

**HOME LINK**  
**4•1**

# Reading Thermometers



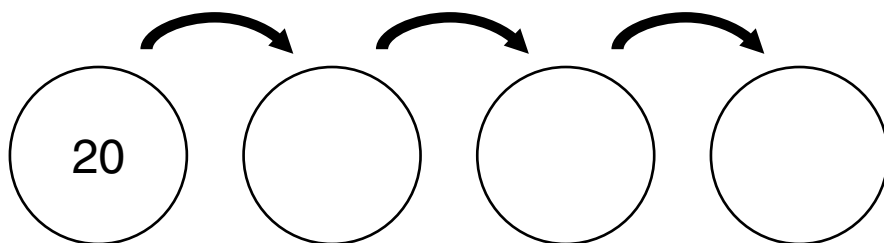
**Family Note** Your child is beginning to read a thermometer marked in two-degree intervals. A skill that will help your child with reading temperatures is to count by 2s. Begin with multiples of 10 (numbers such as 10, 20, 30, and so on). For example, start at 50 and count by 2s: 50, 52, 54, 56, 58, 60, and so on.

*Please return this Home Link to school tomorrow.*

Fill in the frames.

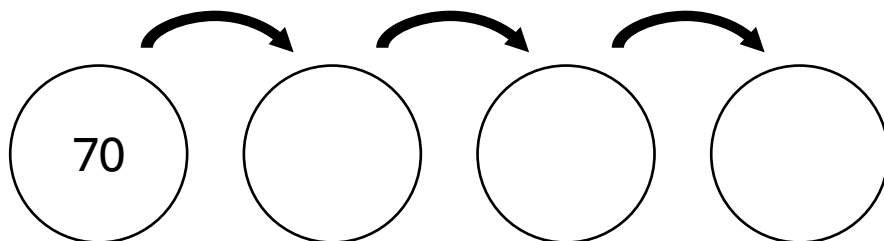
1.

<b>Rule</b>
Count by 2s



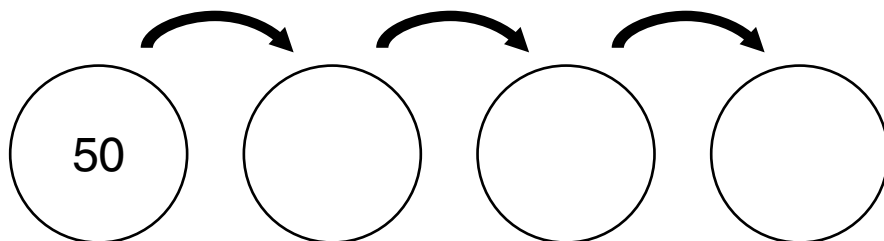
2.

<b>Rule</b>
Count by 2s



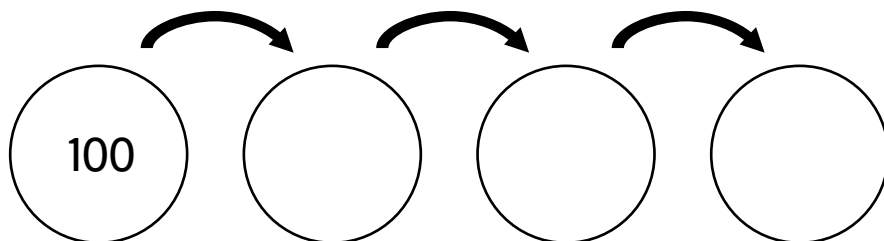
3.

<b>Rule</b>
Count by 2s



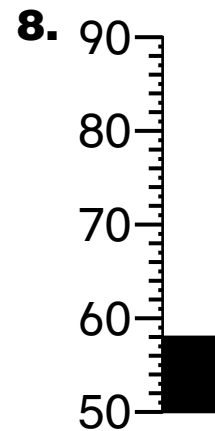
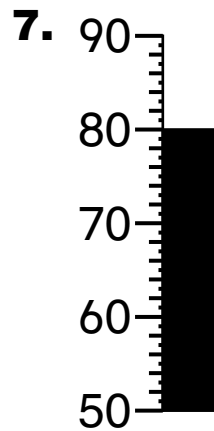
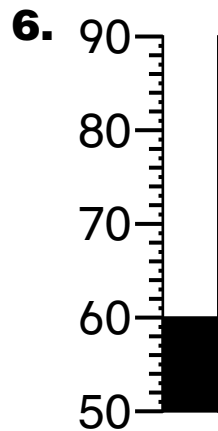
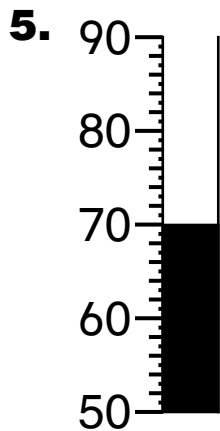
4.

<b>Rule</b>
Count by 2s

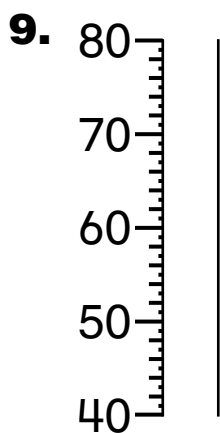


**Reading Thermometers** *continued*

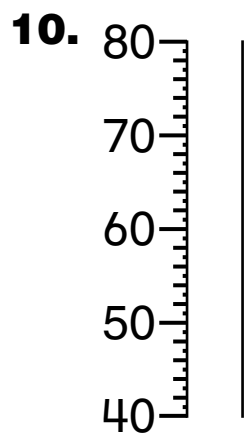
Write the temperature shown by each thermometer.  
Write °F with the temperature.



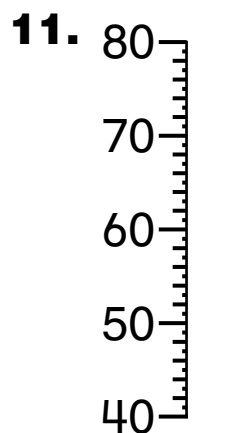
Color the thermometer to show each temperature.



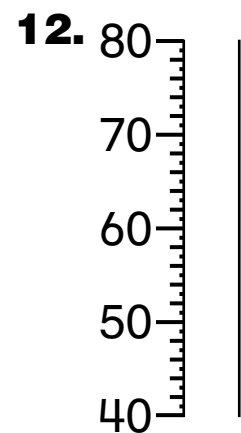
70°F



50°F



60°F



72°F

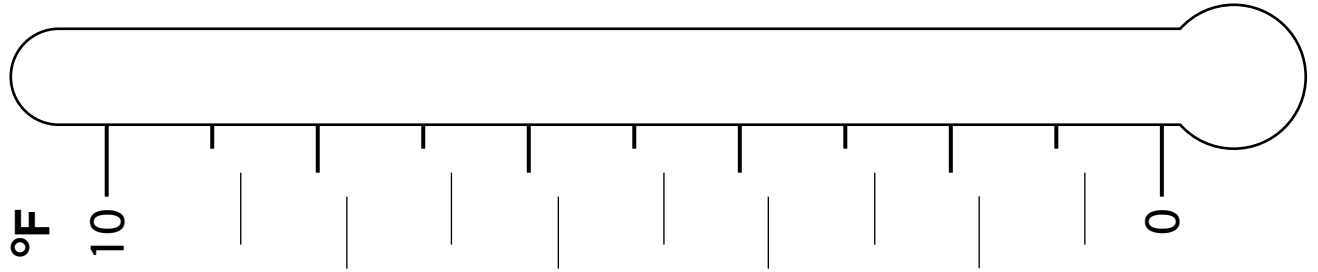
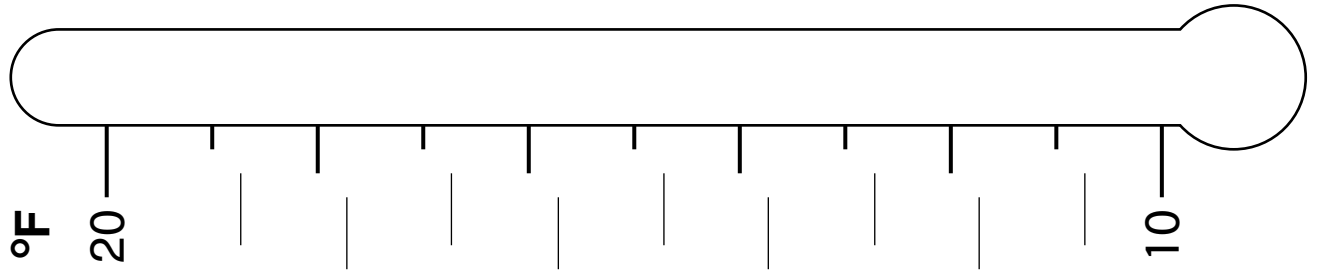
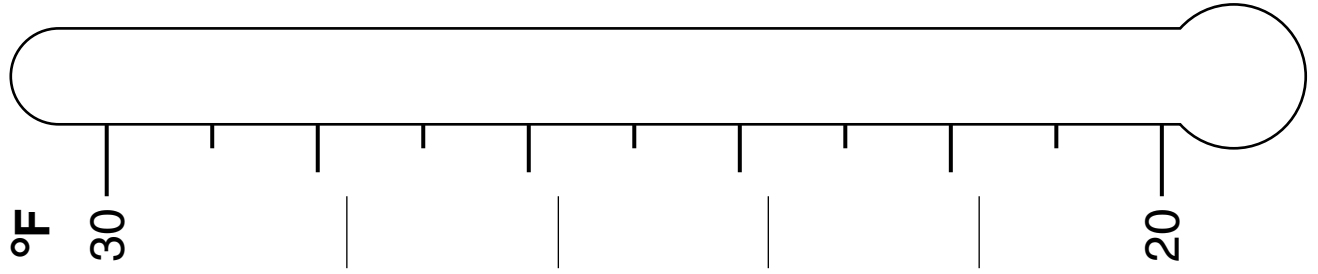
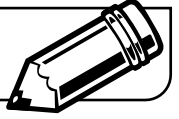
**Practice**

**13.** Make a tally for 16.

\_\_\_\_\_

**14.** Make a tally for 25.

\_\_\_\_\_

**LESSON**  
**4•1****Numbers on Thermometers**

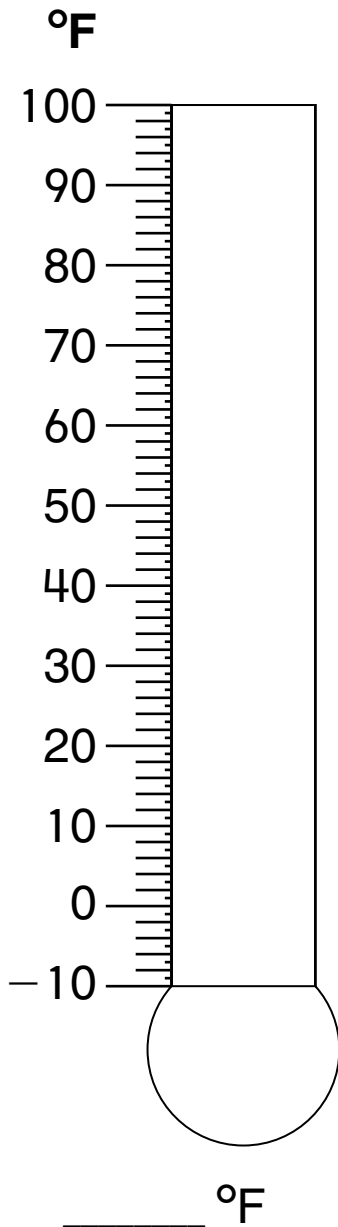
- 1.** Fill in the missing numbers on the first and second thermometers.
- 2.** Circle the counts by 2s.
- 3.** Fill in the missing numbers on the third thermometer.

**LESSON**  
**4•1**

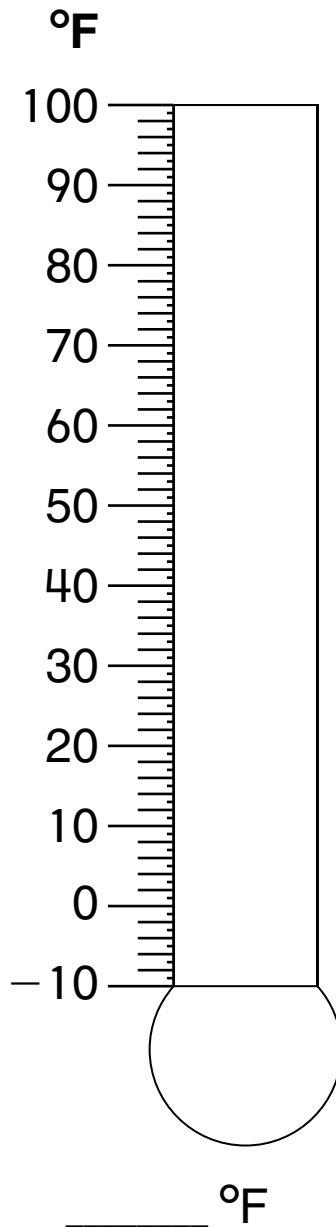
# Recording Temperatures



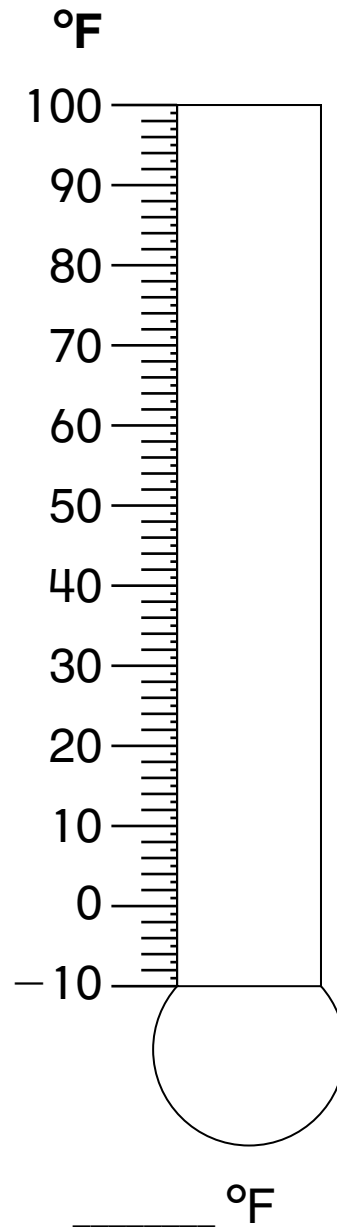
A cooler city is \_\_\_\_\_.



My city is \_\_\_\_\_.



A warmer city is \_\_\_\_\_.



**LESSON**  
**4•2**
**Two-Fisted Penny Addition Summary**

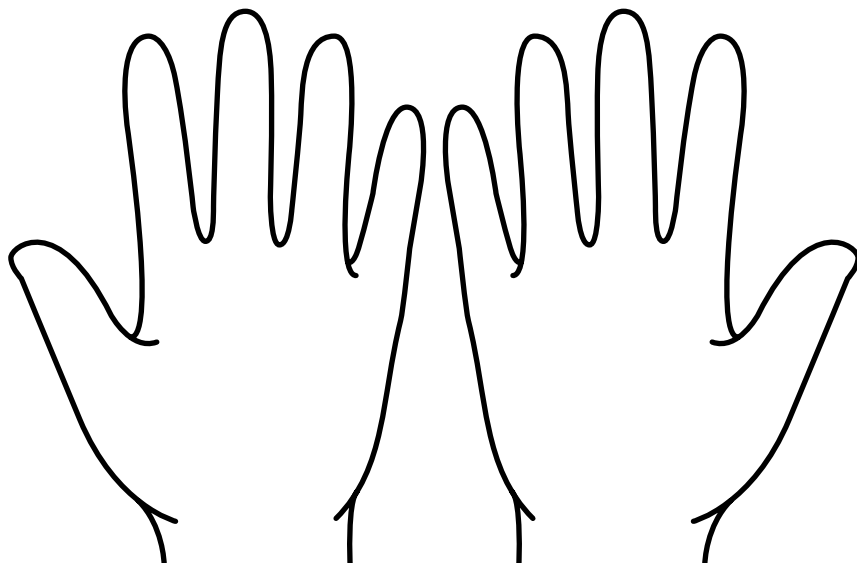

5	
Left	Right
2	3
3	2
1	4
4	1
0	5
5	0

6	
Left	Right

7	
Left	Right

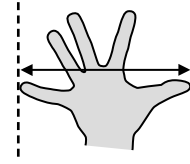
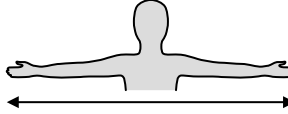
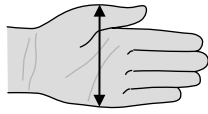
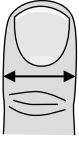
8	
Left	Right

9	
Left	Right



**HOME LINK**  
**4•2****Measuring with Hand Spans**

**Family Note** In today's lesson, we measured objects using nonstandard units such as digits (finger widths), hands, fathoms (arm spans), and hand spans.



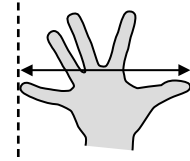
One of our discoveries is that we get different measurements for the same object if different people do the measuring using these units. We will continue this investigation, eventually realizing that standard units, such as feet and inches, provide us with more reliable measurements. Help your child measure his or her bed using hand spans. See drawing below.

*Please return this Home Link to school tomorrow.*

Measure your bed with your hand span.

**1.** How many hand spans across is it?

About \_\_\_\_\_ hand spans



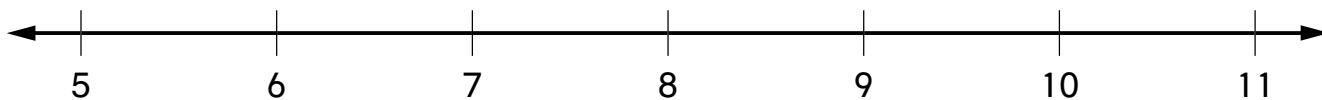
**2.** How many hand spans long is it?

About \_\_\_\_\_ hand spans

**Practice**

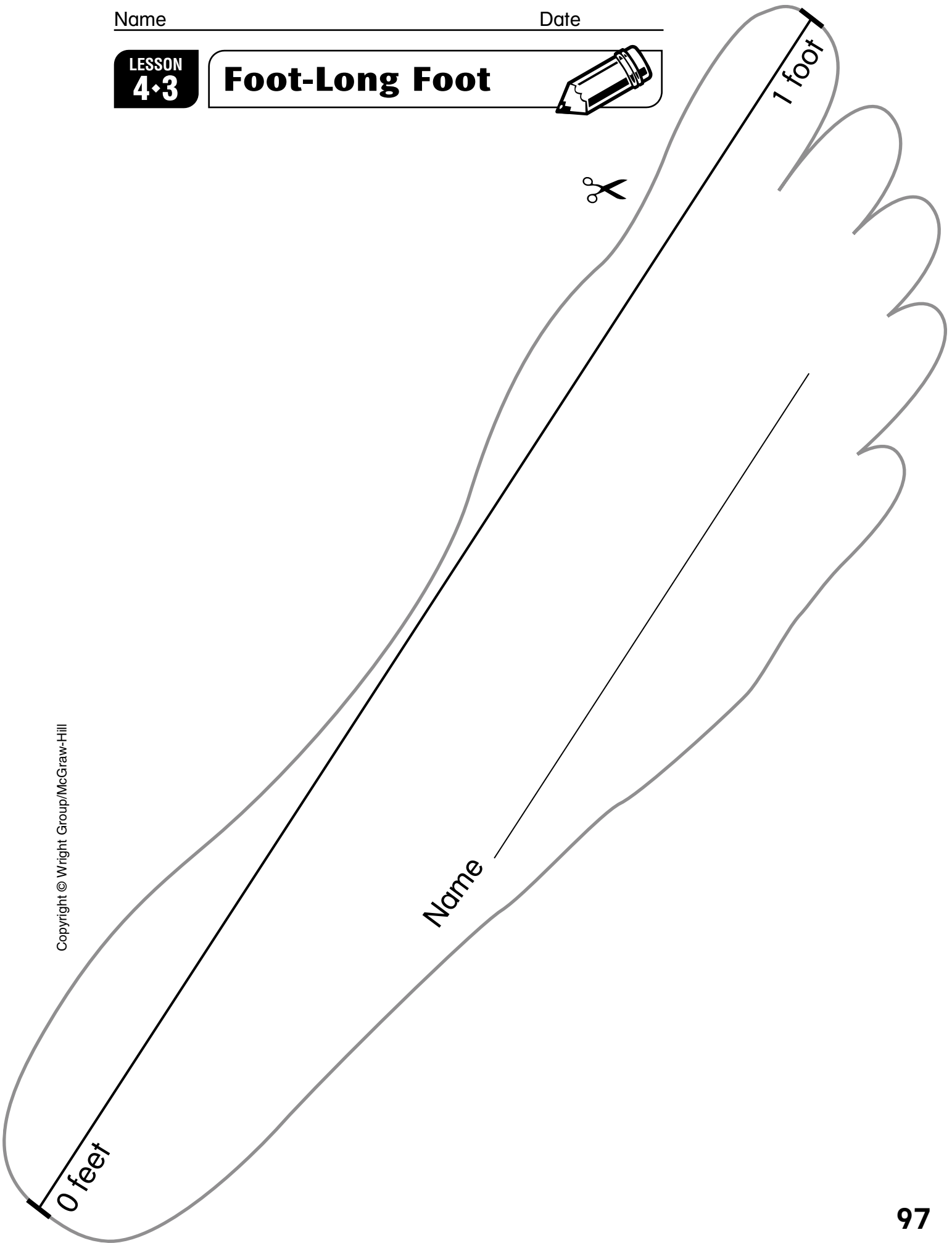
**3.** Start at 7. Move 4 hops. Where do you end up? \_\_\_\_\_

**4.** Start at 5. Move 5 hops. Where do you end up? \_\_\_\_\_



**LESSON**  
**4•3**

**Foot-Long Foot**



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**HOME LINK**  
**4•3**

# The Foot-Long Foot



**Family Note** To help us investigate the measuring unit “feet,” please help your child mark each family member’s foot on page 97, using different-colored crayons.

*Please return this Home Link to school tomorrow.*

Compare the foot-long foot to the feet of members of your family.

Here is what you do:

1. Mark the length of each person’s foot onto the foot-long foot. Use a different-colored crayon for each person’s foot.
2. Label each mark with the person’s name.
3. Talk about why it is not a good idea for people to use their own feet for measuring things.

## Practice

Practice writing the numbers 8 and 9.

4.

5.



**HOME LINK**  
**4•4**

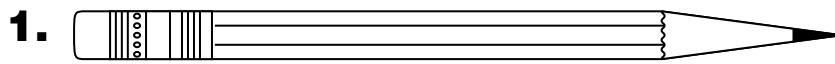
# Measuring with Inches



**Family Note** We are learning how to measure to the nearest inch. Do not expect your child to be proficient with this skill at this time. We will be practicing throughout the year. To help your child, make sure that he or she lines up one end of the object with the 0-mark on the ruler. Help your child find the closest inch mark at the other end of the object.

*Please return this Home Link to school tomorrow.*

Use your 12-inch ruler to measure the objects below.  
Record your measurements.



About \_\_\_\_\_ inches long



About \_\_\_\_\_ inches long

## Practice

How many tally marks?

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5. Draw tally marks to show 19.

\_\_\_\_\_

6. Draw tally marks to show 25.

\_\_\_\_\_

**HOME LINK**  
**4•5**

## Measuring with a Ruler



**Family Note** This activity is the same as the activity on the previous Home Link, except that this time your child will choose objects to measure.

Have your child measure objects to the nearest inch. Make sure your child lines up one end of the object being measured with the 0-mark on the ruler.

*Please return this Home Link to school tomorrow.*

Use your 12-inch ruler to measure 2 small objects to the nearest inch. Draw a picture of each object. Record your measurements.

**1.**

About \_\_\_\_\_ inches long

**2.**

About \_\_\_\_\_ inches long

### Practice

**3.** How much money?

(N) (N) (N) (P) (P) (P) (P) (P) \_\_\_\_\_ ¢

**HOME LINK**  
**4•6**

# Measuring Tools



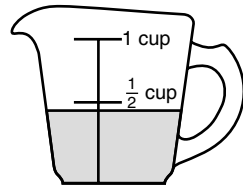
**Family Note** We have been working with linear measures, using rulers and tape measures. The length of an object is an example of a linear measure.

Help your child find other kinds of measuring tools in your home, such as scales that measure weight, measuring cups that measure capacity, and so on.

*Please return this Home Link to school tomorrow.*

Name and draw 3 measuring tools in your home.

**Example:**



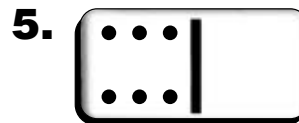
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Practice

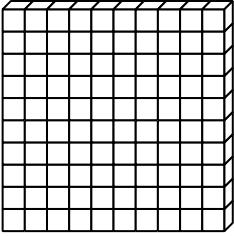


Odd or even?



\_\_\_\_\_

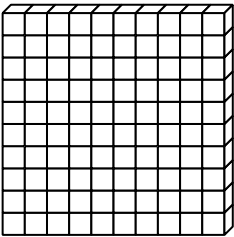
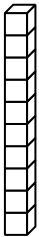

\_\_\_\_\_

**LESSON**  
**4•7****Building with Base-10 Blocks**

	 <b>Flats</b>	 <b>Longs</b>	 <b>Cubes</b>
1.	2	8	4
2.			
3.			
4.			

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**LESSON**  
**4•7****Building with Base-10 Blocks**

	 <b>Flats</b>	 <b>Longs</b>	 <b>Cubes</b>
1.	2	8	4
2.			
3.			
4.			

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**HOME LINK**  
**4•7**

# Domino Dots



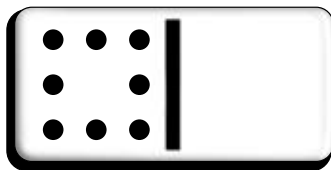
**Family Note** Dominoes are a great way to develop readiness for addition and subtraction facts.

We will do a lot of work with dominoes this year.

*Please return this Home Link to school tomorrow.*

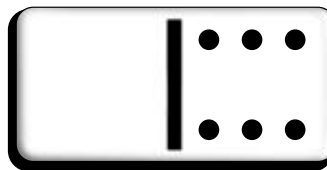
Draw the missing dots on each domino.  
Write the total number of dots.

1.



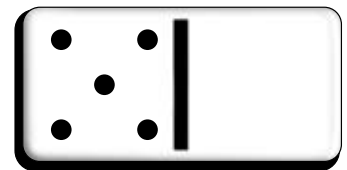
8 2

2.



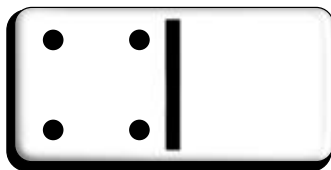
6 6

3.



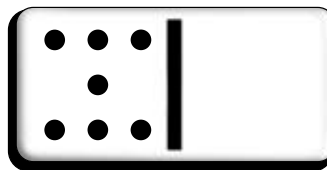
5 6

4.



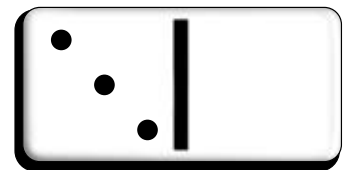
4 5

5.



7 2

6.



3 6

## Practice

7. Count up by 5s.

10, 15, 20, \_\_\_\_\_, \_\_\_\_\_, 35, \_\_\_\_\_, 45, \_\_\_\_\_,  
 \_\_\_\_\_, 60, \_\_\_\_\_, \_\_\_\_\_, 75

8. Count up by 10s.

60, 70, 80, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**LESSON**  
**4•7****Estimating Length on a Geoboard**

1. Make a triangle with one 1-inch side.
2. Make a square with four 3-inch sides.
3. Make a rectangle with two 2-inch sides.
4. Make a trapezoid with one 4-inch side.

**LESSON**  
**4•7****Estimating Length on a Geoboard**

1. Make a triangle with one 1-inch side.
2. Make a square with four 3-inch sides.
3. Make a rectangle with two 2-inch sides.
4. Make a trapezoid with one 4-inch side.



## Telling Time

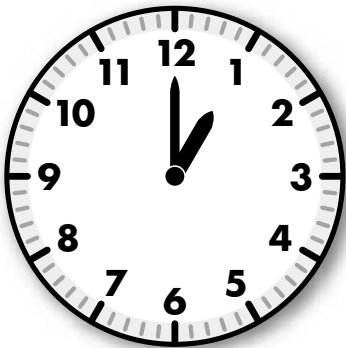


**Family Note** We have been learning to tell time on the hour and the half-hour. Today we began to learn how to tell time on the quarter-hour.

*Please return this Home Link to school tomorrow.*

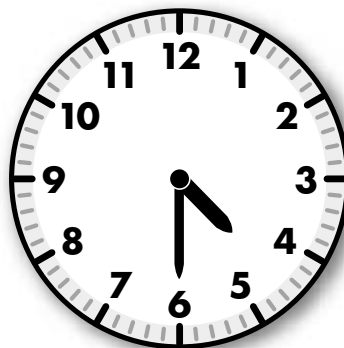
Record the time.

1.



\_\_\_\_\_ o'clock

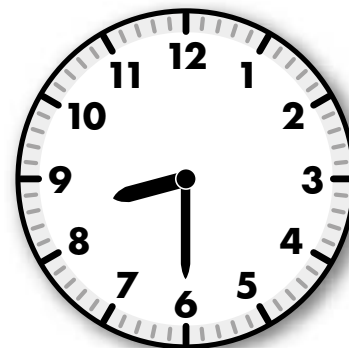
2.



half-past

\_\_\_\_\_ o'clock

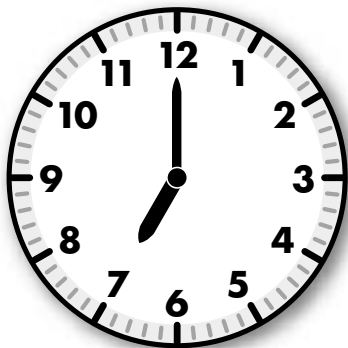
3.



half-past

\_\_\_\_\_ o'clock

4.



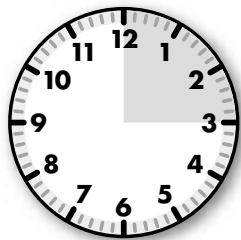
\_\_\_\_\_ o'clock

### Practice

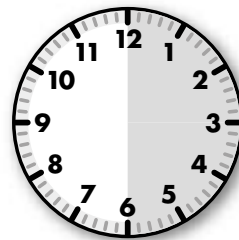
5. Make sums of 10 pennies

Left Hand	Right Hand
3	7
4	
	5
1	

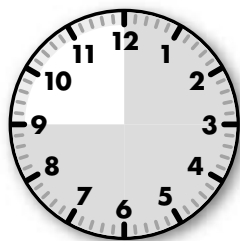


**LESSON**  
**4•8****How Long Does It Take?**

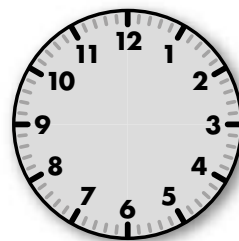
15 minutes



30 minutes



45 minutes



one hour

**HOME LINK**  
**4•9**

# My Timeline

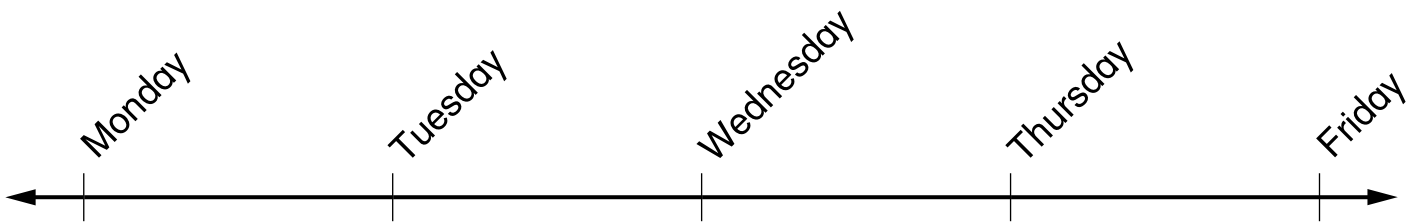


**Family Note** Talk about events that happen in your family during the week. Identify one main event for each day and help your child decide what to draw to represent that event. Use events such as taking music lessons, completing chores, and visiting friends.

If you prefer, you can help your child select representative pictures from magazines and tape or glue them on this page.

*Please return this Home Link to school tomorrow or the day after tomorrow.*

**1.** Draw pictures of important things that happen in your family each day of the week.



## Practice

Write the number that is one less.

**2.** \_\_\_\_\_ 17    **3.** \_\_\_\_\_ 20    **4.** \_\_\_\_\_ 32    **5.** \_\_\_\_\_ 41

**LESSON**  
**4•10****Beginning Scroll Page**

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

**LESSON**  
**4•10**

# Continuing Scroll Page



Paste/tape here.

**LESSON**  
**4•10**

# Negative-Number Scroll Page



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

**HOME LINK**  
**4•10**

# Number Grids



**Family Note** Ordering numbers on a grid is important in identifying number patterns and developing number power. You and your child may want to talk about patterns in the number grid shown below.

*Please return this Home Link to school tomorrow.*

1. Tell your family how you filled in number grids and made scrolls.
2. Ask if your family knows about any other kinds of scrolls.
3. Show someone how you can fill in the bottom 3 rows of this number grid.

									100
101									
				115					
									130

## Practice

How much money? Write each answer in cents and dollars-and-cents.

4. (D)(N)(N)(P)(P)(P) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

5. (D)(D)(D)(N)(N)(P) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

**HOME LINK**  
**4•11**

# Domino Sums



**Family Note** We have started our work with basic addition facts. The basic facts include sums for the facts from  $0 + 0$  through  $9 + 9$ . At this beginning stage, your child may still need to count the total number of dots on the dominoes to complete the problems.

*Please return this Home Link to school tomorrow.*

Find the sums.

1.  $\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$

2.  $\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$

3.  $\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$

4.  $1 + 4 = \underline{\quad}$

5.  $\underline{\quad} = 2 + 3$

6.  $3 + 3 = \underline{\quad}$

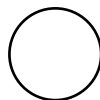
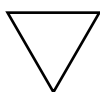
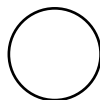
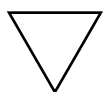
7.  $\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$

8.  $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$

9.  $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$

## Practice

10. Draw the next 3 shapes.



\_\_\_\_\_



**Family Note** We are finding sums for addition facts, using +0, +1, +2 (such as  $3 + 0$ ,  $5 + 1$ , and  $8 + 2$ ), and doubles facts (such as  $2 + 2$  and  $4 + 4$ ).

Please return this Home Link to school tomorrow.

Find the sums. If the sum is

- ◆ 6, color the space yellow.
- ◆ 7, color the space green.
- ◆ 8, color the space red.
- ◆ 9, color the space blue.
- ◆ 10, color the space brown.

$2 + 4 = \underline{\quad}$

$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$

$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$

$\underline{\quad} = 5 + 3$

$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$

$\underline{\quad} = 4 + 3$

$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$

$\underline{\quad} = 6 + 4$

$8 + 2 = \underline{\quad}$

### Practice

Write the missing numbers.

<b>Rule</b>
+2

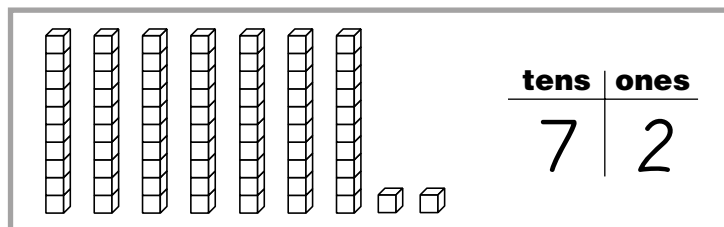
4			10	





## Place Value, Number Stories, and Basic Facts

As their work in mathematics progresses, children are beginning to use larger numbers. In Unit 5, children will begin to explore the system we use for writing large numbers by focusing on the idea of *place value*. For example, in the number 72, 7 is in the tens place, so there are “7 tens,” and 2 is in the ones place, so there are “2 ones.” Children will use base-10 blocks to represent numbers and to find the sums of two numbers. They will also use place value to determine “greater than” and “less than” relationships.



Later in this unit, children will continue to work with addition facts. Shortcuts for learning facts will be introduced. One shortcut is the *turn-around* rule, which states that the order in which numbers are added does not change the sum. For example,  $4 + 3$  and  $3 + 4$  both equal 7. Your child will also learn the meaning of adding 0 and 1 to any number. Knowing these shortcuts will make the task of learning addition facts easier.

$$3 + 4 = 7$$

$$4 + 3 = 7$$

turn-around addition facts

Children will also practice place value and addition and subtraction facts by acting out number stories. They will act out these stories using concrete objects and will begin to represent the stories with *number models*. (See this unit’s vocabulary list for more information on number models.)

Children have explored many number patterns in previous lessons. “*What’s My Rule?*” is a routine introduced in this unit and found throughout *Everyday Mathematics* that provides practice with number patterns and number relationships. You will receive more detailed information about this routine when we begin to use it in class.

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

## Vocabulary

Important terms in Unit 5:

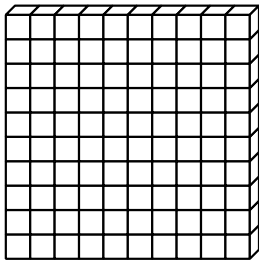
**cube** In *Everyday Mathematics*, a base-10 block that represents 1.



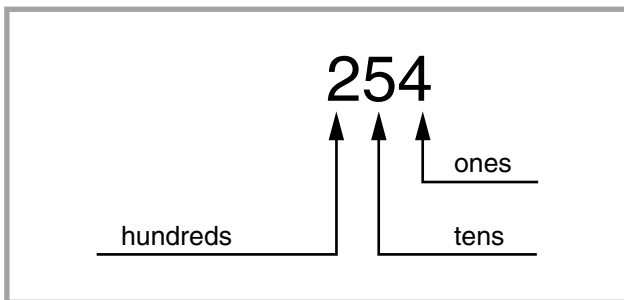
**long** In *Everyday Mathematics*, a base-10 block that represents 10.



**flat** In *Everyday Mathematics*, a base-10 block that represents 100.



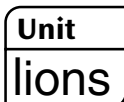
**place value** In our standard, base-10 system for writing numbers, each place has a value 10 times that of the place to its right and 1 tenth the value of the place to its left. For example, in the number 54, the 5 represents tens, and the 4 represents ones.



**number model** A number sentence that models a number story.

For example,  $7 + 3 = 10$

is a number model for the number story:

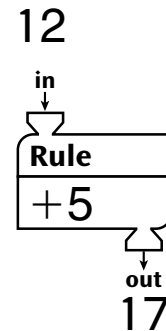


*Seven lions are lying in the sun. Three more lions join them. How many lions are there altogether?*

**turn-around addition facts** A pair of addition facts in which the order of the addends is reversed. For example,  $5 + 4 = 9$  and  $4 + 5 = 9$  are turn-around addition facts.

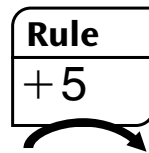
**doubles addition facts** The sum of a 1-digit number added to itself. For example,  $5 + 5 = 10$ ,  $2 + 2 = 4$ , and  $6 + 6 = 12$  are all doubles addition facts. A doubles addition fact does not have a turn-around addition fact partner.

**function machine** An imaginary device that receives inputs and generates outputs. A number (input) is put into the machine and is transformed into a second number (output) through the application of a rule.



### “What’s My Rule?” problem

A problem in which two of the three parts of a function (input, output, and rule) are known, and the third is to be found out.



in	out
2	7
5	10
7	12
6	11

## 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. Tell addition and subtraction number stories to your child. Have your child solve the problems using various household objects, and then record the answers in number models.
2. Encourage your child to make up some number stories.

### Building Skills through Games

In this unit, your child will practice addition, subtraction, and place-value skills by playing the following games:

#### ***Base-10 Exchange***

Players take turns putting base-10 blocks on their Tens-and-Ones Mat according to the roll of a die. Whenever possible, they exchange 10 cubes for 1 long. The first player to get 10 longs wins.

#### ***Beat the Calculator***

A “Calculator” (a player who uses a calculator) and a “Brain” (a player who does not use a calculator) race to see who will be first to solve addition problems.

#### ***Difference Game***

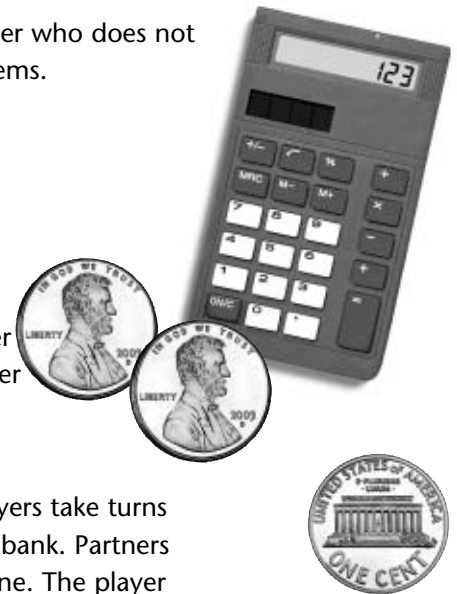
Players pick a card and collect as many pennies as the number shown on the card. Then players count each other’s pennies and figure out how many more pennies one player has than the other.

#### ***Digit Game***

Each partner draws two cards from a set of number cards. The player whose cards make the larger number takes all of the cards. The player with more cards at the end of the game wins.

#### ***Penny-Nickel-Dime Exchange***

Partners place 20 pennies, 10 nickels, and 10 dimes into a bank. Players take turns rolling two dice, collecting the amount shown on the dice from the bank. Partners exchange pennies and nickels for dimes until all of the dimes are gone. The player who has more dimes wins.



# As You Help Your Child with Homework

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

## Home Link 5•1

1. 56      2. 73      3. 12      4. 60; 50

## Home Link 5•2

1. 30, 40, 50, 70      2. 110, 100, 90, 70  
3. 78, 68, 48, 38  
4. Sample answer: Ⓓ Ⓓ Ⓔ Ⓔ  
5. Sample answer: Ⓓ Ⓓ Ⓓ Ⓔ

## Home Link 5•3

1. >      2. <      3. =  
4. <      5. >      6. <  
7. Answers vary.      8. Answers vary.

## Home Link 5•4

1. 32, 0.32      2. 36, 0.36  
3. 38, 0.38  
4. *HHH HHH HHH HHH HHH HHH*, even

## Home Link 5•5

1. 8      2. 6      3. 3  
4. 6      5. 6      6. 9  
7. 4      8. 8      9. 5  
10. 4④, 3①, 1⑦, 6⑨

## Home Link 5•6

1. <      2. >      3. =  
4. <      5. >      6. <  
7.      8.



9.



10.



## Home Link 5•7

1. Bart, 4      2. Martha, 7      3. Maria, 8  
4. 1①5, ⑧0, ⑤5, ①7

## Home Link 5•8

1. Your child should write a number story and number model to go with his or her picture.  
2. 6      3. 10      4. 6

## Home Link 5•9

1. >      2. <      3. =      4. =  
5. 7      6. 9      7. ⑧      8. ⑫

## Home Link 5•10

1.  $6 + 3 = 9$       2.  $3 + 6 = 9$   
3.  $5 + 4 = 9$       4.  $4 + 5 = 9$   
5. 24      6. 47

## Home Link 5•11

1. Answers will vary.      2. Answers will vary.  
3. <      4. >  
5. <      6. =

## Home Link 5•12

1. Rule is +1; 20, 10, (last answer will vary)  
2. Rule is -2; 10, 19, (last answer will vary)  
3. Rule is +10; 35, (last answer will vary)  
4. 10      5. 14  
6. 6      7. 18

## Home Link 5•13

1. Rule is +3, (answer will vary)  
2. 16, 35, (last answer will vary)  
3. Answers vary.  
4. 40, 38, 36, 34, 32, 30, 28, 26, 24