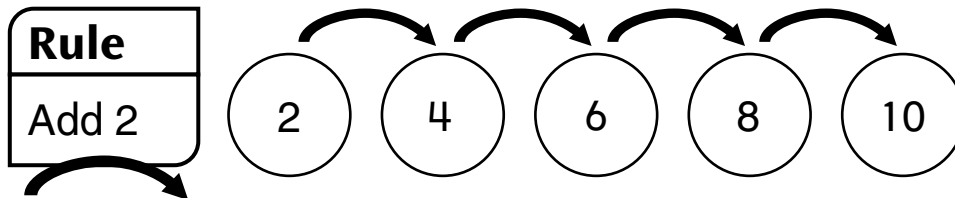
In a Frames-and-Arrows problem, some of the information is left out. To solve the problem, you have to find the missing information.

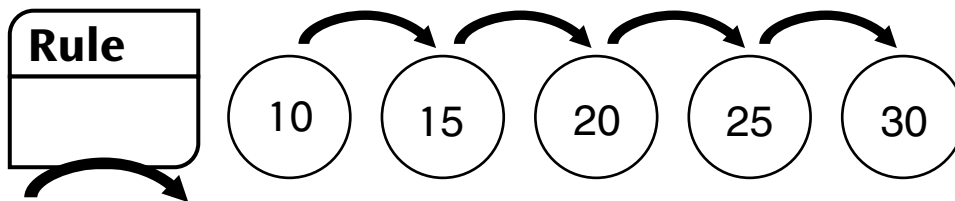Here are two examples of Frames-and-Arrows problems:

**Example 1:** Fill in the empty frames according to the rule.

**Rule**

Subtract 4

[ ]  [ 24 ]  [ ]  [ ]  [ ]
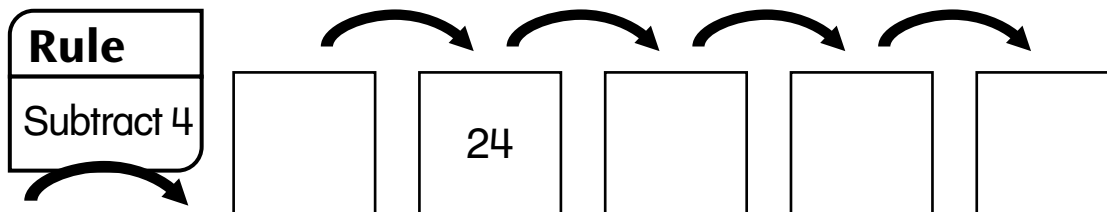
*Solution:* Write 28, 20, 16, and 12 in the empty frames.

**Example 1:** Write the arrow rule in the empty box.

**Rule**

( 10 )  ( 15 )  ( 20 )  ( 25 )  ( 30 )

*Solution:* The arrow rule is Add 5, or +5.

Ask your child to tell you about Frames-and-Arrows diagrams. Take turns making up and solving Frames-and-Arrows problems like the examples above with your child.

*Please return the **second page** of this Home Link to school tomorrow.*
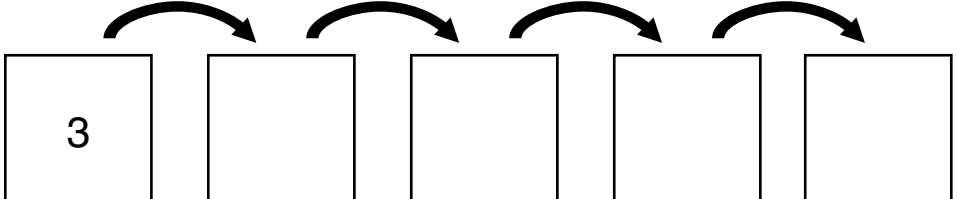
**MRB**
**98  99**

**HOME LINK 2·10**

# Frames-and-Arrows *continued*

Tell someone at home what you know about Frames and Arrows. Fill in the empty frames and rule boxes.

**1.**

**Rule**
+6

3 ▢ ▢ ▢ ▢

**2.**

**Rule**
−3

31 ◯ ◯ ◯ ◯

**3.**

**Rule**
+5

⬠ ⬠ 17 ⬠ ⬠

**4.**

**Rule**
___

8 11 14 17 20
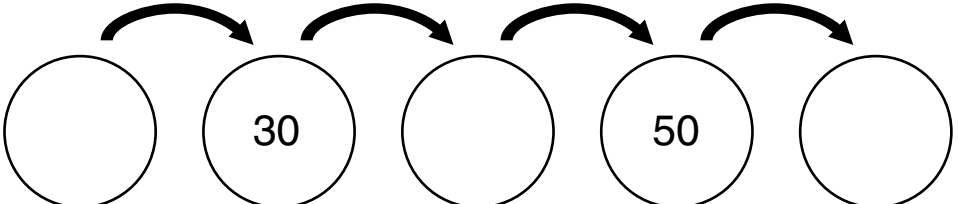
**5.**

**Rule**
___

40 38 36 34 32

**6.**

**Rule**
___

◯ 30 ◯ 50 ◯
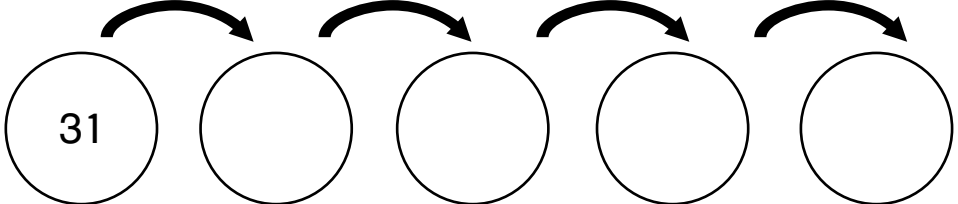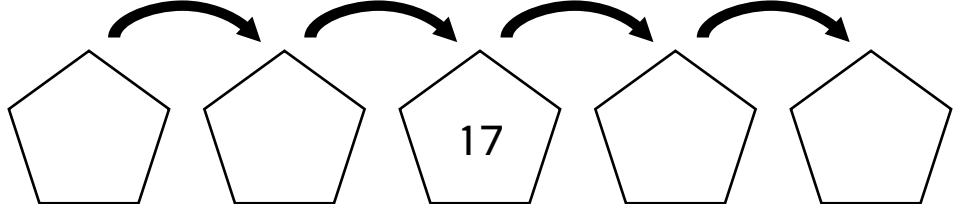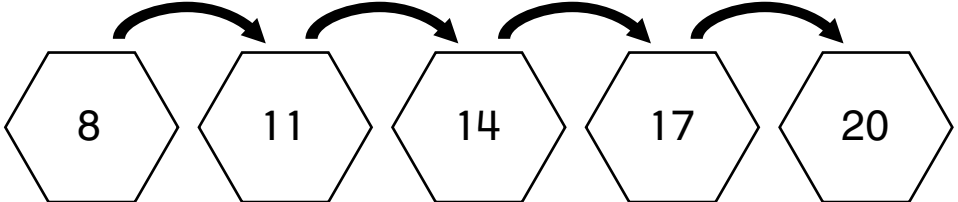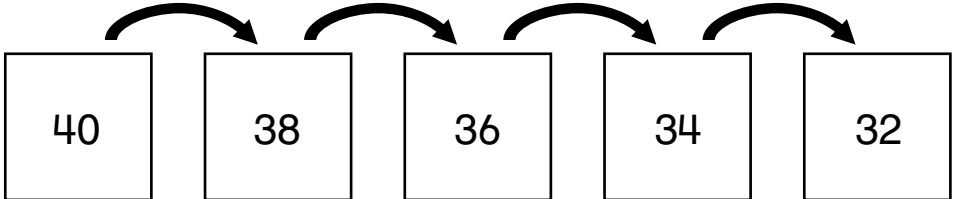
Now write your own Frames-and-Arrows problem on the back of this sheet. Ask someone at home to solve it.

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# Counting Patterns on the Number Line

Follow the directions for each number line below.

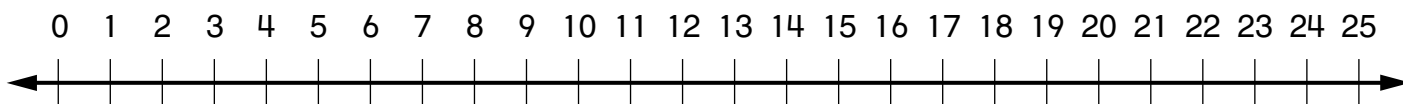**1.** Count forward by 3s on the number line starting with 0.

Circle every number you would say when you count by 3s.

0  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
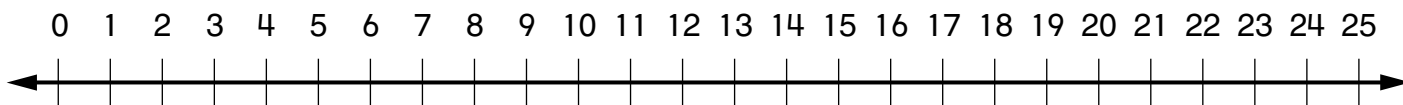
Do you add or subtract when you count forward by 3s?

**2.** Count forward by 5s on the number line starting with 0.

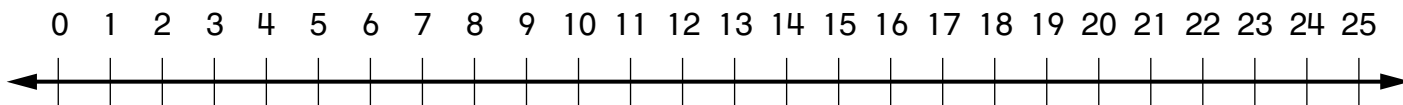Circle every number you would say when you count by 5s.

0  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

Do you add or subtract when you count forward by 5s?

---

**Try This**

**3.** Count backward by 4s on the number line starting with 20.

Circle every number you would say when you count
backward by 4s.

0  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

Do you add or subtract when you count backwards by 4s?

## HOME LINK 2·11  "What's My Rule?"

**Family Note**

Today your child learned about a kind of problem you may not have seen before. We call it "What's My Rule?" Please ask your child to explain it to you.

Here is a little background information: Imagine a machine with a funnel at the top and a tube coming out of the bottom. The machine can be programmed so that if a number is dropped into the funnel, the machine does something to the number, and a new number comes out of the tube. For example, the machine could be programmed to add 5 to any number that is dropped in. If you put in 3, 8 would come out. If you put in 7, 12 would come out.

We call this device a *function machine.*

```
    3
    in
    ↓
  Rule
   +5
    ↓
   out
    8
```

You can show the results of the rule "+5" in a table:
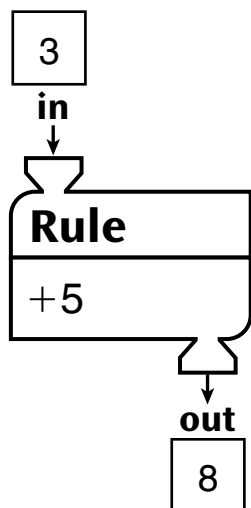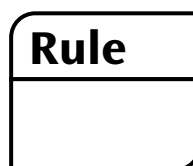
| in | out |
|----|-----|
| 3  | 8   |
| 7  | 12  |
| 15 | 20  |

In a "What's My Rule?" problem, some of the information is missing. To solve the problem, you have to find the missing information. The missing information could be the numbers that come out of a function machine, the numbers that are dropped in, or the rule for programming the machine. *For example:*
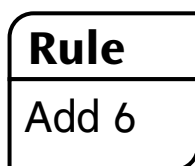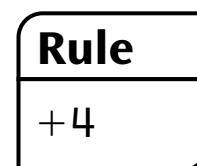
**Rule**
Add 6

| in | out |
|----|-----|
| 3  |     |
| 5  |     |
| 8  |     |

*Missing: out numbers*

**Rule**

| in | out |
|----|-----|
| 6  | 3   |
| 10 | 5   |
| 16 | 8   |

*Missing: rule*

**Rule**
+4

| in | out |
|----|-----|
|    | 6   |
|    | 16  |
|    | 11  |

*Missing: in numbers*

Like Frames-and-Arrows problems, "What's My Rule?" problems help children practice facts (and extended facts) in a problem-solving format.

*Please return the **second page** of this Home Link to school tomorrow.*

**MRB 102**

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**HOME LINK 2·11** **"What's My Rule?"** *continued*

Give the Family Note to someone at home. Show that person how you can complete "What's My Rule?" tables. Show that person how you can find rules.

**1.** Fill in the table.

Rule: +9

| in | out |
|----|-----|
| 1 | 10 |
| 4 | 13 |
| 6 | |
| 8 | |
| 5 | |

**2.** Find the rule.

Rule:

| in | out |
|----|-----|
| 10 | 2 |
| 12 | 4 |
| 9 | 1 |
| 14 | 6 |
| 8 | 0 |

**3.** Fill in the table.

Rule: +6

| in | out |
|----|-----|
| 4 | 10 |
| | 12 |
| | 9 |
| | 15 |
| | 6 |

**Try This**

**4.** Find the rule.

Rule:

| in | out |
|----|-----|
| 8 | 13 |
| 4 | 9 |
| 13 | |
| | 10 |
| | |

**5.** Al read 5 more pages than Cindy.

If Cindy read 13 pages, how many pages did Al read? _____ pages

If Al read 10 pages, how many pages did Cindy read? _____ pages

48

**HOME LINK 2·12**

# Subtraction Maze

Help the dog find her ball. Solve all of the problems. Then draw the dog's path by connecting facts with answers of 3, 4, or 5. You can move up, down, left, right, or diagonally as you move between boxes.

| | 8 −4 | 12 −6 | 8 −8 | 4 −0 | 5 −4 | 9 −7 | 10 −3 | 5 −2 | 6 −0 | 18 −9 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 8 −7 | 16 −8 | 6 −1 | 7 −3 | 4 −2 | 12 −3 | 5 −1 | 9 −8 | 8 −6 | 6 −3 | 7 −6 |
| | 5 −1 | 3 −3 | 9 −2 | 11 −0 | 7 −2 | 3 −2 | 12 −6 | 8 −3 | 3 −1 | 8 −0 | 6 −4 |
| | 10 −2 | 5 −0 | 7 −1 | 9 −3 | 11 −2 | 10 −5 | 12 −1 | 7 −0 | 4 −3 | 14 −7 | 3 −0 |
| | 5 −3 | 12 −0 | 2 −1 | 8 −1 | 6 −5 | 12 −2 | 6 −2 | 2 −2 | 7 −5 | 10 −9 | 9 −0 |
| | 11 −3 | 4 −1 | 9 −1 | 2 −0 | 10 −1 | 9 −9 | 8 −5 | 3 −0 | 11 −1 | 10 −7 | 11 −8 |
| | 10 −0 | 5 −5 | 10 −9 | 8 −2 | 10 −8 | 11 −9 | 6 −6 | 12 −3 | 9 −6 | 7 −4 | |

**HOME LINK 2·13** | **Addition/Subtraction Facts**

The bird wants to eat the seeds. Solve all of the problems below. Then draw the bird's path by connecting facts with an answer of 6. There are addition and subtraction facts. Watch for + or −.

| | 7 +3 | 5 +9 | 6 +3 | 16 −8 | 4 +3 | 5 +6 | 6 +6 | 6 +7 | 4 +6 | 11 −9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 14 −8 | 7 +4 | 4 +5 | 8 +4 | 9 −0 | 6 +8 | 12 −8 | 6 +1 | 4 +4 | 5 +7 | 2 +5 |
| 15 −9 | 5 +3 | 5 +5 | 6 +4 | 15 −8 | 5 +0 | 7 +8 | 11 −8 | 4 +9 | 18 −9 | 5 +8 |
| 6 +9 | 8 −2 | 12 −9 | 7 +7 | 3 +6 | 10 −8 | 5 +4 | 13 −9 | 2 +2 | 7 +9 | 2 +7 |
| 7 +5 | 3 +4 | 11 −5 | 3 +8 | 13 −7 | 8 +8 | 6 +5 | 5 +3 | 8 +1 | 3 +9 | 17 −8 |
| 1 +3 | 7 +3 | 6 +2 | 12 −6 | 16 −9 | 9 −3 | 7 −1 | 9 +9 | 1 +9 | 3 +3 | 8 +2 |
| 17 −9 | 4 +2 | 4 +7 | 14 −9 | 7 +6 | 5 +2 | 13 −8 | 10 −4 | 6 +0 | 8 −0 | |

**HOME LINK 2·13**

# Addition/Subtraction Facts *continued*

Cut out the Fact Triangles. Show someone at home how you use them to practice adding and subtracting.

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# Unit 3: Family Letter
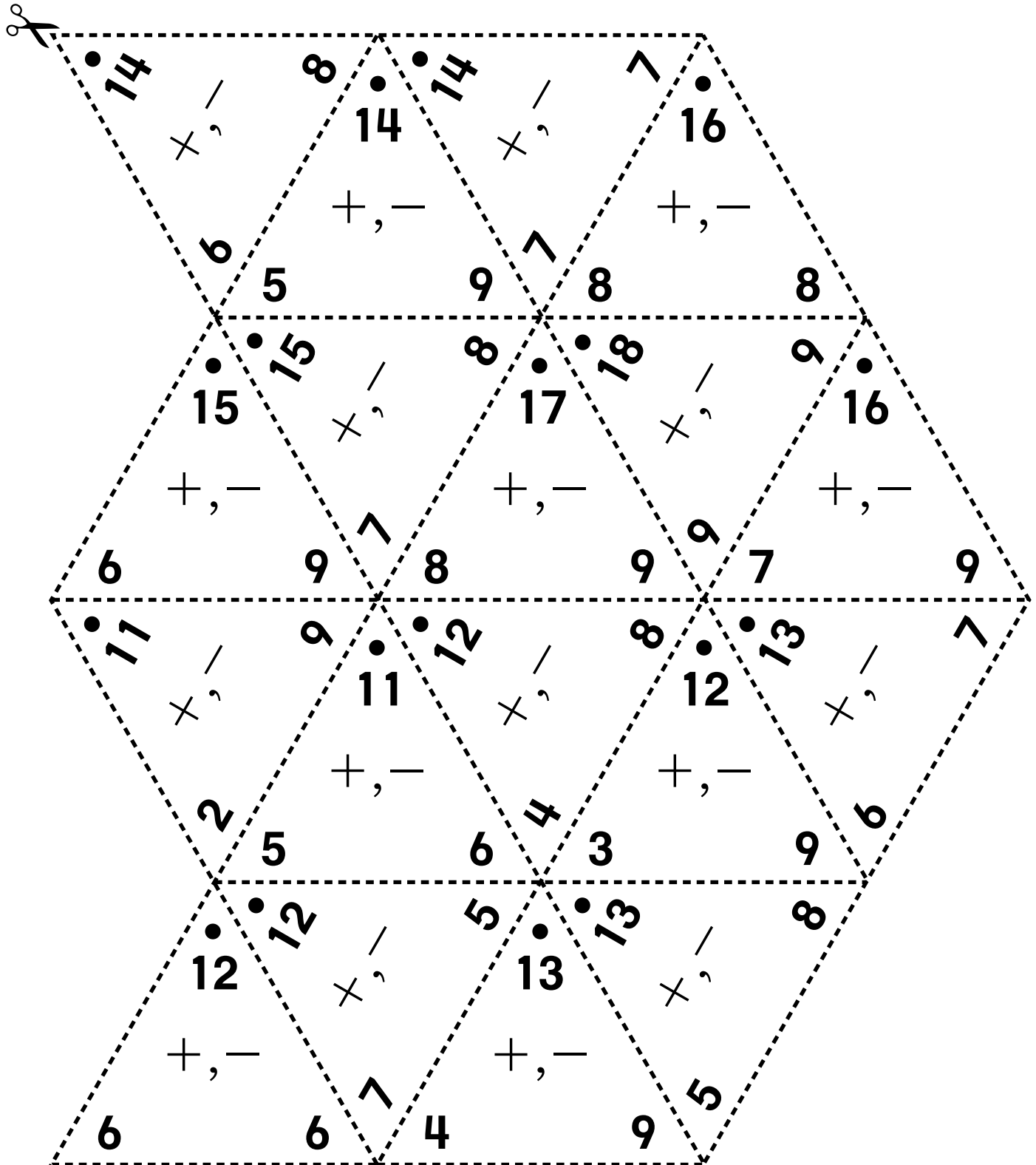
## Place Value, Money, and Time

In Unit 3, children will read, write, and compare numbers from 0 through 999, working on concepts and skills built upon since *Kindergarten Everyday Mathematics.* Your child will review *place value,* or the meaning of each digit in a number. For example, in the number 52, the 5 represents 5 tens, and the 2 represents 2 ones.



Your child will use base-10 blocks like these to help him or her understand the idea of place value.

5 tens          2 ones
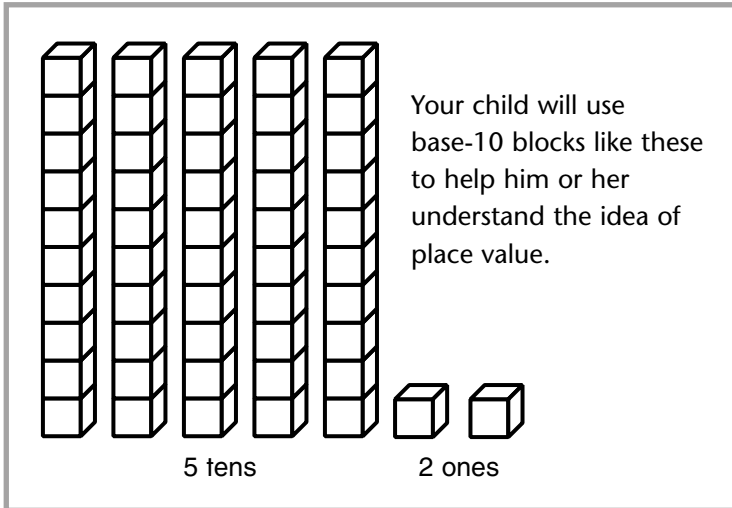
Your child will also review money concepts, including finding the values of coins, identifying different coin combinations for the same amount, and making change.



43¢



43¢



43¢
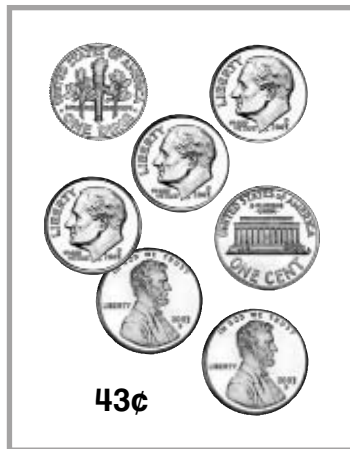
Your child will read and record time using the hour and minute hands on an analog clock.

# Vocabulary

Important terms in Unit 3:

**analog clock** A clock that shows time by the position of the hour and minute hands.
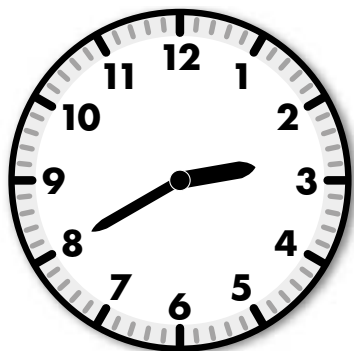


analog clock

**digital clock** A clock that shows time with numbers of hours and minutes, usually separated by a colon.



digital clock

**data** A collection of information, usually in the form of numbers. For example, the following data show the ages (in years) of six second graders: 6, 7, 6, 6, 7, 6.

**middle number (median)** The number in the middle of a list of data ordered from least to greatest or vice versa. For example, 5 is the middle number in the following ordered list:

2   3   ⑤   8   10

**two-rule Frames and Arrows** A Frames-and-Arrows diagram with two rules instead of just one, such as the following example.
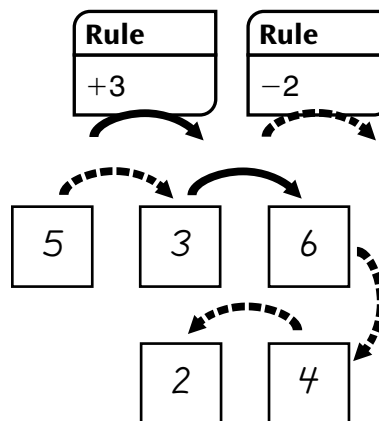


To go from the first square to the second square, use the rule for the dashed arrow.

$$5 - \mathbf{2} = 3$$

To go from the second square to the third square, use the rule for the solid arrow.

$$3 + \mathbf{3} = 6$$

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# Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these interesting and rewarding activities:

1. Have your child tell the time shown on an analog clock.

2. Draw an analog clock face without hands. Say a time and have your child show it on the clock face.

3. At the grocery store, give your child an item that costs less than $1.00. Allow your child to pay for the item separately. Ask him or her to determine how much change is due and to check that the change received is correct.

4. Gather a handful of coins with a value less than $2.00. Have your child calculate the total value.

5. Reinforce place value in 2- and 3-digit numbers. For example, in the number 694, the digit 6 means 6 hundreds, or 600; the digit 9 means 9 tens, or 90; and the digit 4 means 4 ones, or 4.
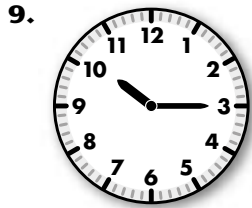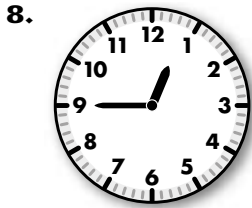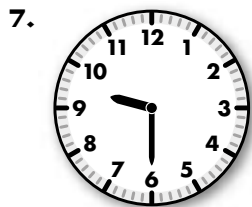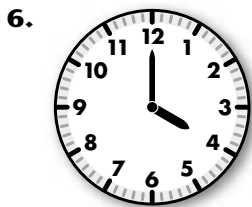
# As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through this unit's Home Links.

## Home Link 3·1

1. **a.** 374    **b.** 507      **2.** 740

3. 936      **4.** 8; 0; 6      **5.** 2; 3; 1

## Home Link 3·3

2. 6:30      **3.** 2:15      **4.** 9:00      **5.** 1:30

6.      7.

8.      9.

10. 13    **11.** 16    **12.** 6    **13.** 8

## Home Link 3·4

1. **Rule** Add 12    *Sample answers:*

| In | Out | Out in a different way |
|---|---|---|
| | | |

2. **Rule** Add 16

| In | Out | Out in a different way |
|---|---|---|
| | | |

## Home Link 3·6

1. 40¢; 50¢; 55¢      **2.** 50¢; 45¢; 55¢

## Home Link 3·7

5. 12    **6.** 14

7. 13    **8.** 10

## Home Link 3·8

5¢; 35¢; 16¢; 5¢; 2¢; 52¢

1. 3.    **2.** 8    **3.** 7    **4.** 13

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# Building Skills through Games

In this unit, your child will practice addition and money skills by playing the following games:

### Digit Game

Players turn over two cards and call out the largest number that can be made using those cards. The player with the higher number takes all the cards from that round.

### Spinning for Money

Players "spin the wheel" to find out which coins they will take from the bank. The first player to exchange his or her coins for a dollar bill wins!

### Dollar Rummy

Instead of three-of-a-kind, players of *Dollar Rummy* look for two cards that will add up to $1.00.

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