

Telephone Numbers

**Family Note**

Work with your child to memorize important telephone numbers, including emergency daytime numbers other than your home number. Also, help your child find other examples of uses of numbers, such as:

- Measurements of length, height, weight, and volume
- Dates and times
- Tables
- Temperatures
- Counts
- Addresses and license plates
- Costs

Please return this Home Link to school tomorrow.

1. Write your area code and home telephone number.

(_____) _____ — _____
(area code) (telephone number)

2. Write an emergency number with the area code.
This number could be for a relative or a neighbor.
It might be the number for the local police department.

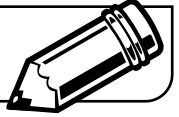
(_____) _____ — _____
(area code) (telephone number)

3. Write your first, second, and third names.

Practice

Write the number that comes after each number.

4. 10 _____ **5.** 17 _____ **6.** 19 _____ **7.** 6 _____

LESSON
2·1**Counting Up and Back**

Use the number grid on the inside back cover of your journal.

For each problem, place a counter on the start number. Count up or back. Record the number where you end.

- 1.** Start at 24.
Count up 10.
You end at _____.
- 2.** Start at 47.
Count up 10.
You end at _____.
- 3.** Start at 29.
Count back 10.
You end at _____.
- 4.** Start at 88.
Count back 10.
You end at _____.
- 5.** Start at 99.
Count up 10.
You end at _____.
- 6.** Predict where you would end if you start at 51 and count up 10. _____
Check your answer on the number grid.

Counting Up and Back



Family Note To reinforce various types of counting, listen as your child counts by 1s and 10s. Counting for someone provides good practice in this essential first-grade skill.

Please return this Home Link to school tomorrow.

1. Count for someone at home. Count up by 1s, starting with 1. I counted to _____.
2. Count back by 10s. Start with 50 or the highest number you can. I started with _____.
3. Explain to someone at home how to use the number grid to help with counts.

									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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

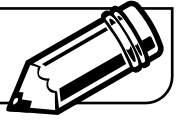
Practice

Count back by 1s.

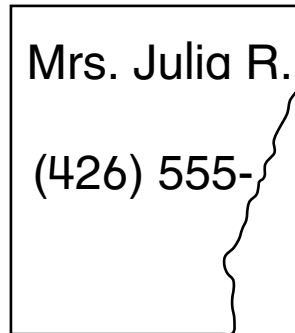
4. 10, _____, 8, 7, _____, _____, _____, 3, _____, _____

LESSON
2·2

Mystery Phone Number



Help solve the case of the mystery phone number.



(426) 5 5 5 - ? ? ? ?

Clues:

The digits can be in any order.

The last four digits are: 5, 7, 1, and 9.

Find 4 possible combinations.

1.

North

2.

North

3.

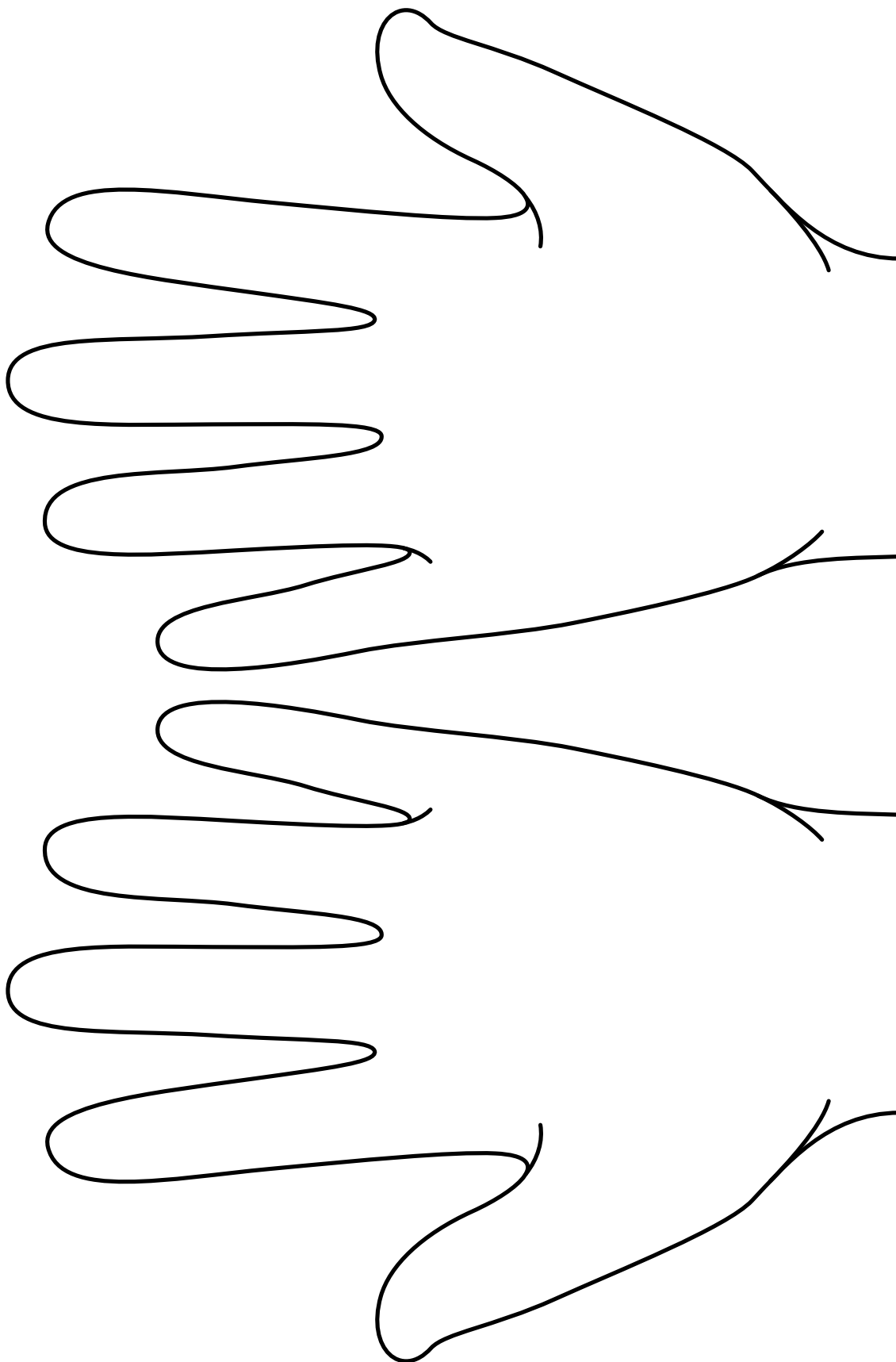
North

4.

North

LESSON
2·3

Hands



HOME LINK
2·3

Two-Fisted Penny Addition



Family Note By doing Two-Fisted Penny Addition, you are helping your child learn the basic addition facts. These basic facts will be useful when your child solves more difficult addition and subtraction problems mentally.

Please return this Home Link to school tomorrow.

Do Two-Fisted Penny Addition with someone at home:

- ◆ On a piece of paper, draw 2 large circles.
- ◆ Place pennies on the table. Grab some pennies with one hand. Pick up the rest with the other hand.
- ◆ Place 1 pile of pennies in each circle and count them.
- ◆ Use the tables below to write how many pennies are in each circle.

1. Start with 10 pennies.

Number of Pennies in One Hand	Number of Pennies in the Other Hand

2. Start with 15 pennies.

Number of Pennies in One Hand	Number of Pennies in the Other Hand

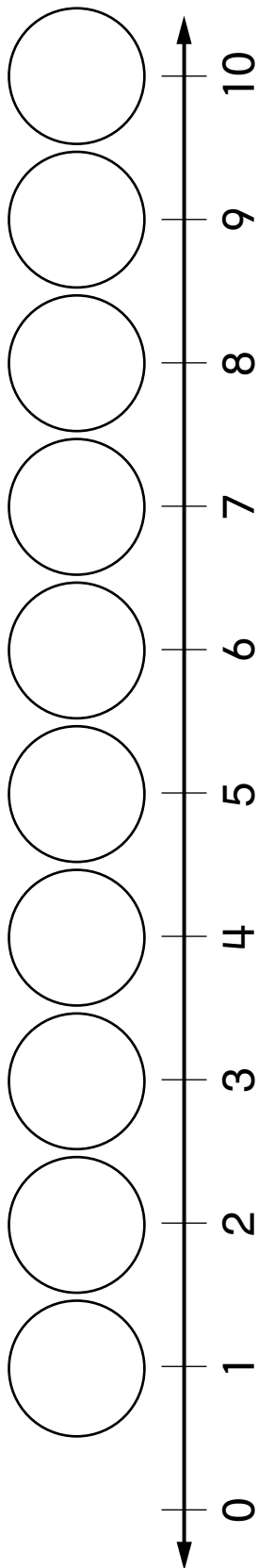
Practice

3. Count up by 5s.

5, 10, 15, _____, _____, _____

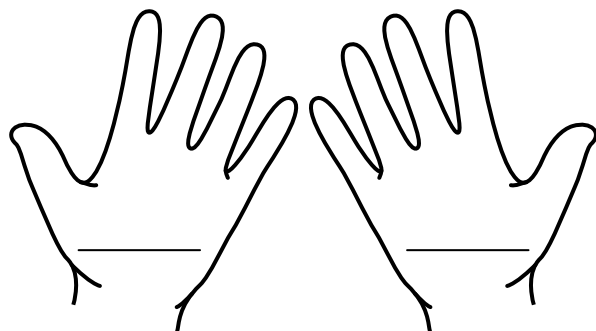
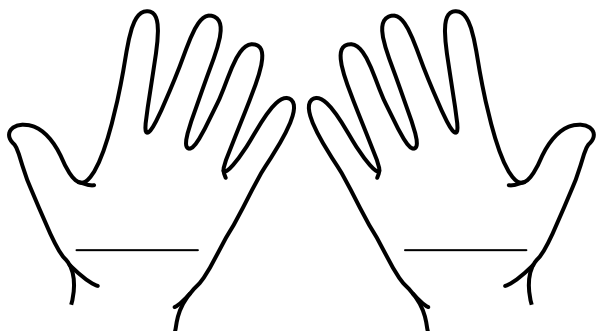
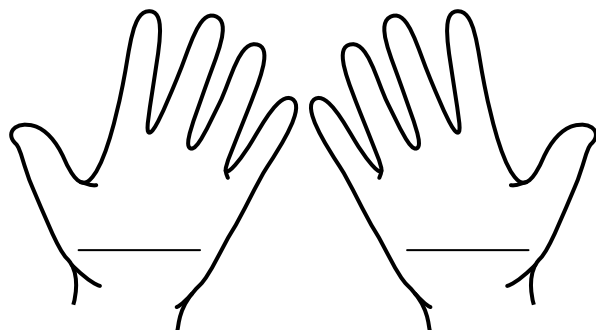
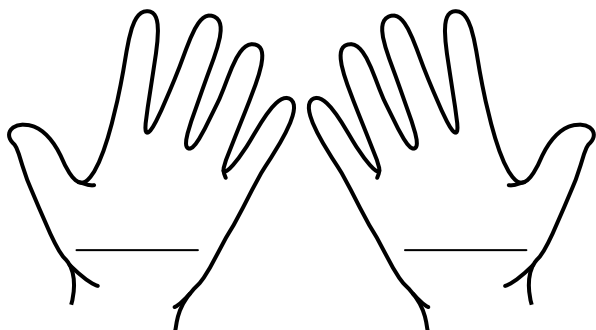
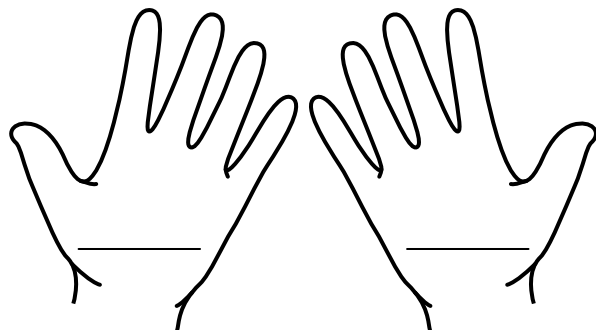
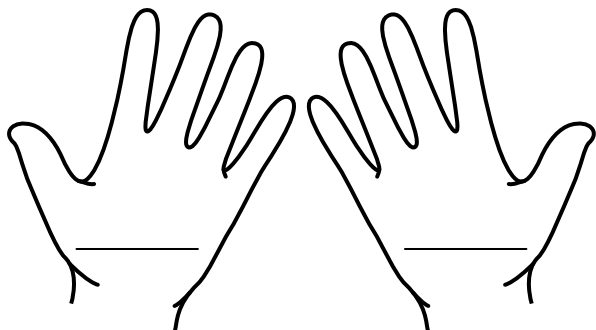
LESSON
2·3

Number Line



LESSON
2·3

Combinations for _____ Pennies



Numbers Before and After



Family Note When working with “before” and “after” numbers in the table below, start with small numbers—up to 15. Then, if your child is doing well, use larger numbers. You can also ask your child to suggest numbers to write in the middle column.

Please return this Home Link to school tomorrow.

1. Ask someone to write a number in the middle column.

- ◆ Write the number that comes **before** that number.
- ◆ Write the number that comes **after** that number.

Do this with many different numbers.

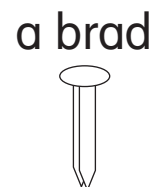
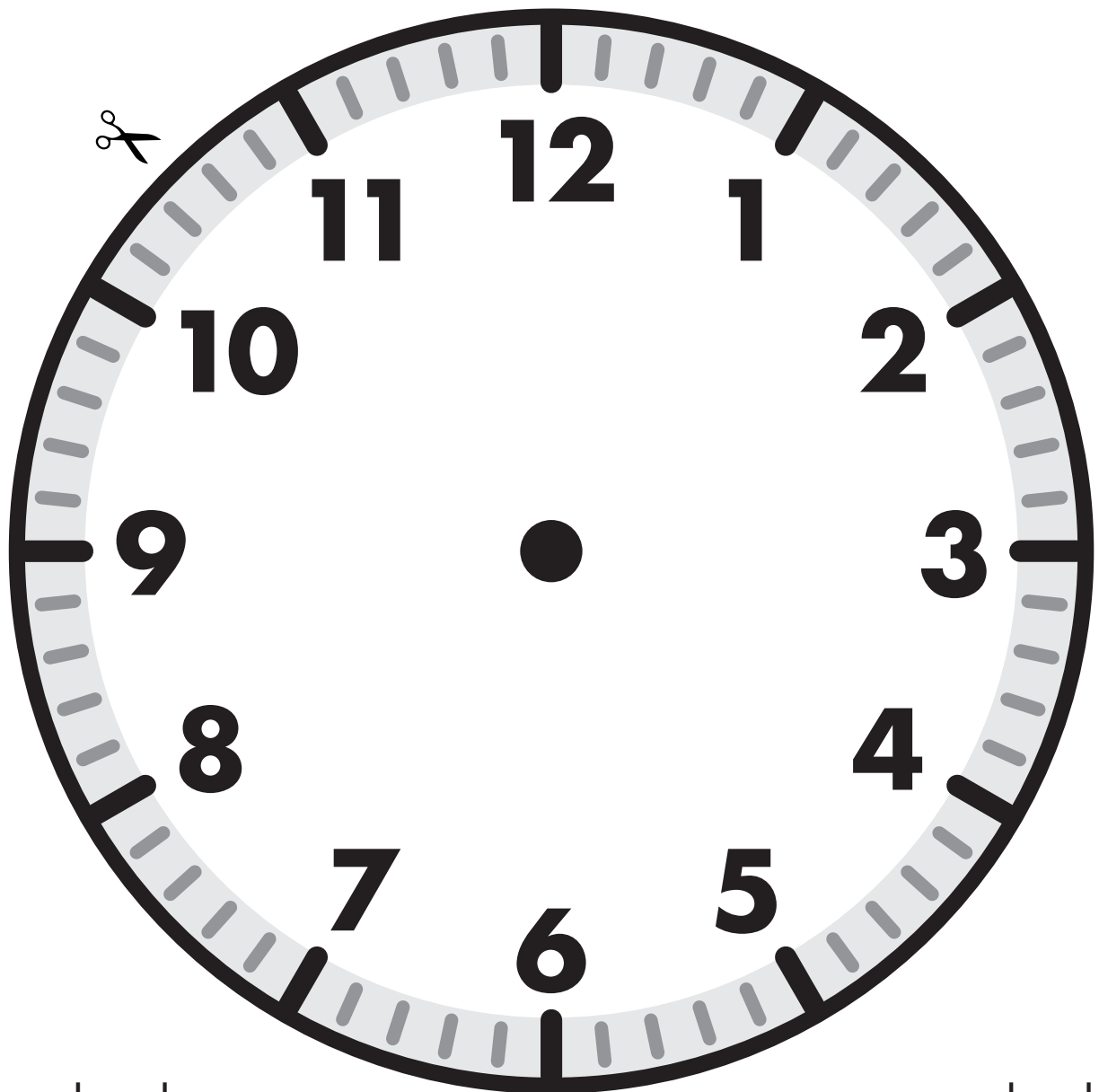
Before	Number	After
8	9	10

Practice

2. Write the numbers 7–10 below. Circle the number you wrote best.

LESSON
2•5**Clock Face, Hour Hand**

1. Cut out the clock face and the hour hand.
2. Punch a hole through the center of the clock face.
Punch a hole through the X on the hour hand.
3. Fasten the hand to the clock face with a brad.



Clocks and Watches

**Family Note**

In today's lesson, we observed what happens to the hour hand on an analog clock as the minute hand moves around the clock face. In the next lesson, we will practice telling time when the minute hand is pointing to 12.

For the activity below, include both analog clocks (clocks that have hour hands and minute hands) and digital clocks.

Please return this Home Link to school tomorrow.

1. Ask someone to help you find all of the clocks and watches in your home.

Record the numbers with tally marks.

	Tallies
Clocks	
Watches	

Total: _____

2. Draw a picture of the most interesting clock or watch you found. It might be interesting because of the way it looks or where it is located.

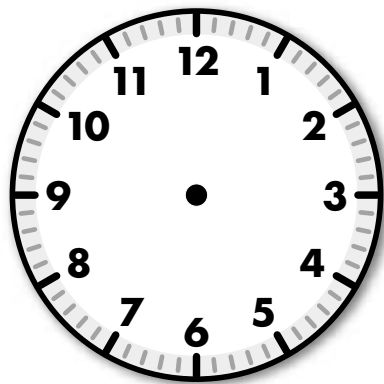
Practice

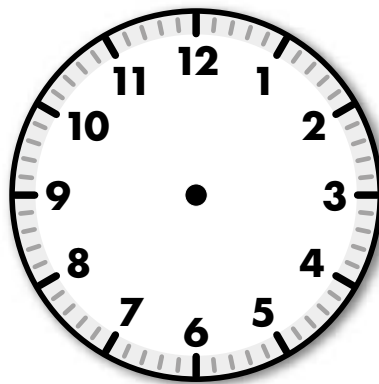
How many tally marks?

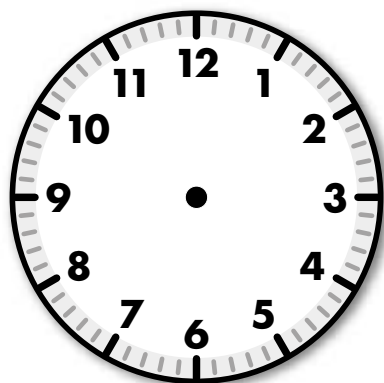
3.  _____
4.  _____
5.  _____

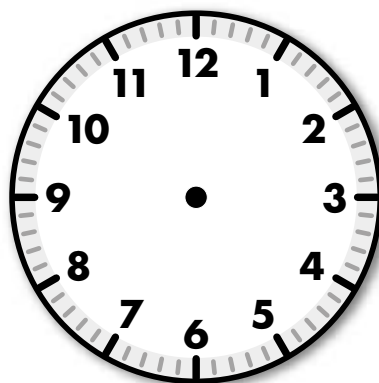
LESSON
2•5

Clock Faces



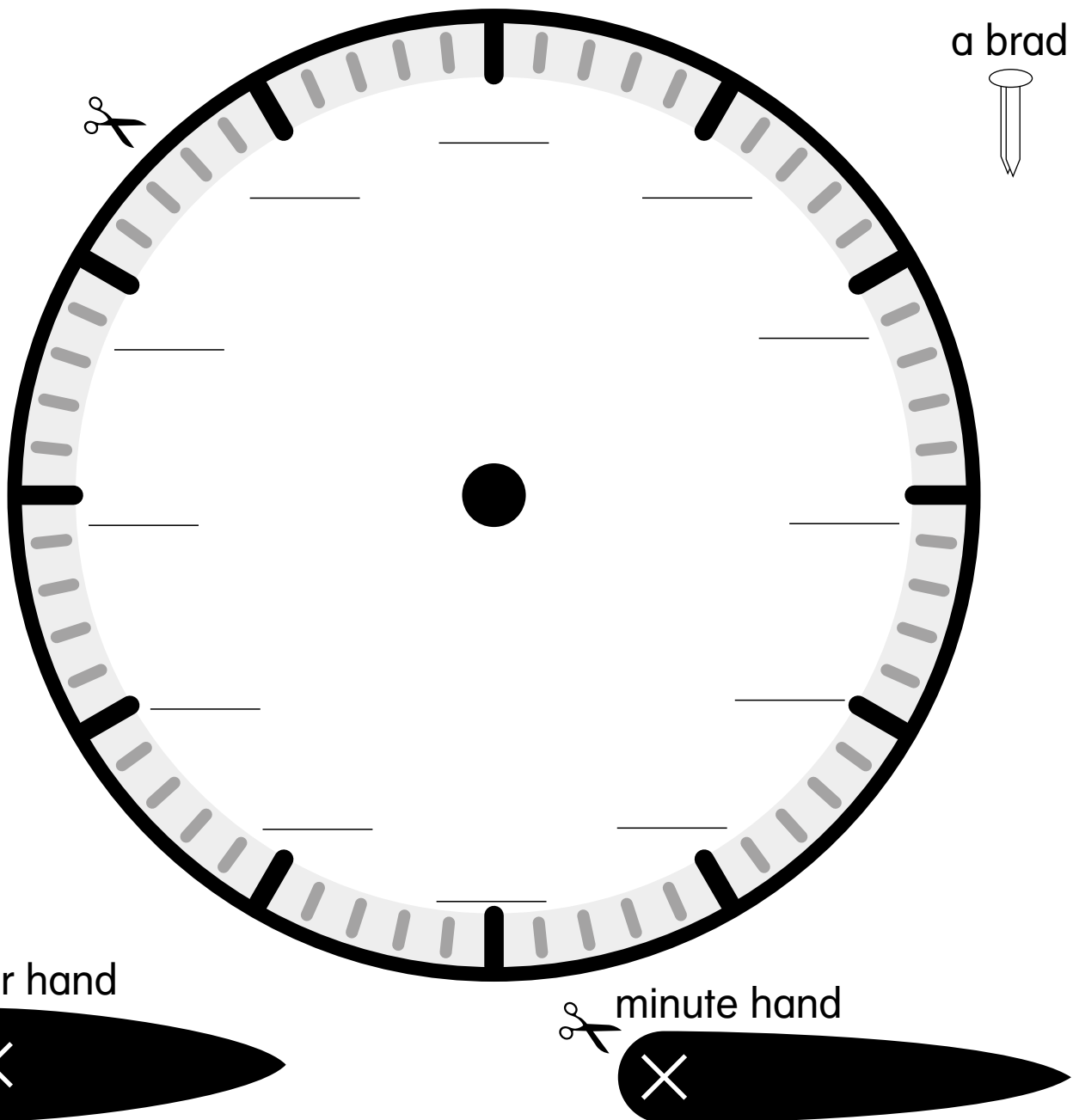






LESSON
2•6**Clock Face, Hour and Minute**

1. Fill in the missing numbers.
2. Cut out the clock face and the hands.
3. Punch a hole through the center of the clock face.
Punch holes through the Xs on the hands.
4. Place the hour hand on top of the minute hand.
5. Fasten both hands to the clock face with a brad.



Telling Time to the Hour



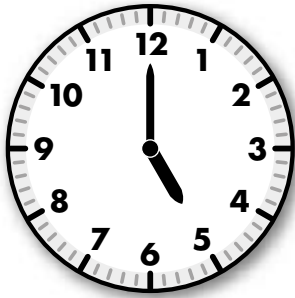
Family Note We have just begun telling time to the hour. Ask your child to show times to the hour, using the paper clock.

Please return this Home Link to school tomorrow, but keep your child's paper clock for future use.

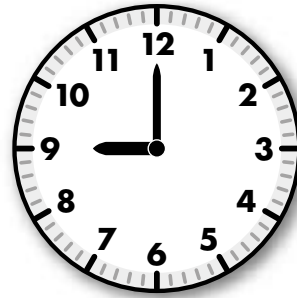
1. Show your paper clock to someone at home.

Ask someone to name an hour for you to show.

2. Record the time.

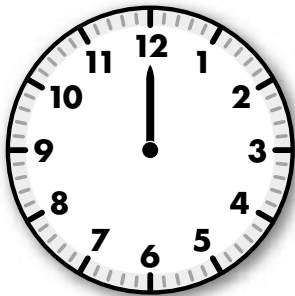


_____ o'clock

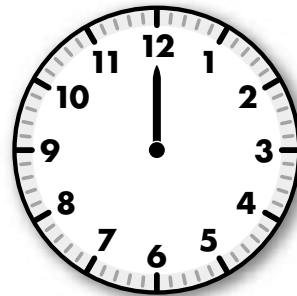


_____ o'clock

3. Draw the hour hand.



7 o'clock



1 o'clock

Practice

Draw tally marks for each number.

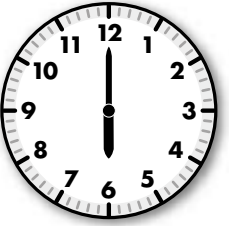
4. 7 _____ 5. 13 _____ 6. 10 _____

LESSON
2·6**Elapsed Time**

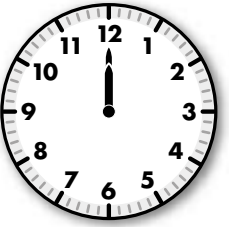
Use your paper clock. Write how many hours have passed.

1.

_____ hours

2.

_____ hour

3.

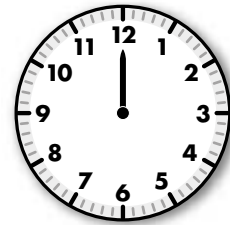
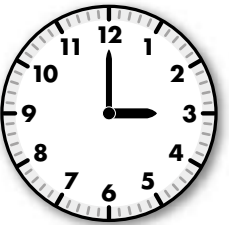
_____ hours

4.

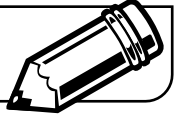
_____ hours

Try This

5. Draw the hour hand and write the ending time.



3 o'clock → 3 hours → _____ o'clock

LESSON
2·7**How Long Is It?**

- Materials** ruler
 8 objects

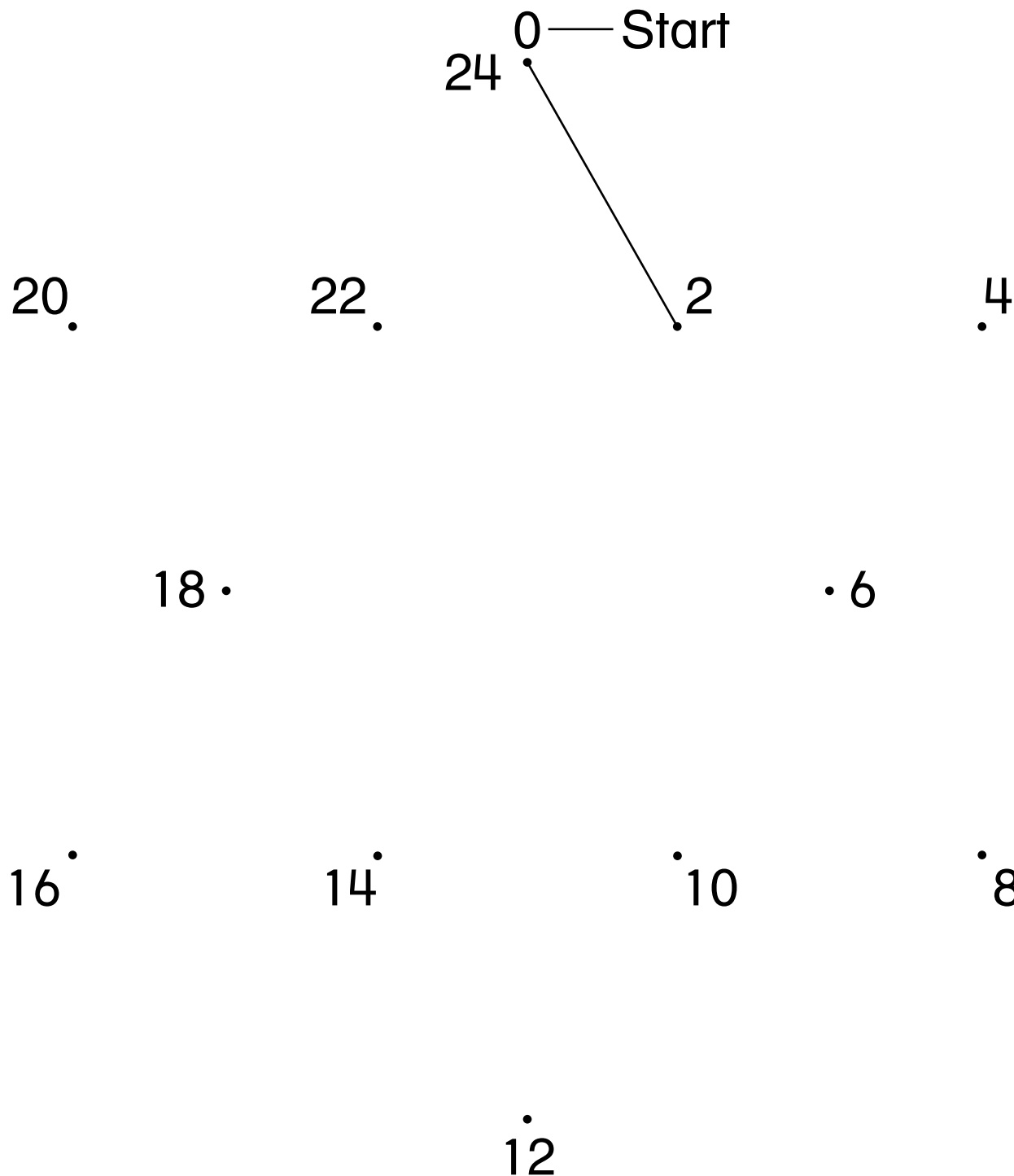
- 1.** Look at your ruler. Try to remember how long it is. Then put it away in your tool kit.
- 2.** Put the objects you think are longer than your ruler in one pile.

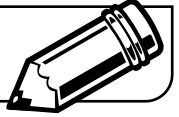
Put the objects you think are shorter than your ruler in another pile.
- 3.** Take out your ruler and check your guesses.
- 4.** Now put the objects in order from shortest to longest.

LESSON
2·7**Counting by 2s**

Start at 0. Count by 2s to connect the dots.
Use your ruler.

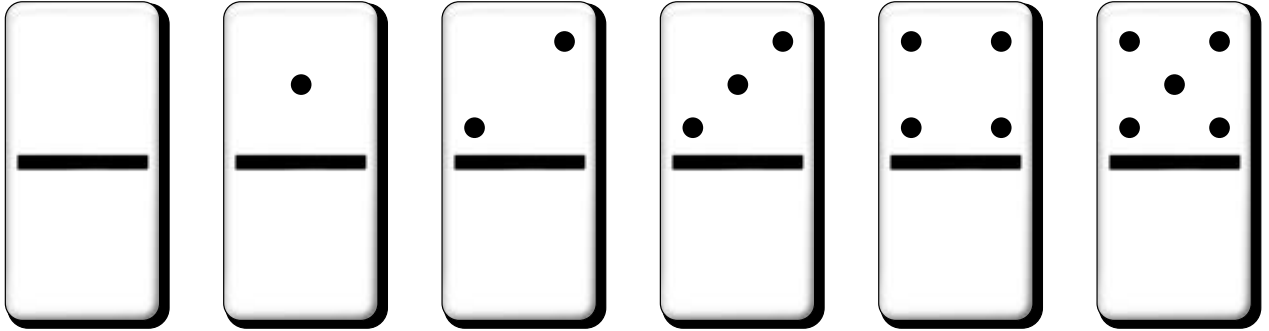
Then color your finished shape.



LESSON
2·7**Sorting Dominoes**

Materials □ 1 set of double-nine dominoes

1. Put all dominoes with a blank half in a pile.



2. Put all remaining dominoes that show 1 dot in a pile.

3. Put all remaining dominoes that show 2 dots in a pile.

4. Put all remaining dominoes that show 3 dots in a pile.

5. Continue until all of the dominoes are sorted into groups. Discuss the patterns you see.

Ordering Numbers

**Family Note**

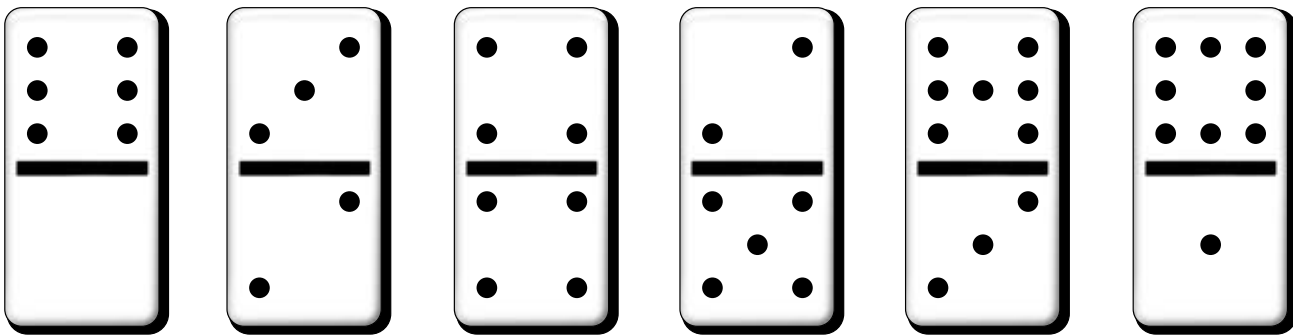
Over the next few weeks, we will be “getting to know coins.” In the next lesson, we will learn about pennies.

Your child is also learning how to order and compare numbers. Dominoes are a perfect tool for practicing this skill. If you have dominoes, you may want to play games with your child, such as ordering dominoes by the number of dots. At first, use consecutive numbers such as 1, 2, 3, and 4.

Please return this Home Link to school tomorrow.

Look at the dominoes below.

- Count the total number of dots on each domino.
- Use the back of this page. Draw the dominoes in order from the least to the greatest number of dots.
- Write the total number of dots under each domino.

**Practice**

Write the numbers before and after each number.

4. _____ 1 _____ 5. _____ 10 _____ 6. _____ 17 _____

HOME LINK
2·8

Nickels



Family Note During the next few weeks, our class will learn about coins. For our next math lesson, your child will need to bring 5 nickels to class. Please put these nickels in a sealed envelope with your child's name on it so that they will not get lost. (Your child will also need 10 dimes and 2 quarters in the coming days.)

Please return this Home Link to school tomorrow.

Ask someone at home for 5 nickels you can bring to school. Use one of them for this Home Link.

1. Ask someone to trade you the correct number of pennies for your nickel.

◆ How many pennies did the person give you?

_____ pennies

◆ How many pennies would you get for 2 nickels?

_____ pennies

◆ Explain to someone at home how you found your answer.

Practice

Draw tally marks for each number.

2. 27 _____

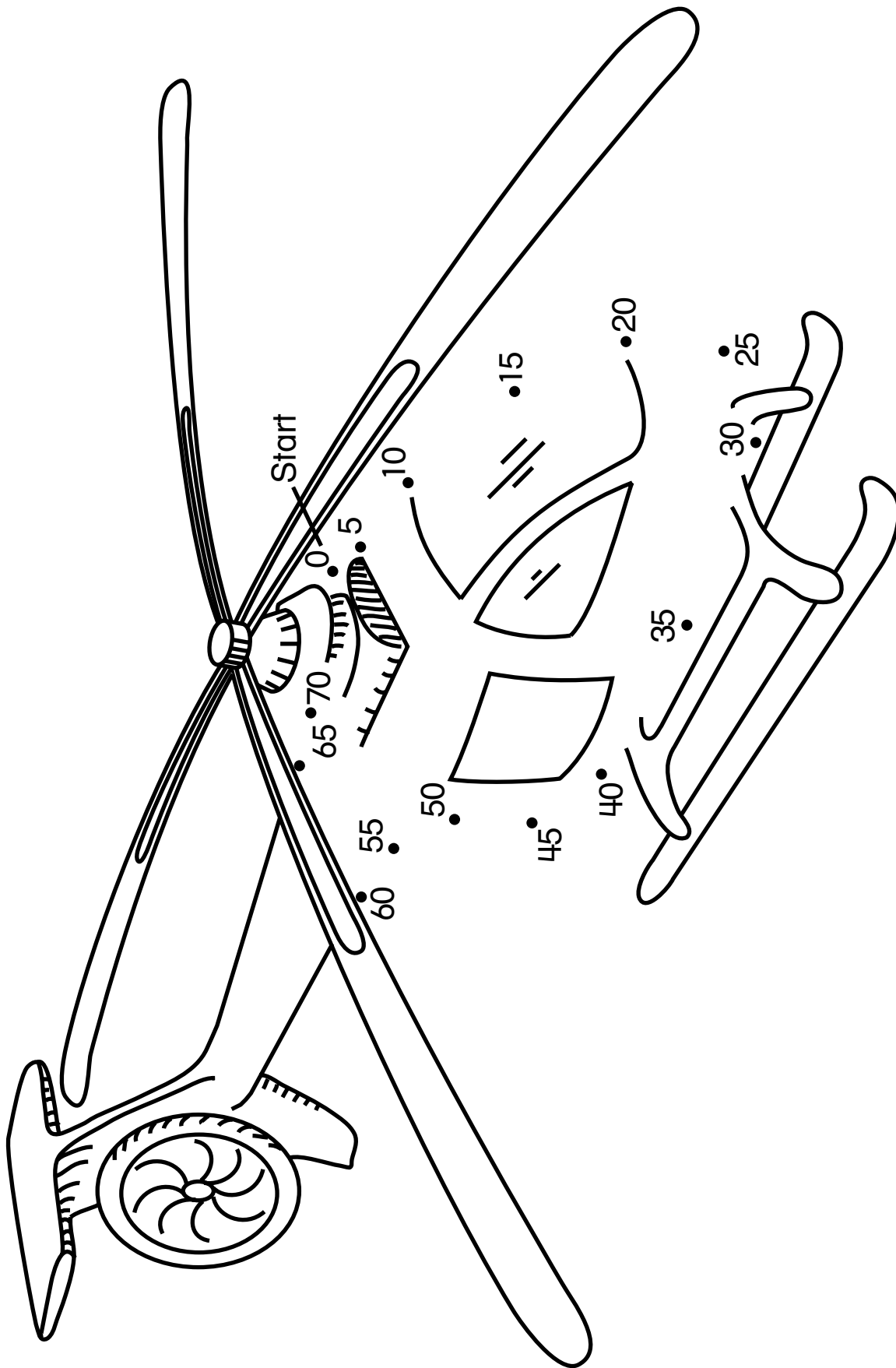
3. 35 _____

4. 17 _____

5. 41 _____

LESSON
2•9

Counting by 5s



HOME LINK
2•9

Counting by 5s



Family Note Counting by 5s is a useful skill for counting combinations of coins that include nickels. A good way to practice this skill is to count tally marks.

Please return this Home Link to school tomorrow.

- 1.** Count by 5s for someone at home.

I counted up to _____.

- 2.** Tell someone at home how many pennies you would get for 3 nickels. _____ pennies

- 3.** Count the tally marks below.

|||| | |||| | |||| | |||| | |||| | ||

I counted _____ tally marks.

- 4.** Draw some tally marks below.
Count them for someone at home.

I drew _____ tally marks.

Practice

Write the number that is 1 less than each number.

- 5.** 11 _____ **6.** 22 _____ **7.** 19 _____ **8.** 6 _____

Pennies and Nickels

**Family Note**

First graders do not always know how to represent an amount with the fewest number of coins. That's okay. At this stage, it is important that your child understands that 5 pennies can be exchanged for 1 nickel.

In a few days, we are going to set up a "store" in our classroom. Children will take on the roles of shopkeeper and shopper. Please send some old or inexpensive items to school for our store. Thank you!

Please return this Home Link to school tomorrow.

Use Ⓟ and Ⓝ to show the amount with fewer coins. Write how much the coins are worth.

Example: Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ is the same as Ⓝ Ⓟ Ⓟ.

This is 7 cents.

1. Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ
is the same as

This is _____ cents.

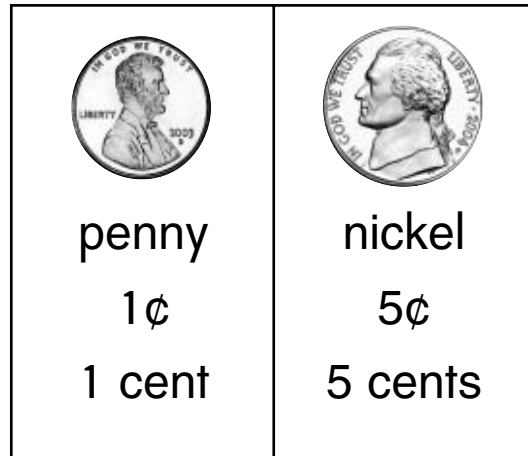
2. Ⓝ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ is the same as

This is _____ cents.

Practice

Write the number that is 1 more than each number.

3. 7 _____ 4. 29 _____ 5. 42 _____ 6. 16 _____

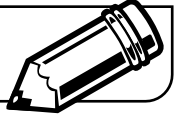


Name _____

Date _____

LESSON
2•10

Three-in-a-Row



_____ ¢	_____ ¢	_____ ¢
_____ ¢	_____ ¢	_____ ¢
_____ ¢	_____ ¢	_____ ¢

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Name _____

Date _____

LESSON
2•10

Three-in-a-Row



_____ ¢	_____ ¢	_____ ¢
_____ ¢	_____ ¢	_____ ¢
_____ ¢	_____ ¢	_____ ¢

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Nickels and Pennies

**Family Note**

In class, children have practiced counting combinations of pennies and nickels and then comparing amounts of money. You can use real coins to model the problems below for your child. Another way to help your child is to exchange nickels for pennies and then count the pennies.

We will do a lot of work with money exchanges and with counting money. Do not expect your child to master these skills at this time.

Please return this Home Link to school tomorrow.

1. Sabine grabbed 2 nickels and 7 pennies.

She had _____¢.

Tony grabbed 3 nickels and 1 penny.

He had _____¢.

Circle who grabbed more money: **Sabine** or **Tony**

2. Sabine grabbed 2 nickels and 6 pennies.

She had _____¢.

Tony grabbed 3 nickels and 5 pennies.

He had _____¢.

Circle who grabbed more money: **Sabine** or **Tony**

Practice

3. How much money? _____¢



HOME LINK
2•12

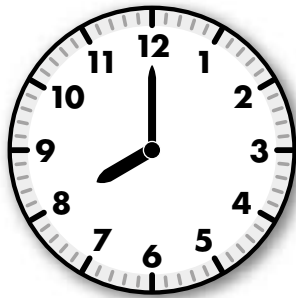
Telling Time



Family Note Use the paper clock that your child brought home several days ago to help your child practice telling time. (Your child may need some review.) If you no longer have the paper clock, use a small real clock instead.

Please return this Home Link to school tomorrow.

1. Record the time.

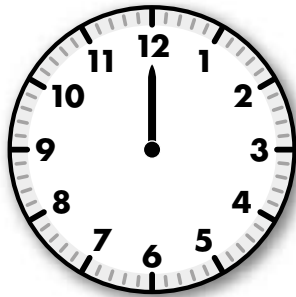


_____ o'clock

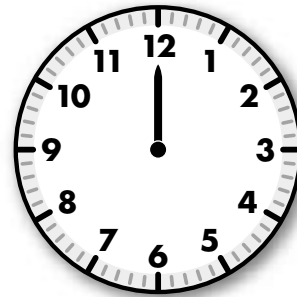


_____ o'clock

2. Draw the hour hand.



9:00



6:00

Practice

3. How much money?



_____ ¢

HOME LINK
2·13

Counting Money


Family Note

This Home Link may be challenging for your child. It reviews concepts covered in this unit and applies them to new situations. Do not worry if this page is challenging—we will be working on counting money throughout the year. Encourage your child to use coins to model the problems.

Please return this Home Link to school tomorrow.

Collect a small container of pennies and nickels.
Take a handful of the coins.

1. How many coins are in your hand? What are they worth?

_____ pennies = _____¢ _____ nickels = _____¢

2. How much are the pennies and nickels worth in all?

I counted _____¢ in all.

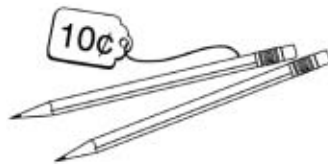
3. Circle two items that you would like to buy.



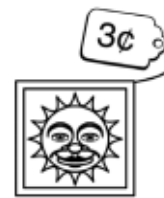
doll



toy car



pencils



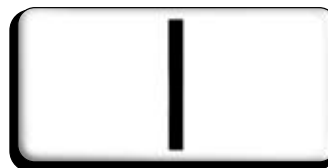
sticker

a. Which item costs more? _____

b. How much more does it cost? _____¢ more

Practice

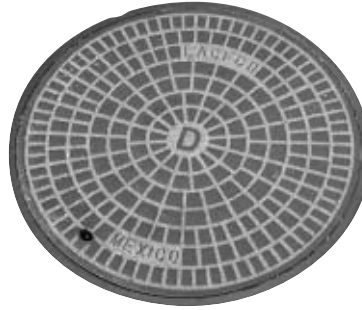
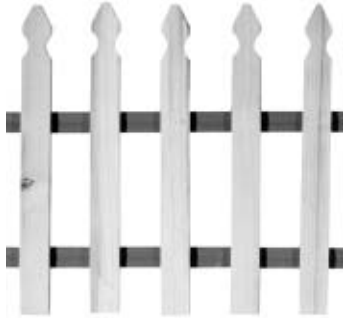
4. Draw 2 dominoes. Each domino should have 7 dots in all.





Visual Patterns, Number Patterns, and Counting

Children will have several experiences with patterns that use objects, colors, and numbers.



Count by 10s	0, 10, 20
Count by 5s	0, 5, 10, 15, 20
Count by 2s	0, 2, 4, 6, 8, 10
Count by 3s	0, 3, 6, 9, 12

As patterns with numbers are investigated, children will look more closely at patterns found in odd and even numbers. They will observe patterns in the ending digits of counts by 2s, 3s, 5s, and 10s. Frames-and-Arrows diagrams will be introduced to help children investigate number sequences. (See explanation on next page.)

Children also will continue to develop time-telling and money-counting skills. They will practice telling time on the hour and the half-hour. They will continue to work with real coins, so please send 10 dimes to school. (As before, please send these coins in a sealed envelope with your child's name on it.)

Finally, we will begin work on addition and subtraction. This is an important topic—it will be developed throughout the year. It is not too early for children to begin solving very simple problems.



2, 4, 6, 8, 10, 12
12 is an even number.



Please keep this Family Letter for reference as your child works through Unit 3.

Vocabulary

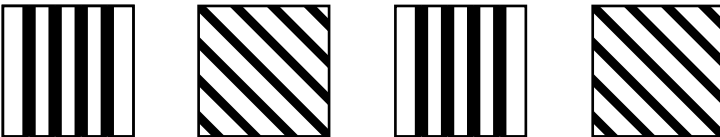
Important terms in Unit 3:

number grid A table in which consecutive numbers are arranged in rows, usually 10 columns per row. A move from one number to the next within a *row* is a change of 1, a move of one number to the next within a *column* is a change of 10.

									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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number grids are used to develop place-value concepts and problem-solving strategies for addition and subtraction.

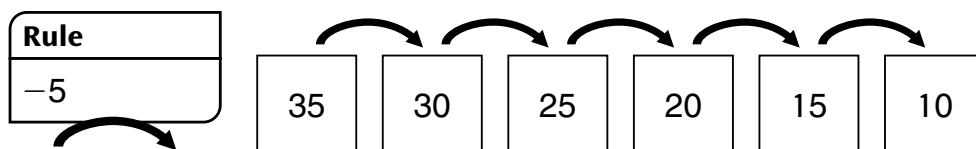
pattern A repetitive order or arrangement.



even number Any counting number that ends in 0, 2, 4, 6, or 8. An even number of objects can always be grouped into pairs.

odd number Any counting number that ends in 1, 3, 5, 7, or 9. When an odd number of objects is grouped into pairs, there is always one object that cannot be paired.

Frames and Arrows Diagrams consisting of frames connected by arrows used to represent number sequences. Each frame contains one number, and each arrow represents a rule that determines which number goes in the next frame.



The Family Note on Home Link 3-8, which you will receive later, provides a more detailed description of Frames and Arrows.

Do-Anytime Activities

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

1. Count and pair objects found around the house and determine whether there is an odd or even number of items.
2. Using the same collection of objects, arrange them to make an ongoing pattern. Then have your child make and describe his or her own pattern.
3. Using the number grid, select a number and have your child point to the number that is 1 more or 1 less than the selected number. Or do problems like this: "Start at 28. Count back (or up) 5 spaces. On which number do you land?"

Counting back from 28

-9	-8	-7	-6	-5	-4	-3	-2	-1	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	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Building Skills through Games

In this unit, your child will be practicing counting on a number line, exchanging coins, and adding by playing the following games:

Bunny Hop

Players begin at 0 on a number line marked from 0 to 20. Players take turns rolling a die and hopping the number of spaces equal to the number of dots shown on the die. The first player to hop to 20 and then back to 0 wins the game. Players must use an exact roll to land on 20 and on 0.

Coin-Dice

Players take turns rolling two dice and picking up the number of pennies equal to the number of dots shown on the dice. Whenever possible, players exchange 5 pennies for 1 nickel, 10 pennies for 1 dime, or 2 nickels for 1 dime. To pick up the last coins, the number of dots on the dice must match the number of remaining pennies.

Domino Top-It

Each player turns over a domino and calls out the sum of the dots on the domino. The player with the higher sum keeps both dominos. If there is a tie, each player chooses another domino. The player with the higher sum keeps all of the dominos. The player with more dominos at the end of the game wins.



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 Home Links for this unit.

Home Link 3•1

- If possible, help your child find an article of clothing with a pattern that he or she can wear to school.

3. 50, 40, 30, 20, 10

4. 25, 20, 15, 10, 5

Home Link 3•2

- Sample answer: 4 people; even
- Sample answer:
odd: 3, 7, 13, 19
even: 2, 6, 12, 20

3. 3 beds, odd

4. 15, 20, 25, 30, 35

5. 55, 60, 65, 70, 75

6. 95, 100, 105, 110, 115

Home Link 3•3

- | | |
|-------------------|-------------------|
| 1. 6 | 2. 7 |
| 3. 10 | 4. 15 |
| 5. 12; 15; 16; 18 | 6. 74; 77; 78; 80 |

Home Link 3•4

- Sample answer: 1648; even
- Sample answer: odd
- 14; *||||*
- 23; *||||*
- 29
- 36

Home Link 3•5

- | | |
|--|------------------|
| 1. 10, 20 | 2. 5, 10, 15, 20 |
| 3. 2, 4, 6, 8 | 4. 3, 6, 9, 12 |
| 5. All odd numbers on the number line should be circled. | |
| 6. 12 | 7. 9 |

Home Link 3•6

- | | |
|-----------------|-----------|
| 1. 7, 7 | 2. 7, 7 |
| 3. 5, 5 | 4. 16, 16 |
| 5. 6; 8; 12; 14 | |

Home Link 3•7

- | | |
|------|------|
| 7. 9 | 8. 8 |
|------|------|

Home Link 3•8

- | | |
|---------------|-------------------|
| 1. 7, 11, 15 | 2. 17, 14, 13 |
| 3. 15, 20, 25 | 4. 28; 30; 32; 36 |

Home Link 3•9

- | | | |
|----------|----------|---------------|
| 1. Add 2 | 2. Add 5 | 3. Subtract 3 |
| 4. (18) | | |

Home Link 3•10

- | | |
|----------------------------|---------------|
| 1. 5, 2, 10 | 2. 13, 19, 30 |
| 3. Clock should show 7:30. | |
| 4. Clock should show 3:30. | |

Home Link 3•11

- | | |
|------------------------|---------------|
| 1. 2 dimes | 2. (D), 10 |
| 3. (D)(P)(P), 12 | |
| 4. (D)(P)(P)(P)(P), 14 | |
| 5. (D)(D)(N), 25 | 6. (D)(D), 20 |
| 7. 30; 40; 60; 70; 80 | |

Home Link 3•12

- | | |
|------------------------------|-------------|
| 1. 25; 0.25 | 2. 45; 0.45 |
| 3. 23; 0.23 | 4. 37; 0.37 |
| 5. Sample answer: 2, 4, 6, 8 | |

Home Link 3•13

- | | |
|----------|------------|
| 2a. blue | 2b. yellow |
| 3. 13 | |

Home Link 3•14

- Sample answer: 3, 9, 15, 23