Telling Time to the Half Hour

Family Note

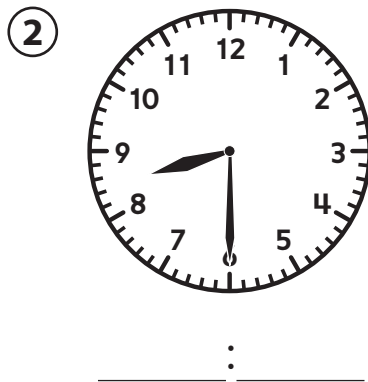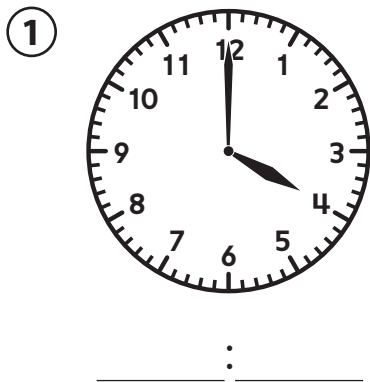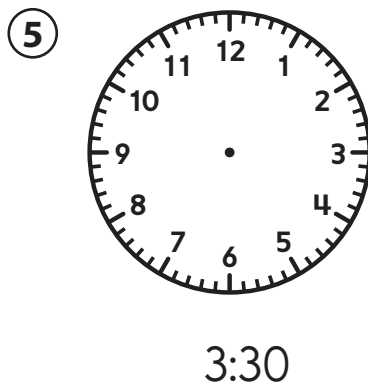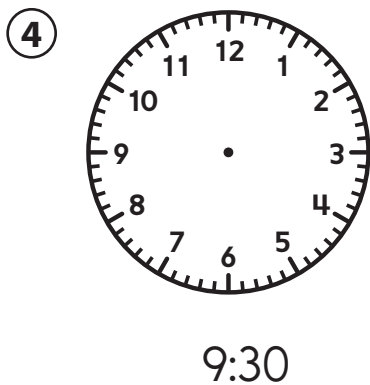Today we reviewed telling and writing times to the hour and half hour on an analog clock. We discussed the movement of the hour and minute hands and units of time such as hour and minute.

Please return this Home Link to school tomorrow.

Write the time shown on each clock.

MRB
107

①

②

③

_____:_____   _____:_____   _____:_____
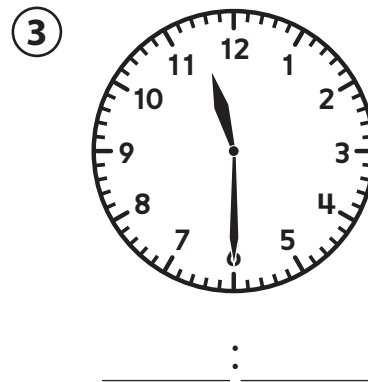
Draw the hour hand and the minute hand to show the time.

④

9:30

⑤

3:30

⑥

12:30

Practice

⑦ $6 + 5 =$ _____

⑧ _____ $+ 3 = 7$

⑨ $7 +$ _____ $= 13$

⑩ _____ $= 8 + 8$

Times of Day

Family Note

Your child is learning how to tell time by writing times displayed on an analog clock (a clock with an hour hand and a minute hand) and by setting the hands on an analog clock to show specific times. Your child should have brought home a clock to use while completing the exercises on this page. Ask your child to use the clock to show you other times that don't appear here.

Please return this Home Link to school tomorrow.

① Use your clock to show someone at home the time you do the following activities. Write the time under each activity.

MRB
107

Eat dinner	Go to bed	Get up	Eat lunch
_____:_____	_____:_____	_____:_____	_____:_____

Write the time.

②

_____:_____

③

_____:_____
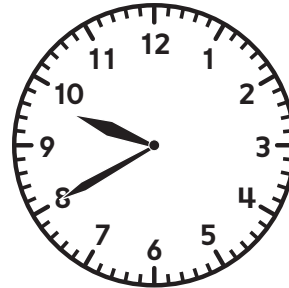
④

_____:_____
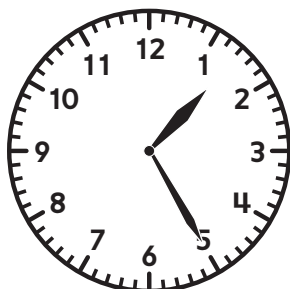
⑤

_____:_____
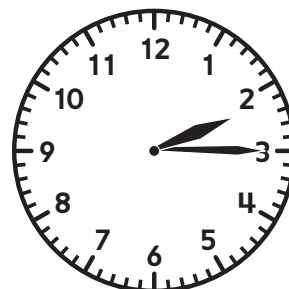
Times of Day (continued)

Draw the hands to match the time.

6
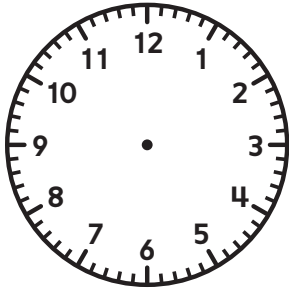
9:30

7
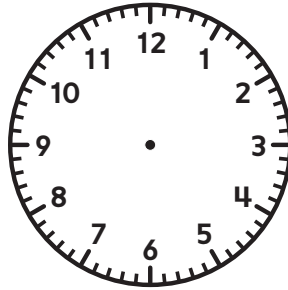
4:05

8
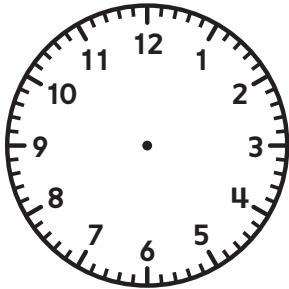
12:45

9

2:40

Practice

Solve the facts.

10 7 + 5 = _____

11 _____ + 6 = 14

12 3 + _____ = 10

13 4 + 9 = _____

A.M. and P.M.

1. Draw pictures of things that happen at home.

   Write the time for each using A.M. and P.M.

   MRB
   108–109

Time: _____	Time: _____
Time: _____	Time: _____

Practice

2. $6 + 3 =$ _____

3. $5 +$ _____ $= 12$

4. _____ $+ 8 = 10$

5. _____ $= 5 + 4$

Place Value

Family Note

All numbers are made up of digits. A digit's value depends on its place in the number. In the number 704, the digit 7 means 7 hundreds, the digit 0 means 0 tens, and the digit 4 means 4 ones. This idea is called *place value.* Your child has been using base-10 blocks to work with place value. Base-10 blocks are shown in Problem 1. A "cube" (with each side 1 unit long) represents 1. A "long" (a rod that is 10 units long) represents 10. And a "flat" (a square with each side 10 units long) represents 100.

Please return this Home Link to school tomorrow.

(1) What number do the base-10 blocks show?

MRB
71–73

a.

_____

b.

_____
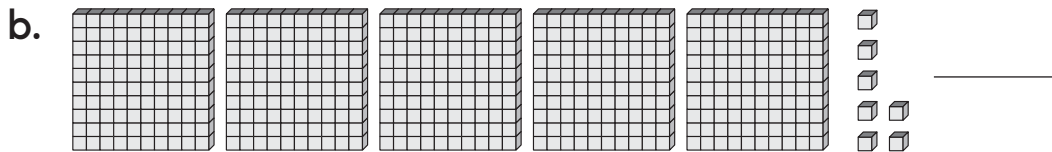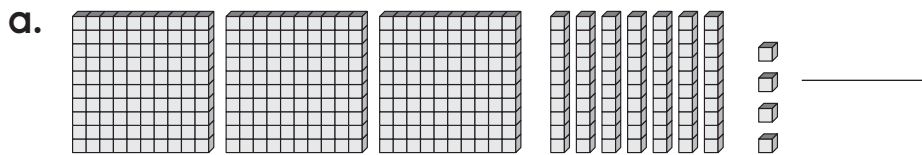
(2) Write a number with
7 in the hundreds place,
0 in the ones place, and
4 in the tens place.

_____

(3) Write a number with
3 in the tens place,
6 in the ones place, and
9 in the hundreds place.

_____

(4) In 806, there are

_____ hundreds,

_____ tens, and

_____ ones.

(5) In 235, there are

_____ hundreds,

_____ tens, and

_____ ones.

Comparing Numbers

Family Note

Today we practiced comparing numbers by playing a game called *Number Top-It*. (*See directions below.*) You can make cards by writing the numbers 0–9 on index cards (make four cards for each number), or you can use a deck of playing cards. If you use playing cards, you will first need to change the four queens to 0s, change the four aces to 1s, and remove the jacks, kings, and jokers.

Please return this Home Link to school tomorrow.

Play *Number Top-It* with someone at home:

MRB
170–172

① Shuffle the cards. Place the deck number-side down.

② Take turns drawing cards until each player has three cards.

③ Each player uses their three cards to make a 3-digit number and reads the number aloud.

④ Compare the two numbers. The player with the larger number for the round scores 1 point, and the player with the smaller number scores 2 points.

⑤ Play five rounds per game. When you've used all the cards in the deck, shuffle them to make a new deck. The player with the fewest points at the end of five rounds wins the game.

Practice

Solve the facts.

① $5 + 9 =$ _____

② _____ $= 9 + 7$

③ _____ $+ 4 = 12$

④ $2 +$ _____ $= 9$

Using Base-10 Blocks

Family Note

Today we explored how to write numbers shown by base-10 blocks. In this lesson, we decided that making a trade can sometimes help us find the number the blocks represent. Making trades with base-10 blocks will be revisited throughout the year in games and addition and subtraction situations.

Please return this Home Link to school tomorrow.

① Shane had these base-10 blocks:
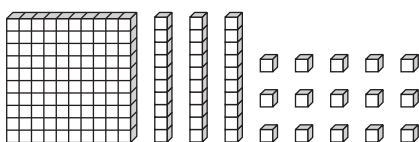
He made a trade. Then he showed the same number in base-10 shorthand:

☐ | | | | | ▪ ▪ ▪ ▪ ▪   The number shown here is _____.

② Suppose you have these base-10 blocks:

Make a trade. Then draw the base-10 blocks and write the number shown. See the example in Problem 1. The number shown here is _____.

Making Exchanges

Family Note

Today your child used base-10 blocks to represent, add, and subtract 2-digit numbers. When adding, children often exchange 10 ones for 1 ten to represent the final number using the fewest possible blocks. When subtracting, children often need to exchange 1 ten for 10 ones to have enough ones to take away. Ask your child to explain how they represent numbers for the problems below.
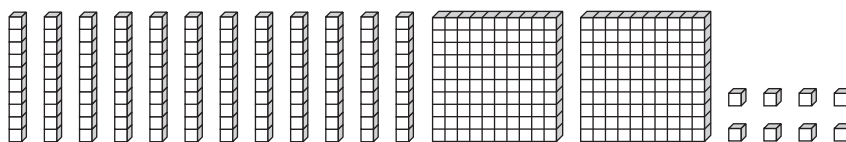
Please return this Home Link to school tomorrow.

Write the numbers shown by the blocks.

| | = | cube = ■ |
| long | | cube |

1 ☐☐☐ ☐☐ _____   ☐ ☐☐☐☐☐☐☐ _____
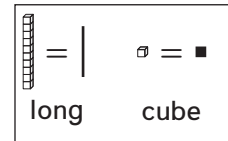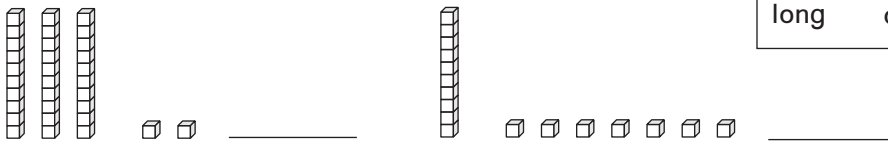
What is the total value? _____

Use base-10 shorthand to show your answer:

2 ☐☐ ☐☐☐☐☐☐ _____   ☐☐☐ ☐☐☐☐ _____
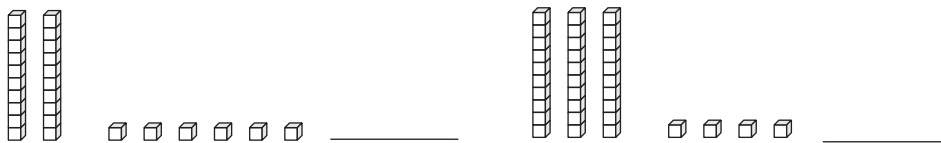
What is the total value? _____

Use base-10 shorthand to show your answer:

3 ☐☐☐ ☐☐ _____

Use base-10 shorthand to show how you can take away 3 cubes. *Hint:* Exchange 1 long for 10 cubes.

What is the value of the blocks that are left? _____

Talk to someone at home about making exchanges between base-10 longs and cubes.

Measuring with a Foot-Long Foot

Family Note

Today we talked about the importance of measuring with standard units so that we all get the same results. You and your child can use the foot-long (12-inch) foot to measure objects or distances around your home. Objects or distances will usually be longer or 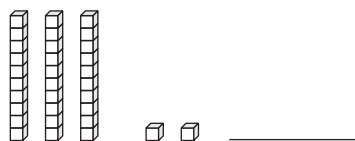shorter than a whole number of feet, so encourage your child to use language such as "about _____ feet," "a little less/more than _____ feet," or "about halfway between _____ and _____ feet."

Please return this Home Link to school tomorrow.

Follow these steps:

(1) Cut out the foot-long foot.

(2) Measure three objects or distances to the nearest foot. Write your measurements in the chart.

(3) Have someone else measure the same things. Write their measurements in the chart.

(4) Agree on a measurement that is close.

Object or Distance	My Measurements	Another Person's Measurements
Example: table	between 6 feet and 7 feet	between 6 feet and 7 feet

Measuring in Inches

Family Note

In today's lesson your child learned to measure objects in inches with a 12-inch (foot-long) ruler. We also discussed the important concept that an inch ruler is composed of a series of inch-long spaces. We measured short objects first with inch-long blocks and then with 12-inch rulers to show that the measurements are the same.

Please return this Home Link to school tomorrow.

(1) Cut out the 6-inch ruler below. Measure four short objects or distances to the nearest inch. Record your measures below.

MRB
101

Object or Distance	Length to the Nearest Inch
	About _____ inches
	About _____ inches
	About _____ inches
	About _____ inches

Practice

Solve the facts.

(2) $6 + 8 =$ _____

(3) $9 +$ _____ $= 15$

(4) $7 + 6 =$ _____

(5) _____ $= 8 + 5$

0   1   2   3   4   5   6
inches
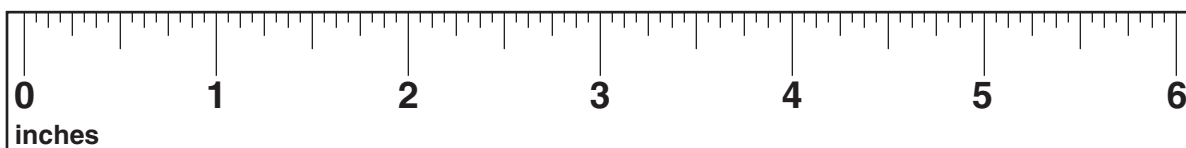
Measuring in Centimeters

Family Note

Today your child learned about the metric unit of length called the centimeter. The inch, introduced in the previous lesson, is a length unit in the U.S. customary system of measurement. With the exception of the United States, most countries use the metric system in everyday life. People in the United States and the rest of the world use the metric system for scientific purposes. It is important for your child to become proficient in both measurement systems.

Please return this Home Link to school tomorrow.

(1) Cut out the 10-centimeter ruler below. Measure three short objects or distances to the nearest centimeter. Record your measurements in the table.

MRB
104

Object or Distance	Length
	About _____ centimeters
	About _____ centimeters
	About _____ centimeters

Practice

Solve the facts.

Unit

(2) 6 + 2 = _____

(3) 7 + _____ = 12

(4) _____ + 3 = 12

(5) _____ = 7 + 8

0 1 2 3 4 5 6 7 8 9 10
centimeters (cm)
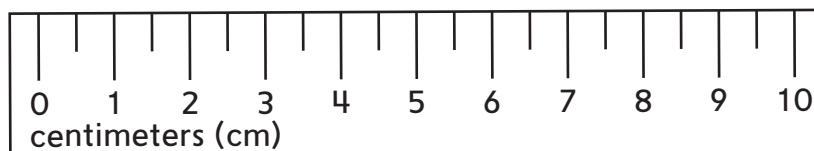
Measuring to the Nearest Centimeter

Family Note

In today's lesson your child measured the length of a long path to the nearest inch and the nearest centimeter (cm). Ask your child to explain how to measure each section of the path on this page. Encourage your child to measure objects at home. If you don't have a ruler at home, have your child cut out and use the 10-centimeter ruler at the bottom of the page.

Please return this Home Link to school tomorrow.

A ladybug walked around the garden. Measure each part of its path to the nearest centimeter. Record the measurements in the table.
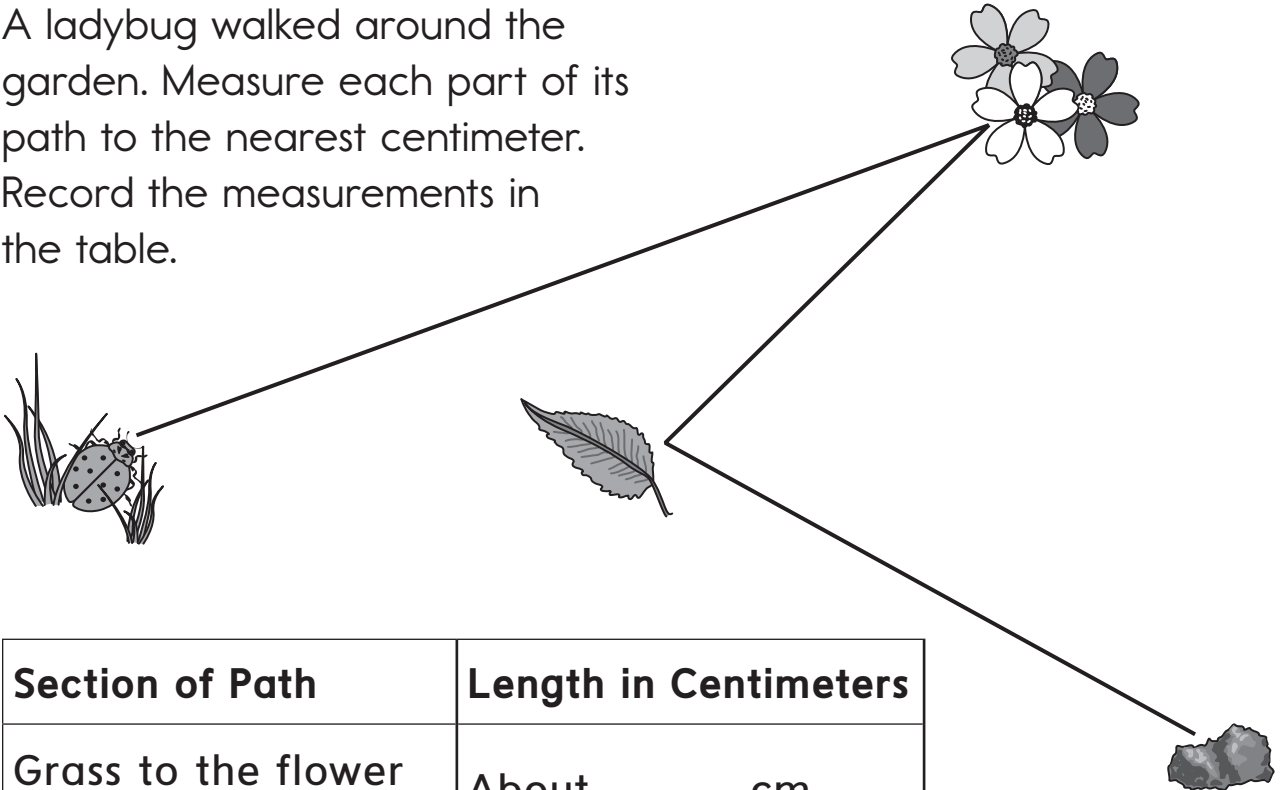
Section of Path	Length in Centimeters
Grass to the flower	About _____ cm
Flower to the leaf	About _____ cm
Leaf to the rock	About _____ cm
Total	About _____ cm

0   1   2   3   4   5   6   7   8   9   10
centimeters (cm)

Unit 5: Family Letter
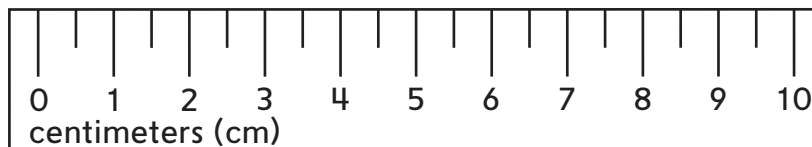
Addition and Subtraction

In Unit 5 your child will review and extend money concepts. The class will find the total value of combinations of coins, find different coin combinations that have the same total value, and make change.

Your child will also develop mental arithmetic skills, or computations that children do in their heads. As they develop mental arithmetic skills, children may draw pictures or use various tools—such as counters, money, number lines, and number grids—to help them solve problems. In this unit children use a new tool, the **open number line,** to record their mental strategies for adding and subtracting 2-digit numbers. Home Link 5-7 will include more information about open number lines.

> **I know that 34 is three 10s and four 1s. I start at 42 and add three 10s: 42 plus 10 is 52, plus 10 more is 62, plus 10 more is 72. Now I need to add 4 more: 72 plus 4 is 76.**

$+10$ $+10$ $+10$ $+4$

42   52   62   72 76
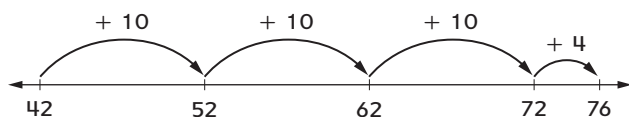
**A second grader uses an open number line to solve 42 + 34.**

At the end of this unit, children will solve addition and subtraction number stories. Two basic types of addition situations are change-to-more and putting together. Children will use **change diagrams** and **parts-and-total diagrams** to help organize information in addition stories that either "change to more" or "put together." They will also use change diagrams to organize information in stories about temperature changes, which may be either change-to-more (addition) or change-to-less (subtraction) stories. See the Vocabulary section in this Family Letter to see examples and learn more about these diagrams.

Please keep this Family Letter for reference as your child works through Unit 5.

Vocabulary   Important terms in Unit 5:

open number line A blank number line on which children can mark points or numbers that are useful for solving problems. Children can use open number lines to record the steps of mental computation strategies. *For example:* I want to solve 56 + 28. I can start at 56 and jump up 4 ones to get to an easy number, 60. I still have 24 more to go. Next I can jump up two 10s, to 70 and then to 80. Now I just have four more 1s to go, so I hop 4 to 84. So 56 + 28 = 84.
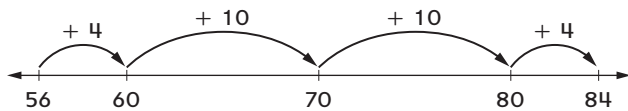
change-to-more number story A number story in which a starting quantity is increased so that the ending quantity is more than the starting quantity. *For example:* Nick has 20 comic books. He buys 6 more. How many does he have now?

change-to-less number story A number story in which a starting quantity is decreased so that the ending quantity is less than the starting quantity. *For example:* Abby has 12 berries. She eats 5 of them. How many does she have now?

change diagram A diagram that organizes information from a change-to-more or change-to-less number story. The following change diagram organizes the information from Nick's comic book story.
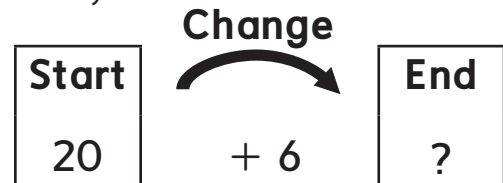
parts-and-total number story A number story in which two or more quantities (parts) are combined to form a total quantity. *For example:* Carl filled 20 gift bags. Sam filled 16 gift bags. How many gift bags did Carl and Sam fill in all?

parts-and-total diagram A diagram that organizes information from a parts-and-total number story. The following parts-and-total diagram organizes the information from Carl and Sam's gift bag story.

Total	
?	
Part	Part
20	16

Do-Anytime Activities

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

1. Challenge your child to solve an addition or a subtraction fact faster than you can solve it on a calculator.

2. At the grocery store, show your child an item that costs less than $1. Ask your child what coins or bills he or she would use to pay for the item and how much change the cashier would give back.

3. Pose addition or subtraction problems for your child to solve mentally. Encourage your child to draw an open number line to show his or her problem-solving steps.

4. Look at weather reports in the newspaper, on television, or online. Have your child figure out the difference between the high and low temperatures for each day.

5. Look at temperatures at different points during the day. Ask your child to determine whether the temperature has changed to more or changed to less.

Building Skills through Games

In Unit 5 your child will play the following games to practice solving facts, exchanging coins, and adding and subtracting mentally and with tools.

Beat the Calculator

One player is the Caller, who names two 1-digit numbers. Another player is the Brain, who adds the two numbers mentally. A third player is the Calculator, who adds the numbers with a calculator. The Brain tries to find the sum faster than the Calculator.

Spinning for Money

Players take turns spinning a spinner and taking the indicated coins from the bank. Whenever they can, players exchange their coins for coins in larger denominations (for example, 5 pennies for 1 nickel). The first player to exchange coins for a $1 bill wins.

Target

Players draw number cards to create 1- and 2-digit numbers and use base-10 blocks to represent them. Players add or subtract each new number from their current total until the blocks on one player's mat have a value of exactly 50.

Addition/Subtraction Spin

Players spin a spinner to determine a 3-digit number. Then they roll a die to see if they should add 10 or 100 to the 3-digit number or subtract 10 or 100 from it. Players do the computation mentally.

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 the Unit 5 Home Links.

Home Link 5-1

Home Link 5-2

1–3. Answers vary.

4. 9   **5.** 7   **6.** 13   **7.** 16

Home Link 5-3

1–4. Answers vary.

5. 3   **6.** 7   **7.** 7   **8.** 5

Home Link 5-4

5¢; 35¢; 16¢; 5¢; 2¢; 52¢; Answers vary.

1. 3   **2.** 7   **3.** 3   **4.** 6

Home Link 5-5

1. 8:30   **2.** 4:15   **3.** 1:40

4. 7:10   **5.** 11   **6.** 4

Home Link 5-6

1. 72	**2.** 48	**3.** 126
4. 381	**5.** 886	**6.** 525
7. 34	**8.** 205	**9.** 9
10. 7	**11.** 6	**12.** 3

Home Link 5-7

1. 58; Sample number line:
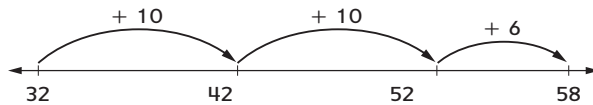
2. 33; Sample number line:
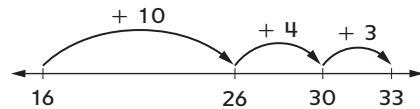
Home Link 5-8

1.

$11 + 7 = ?$; 18 grapes

2.

$30 + 8 = ?$; 38 cards

3.

$42 + 10 = ?$; 52 pounds

Home Link 5-9

1.

$17 + 30 = ?$; 47 pounds

2.

$45 + 30 = ?$; 75 pounds

3.

$17 + 15 = ?$; 32 pounds

Home Link 5-10

1.

$30 + ? = 42$; 12°F

2.

$65 - ? = 50$; 15°F

3. Sample answer: I counted up from 50 to 65 and got 15.

Home Link 5-11

1. Strategies vary; $50

2. Strategies vary; $50