

LESSON
6•1**Addition/Subtraction Facts Table**

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

Finding Addition Sums


Family Note

Children continue practicing addition facts. Today they learned how to use the facts table to find sums. Have your child explain how the table shows the fact $6 + 8 = 14$.

Help your child find sums in the table. It is fine to solve the problems using other strategies, such as counting on or using counters to model the problems.

Please return page 163 to school tomorrow. Keep the facts table at home for future use.

										8	9
										8	9
										9	10
										10	11
										11	12
										12	13
										13	14
6	6	7	8	9	10	11	12	13	14	15	
7	7	8	9	10	11	12	13	14	15	16	
8	8	9	10	11	12	13	14	15	16	17	
9	9	10	11	12	13	14	15	16	17	18	

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



Use the color code to color the picture.

**Color Code**

10 = green

14 = yellow

12 = blue

15 = red

5
+ 9

6 + 6 = ____

7 + 7 = ____

8
+ 7

4 + 6 = ____

3 + 9

6
+ 9

3
+ 7

5
+ 7

8
+ 2

5 + 5 = ____

Practice

Show 37¢. Use Ⓓ, Ⓔ, and ⒫. _____

HOME LINK
6•2

Name-Collection Boxes



Family Note Today we began working with name-collection boxes. See the attached letter for more information about this routine.

Please return this Home Link to school tomorrow.

1. List all of the addition facts you know that have a sum of 10.

2. Write as many names as you can in the name-collection boxes.

15

$10 + 5$

18

Practice

3. How old were you 2 years ago? _____

4. Odd or even? _____



Name-Collection Boxes

People, things, and ideas often have several different names. For example, Mary calls her parents Mom and Dad. Other people may call them Linda and John, Aunt Linda and Uncle John, or Grandma and Grandpa. Mail may come addressed to Mr. and Mrs. West. All of these names are for the same two people.

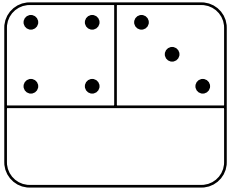
Your child is bringing home an activity with a special format for using this naming idea with numbers. We call this format a name-collection box. The box is used by children to collect many names for a given number.

The box is identified by the name on the label. The box shown here is a 25-box, a name-collection box for the number 25.

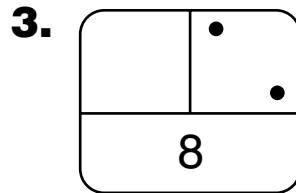
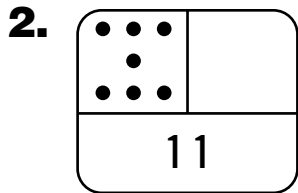
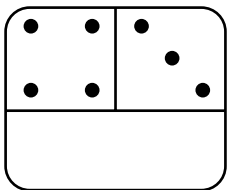
Names can include sums, differences, products, quotients, or combinations of operations, as well as words (including words in other languages), tally marks, and arrays. A name-collection box can be filled by using any equivalent names.

With repeated practice, children gain the power to rename numbers for a variety of different uses.

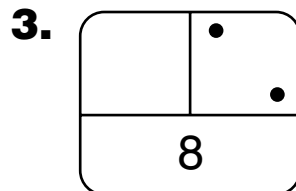
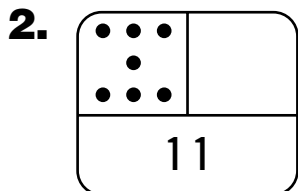
25	
$37 - 12$	$20 + 5$
twenty-five	
veinticinco	X X

LESSON
6•3**Domino Totals****1.** Find the total.**Unit**domino
dots

Draw the missing dots.

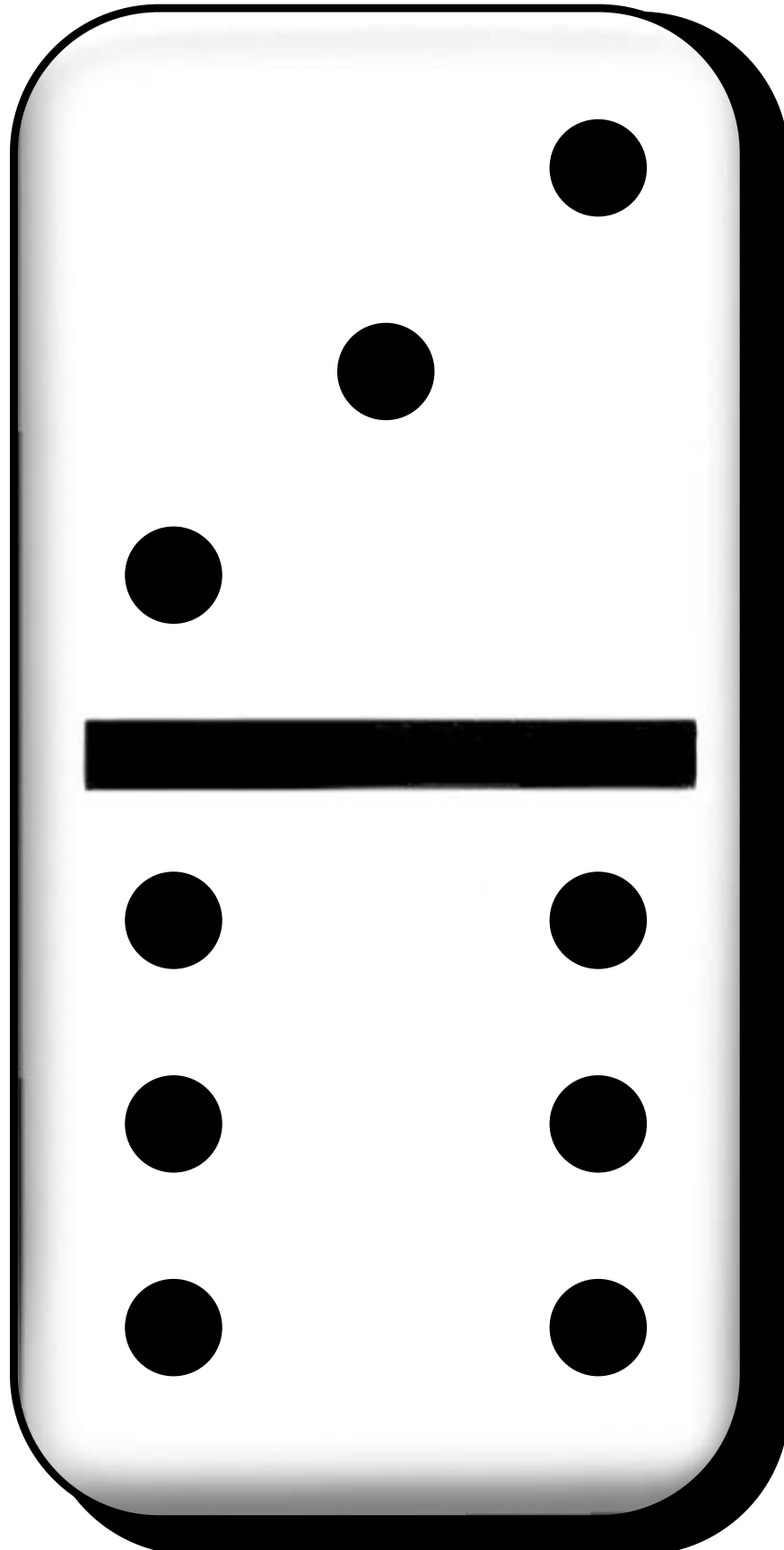
**LESSON**
6•3**Domino Totals****1.** Find the total.**Unit**domino
dots

Draw the missing dots.



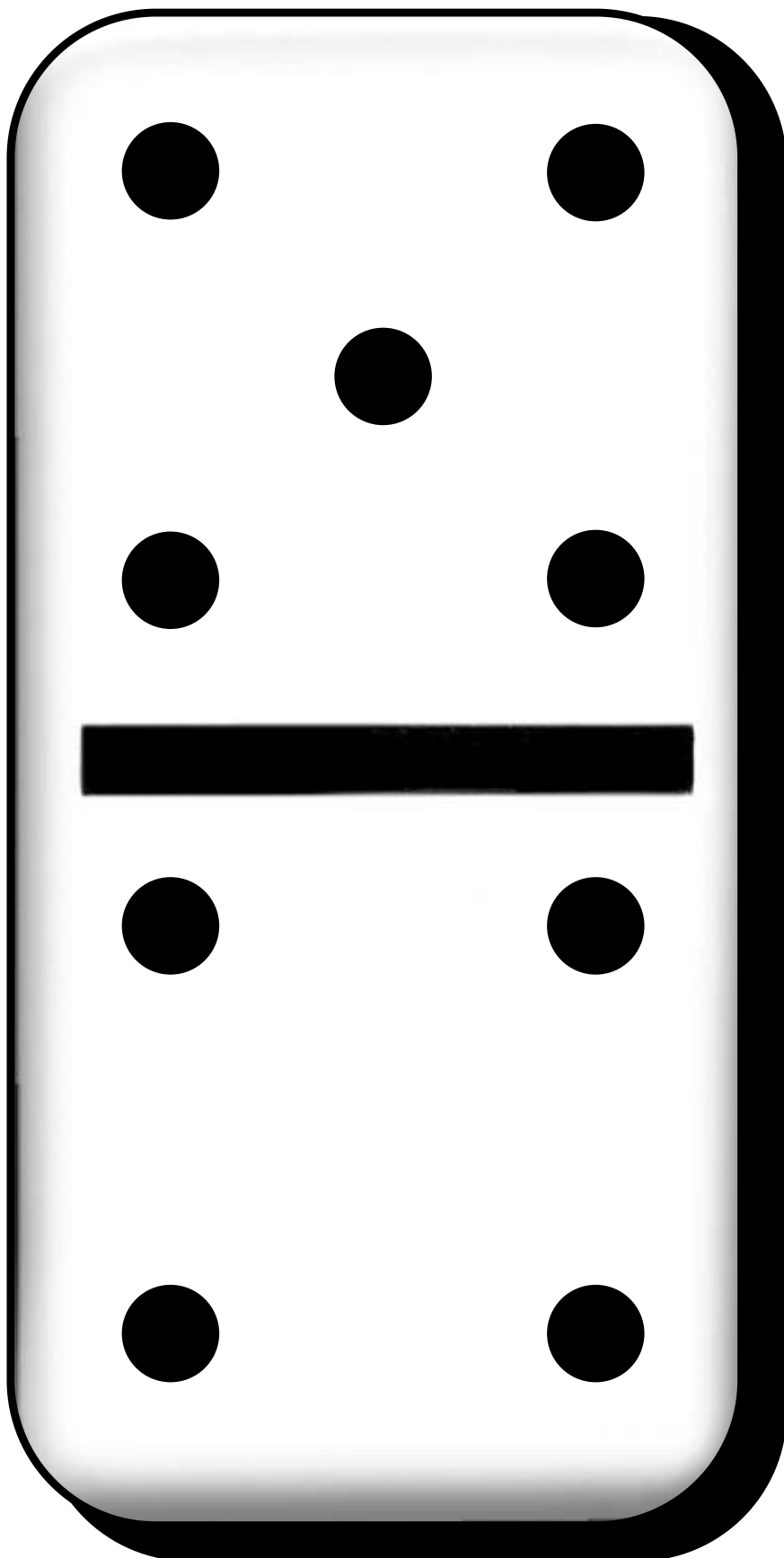
LESSON
6•3

Domino



LESSON
6•3

Domino



HOME LINK
6•3

Fact Families

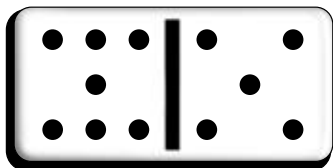
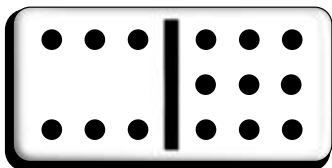


Family Note We have extended our work with facts to subtraction facts by introducing fact families. Your child will generate addition facts and subtraction facts for the numbers pictured on the dominoes below.

Note that for each problem, there are two addition facts and two subtraction facts.

Please return this Home Link to school tomorrow.

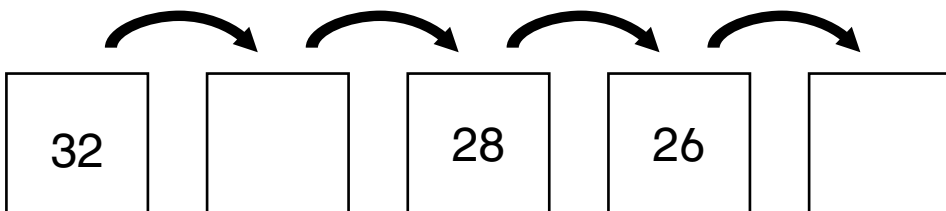
Write the 3 numbers for each domino. Use the numbers to write the fact family.

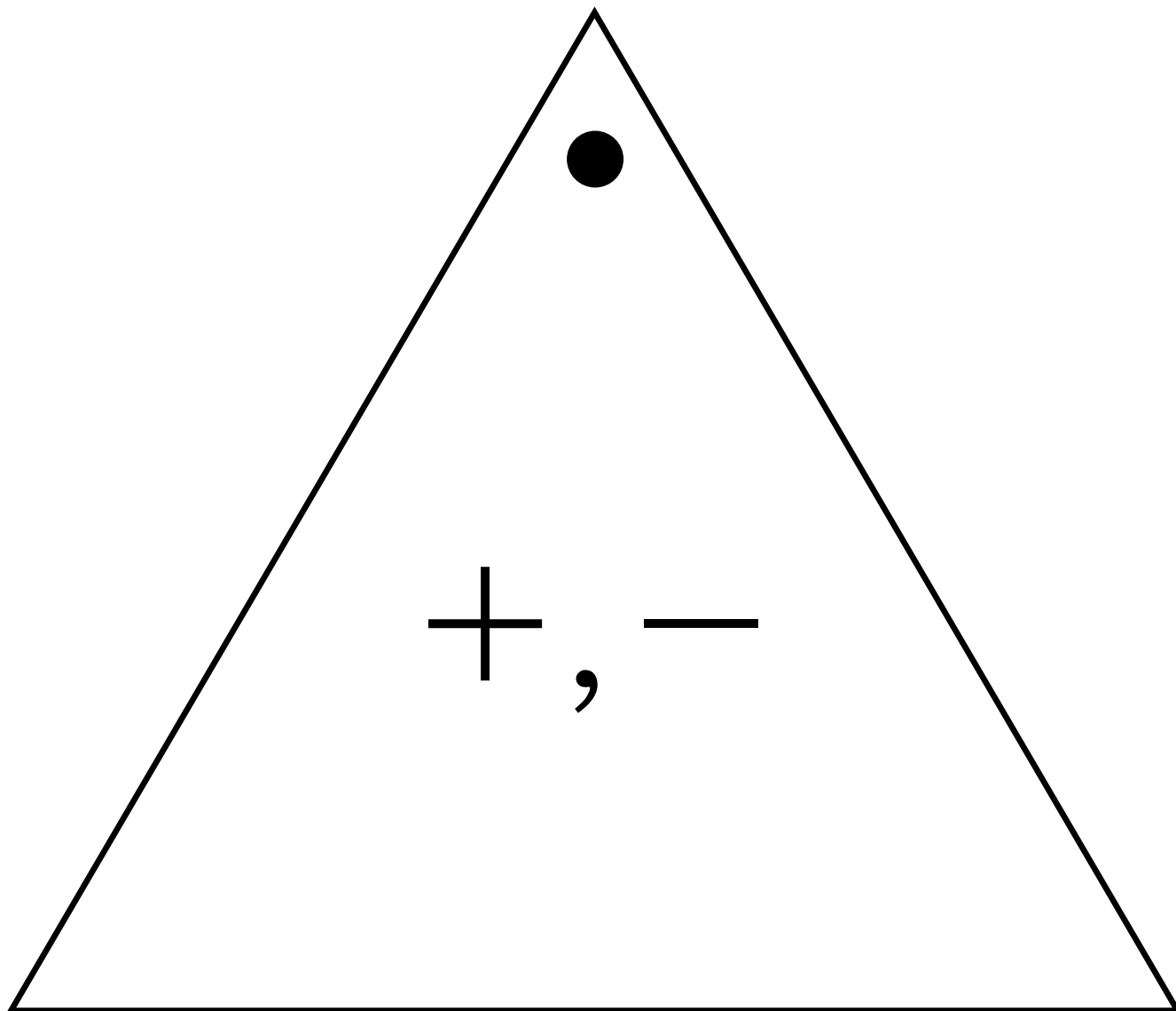
<p>1.</p> <div style="text-align: center;">  </div> <p>Numbers: _____, _____, _____</p> <p>Fact family:</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p>	<p>2.</p> <div style="text-align: center;">  </div> <p>Numbers: _____, _____, _____</p> <p>Fact family:</p> <p>_____ + _____ = _____</p> <p>_____ + _____ = _____</p> <p>_____ - _____ = _____</p> <p>_____ - _____ = _____</p>
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Practice

3. Write the missing numbers.

Rule
-2



LESSON
6•4**Fact Triangle**



Fact Triangles

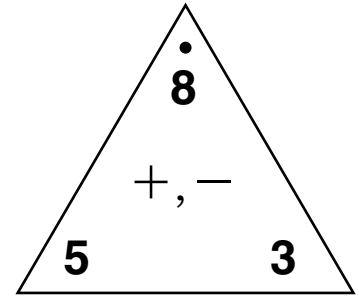
Your child should cut apart the triangles on page 172. Notice that each triangle has the three numbers used in a fact family on it. Use these triangles like flash cards to practice addition and subtraction facts.

The number below the dot is the sum of the other two numbers.

For example, 8 is the sum of 5 and 3.

To practice addition, cover the sum. Your child then adds the numbers that are not covered. For example, if you cover 8, your child adds 5 and 3.

To practice subtraction, cover one of the numbers at the bottom of the triangle. Your child then subtracts the uncovered number at the bottom from the sum. For example, if you cover 3, your child subtracts 5 from 8. If you cover 5, your child subtracts 3 from 8.



Fact Triangles have two advantages over regular flash cards.

1. They reinforce the strong link between addition and subtraction.
2. They help simplify the memorizing task by linking four facts together. Knowing a single fact means that you really know four facts.

$$5 + 3 = 8$$

$$3 + 5 = 8$$

$$8 - 5 = 3$$

$$8 - 3 = 5$$

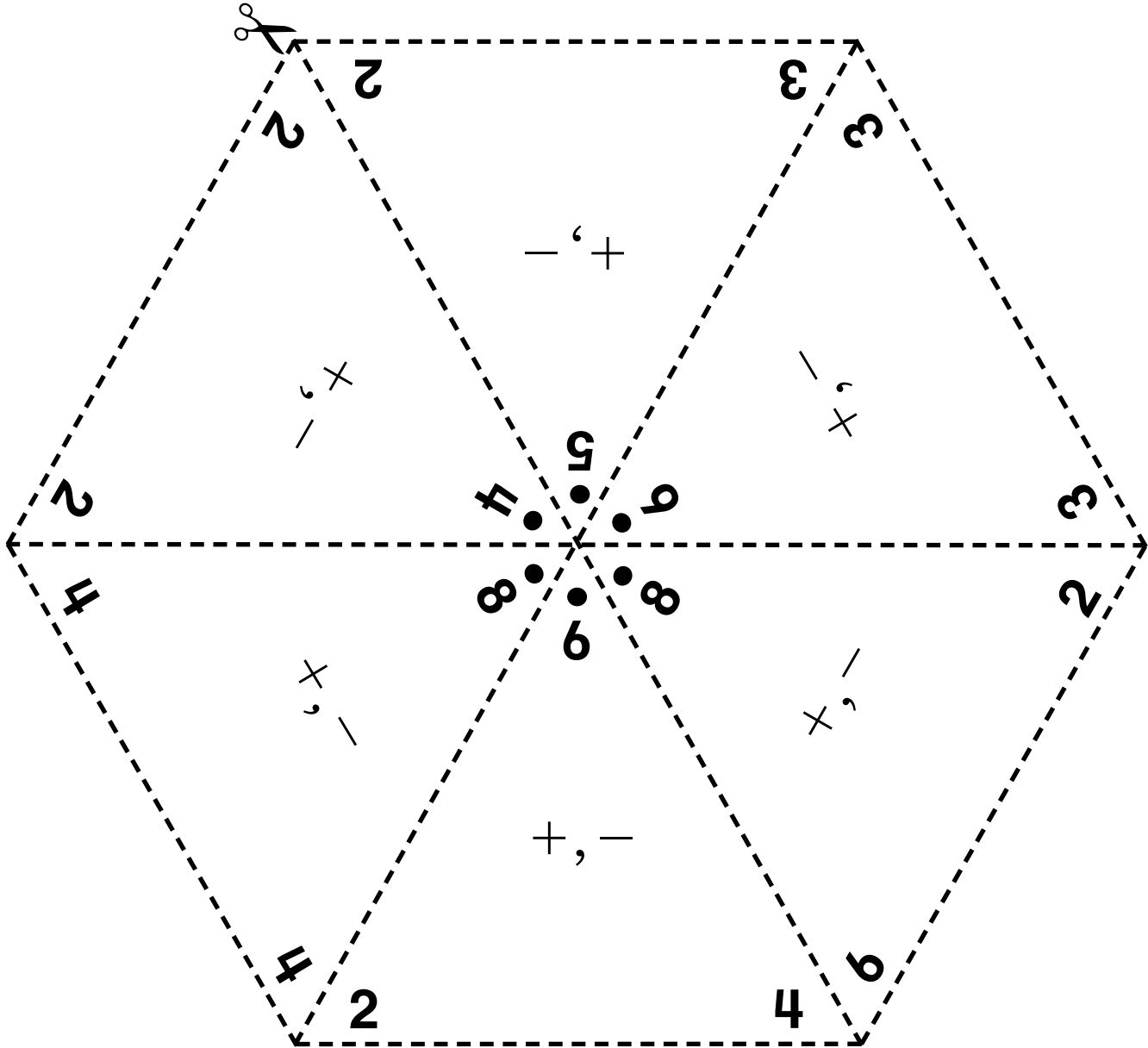
Save this set of Fact Triangles in an envelope or a plastic bag to continue practicing addition and subtraction facts with your child when you have time.

HOME LINK
6•4

Fact Triangles



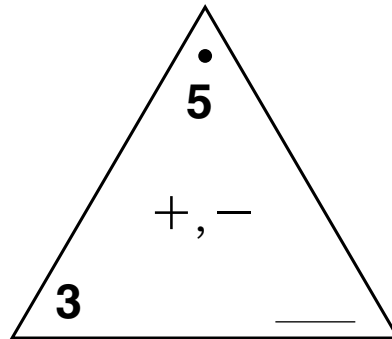
Cut out the 6 triangles. Practice the addition and subtraction facts on these triangles with someone at home.



LESSON
6•4
Patterns Using Fact Triangles


Complete the Fact Triangles. Then write the fact families.

1.



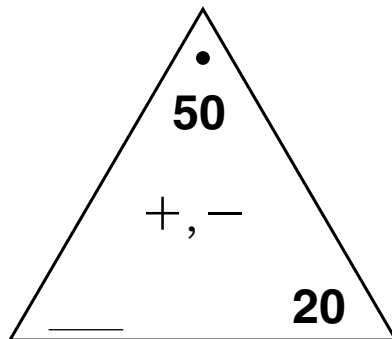
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

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

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

2.



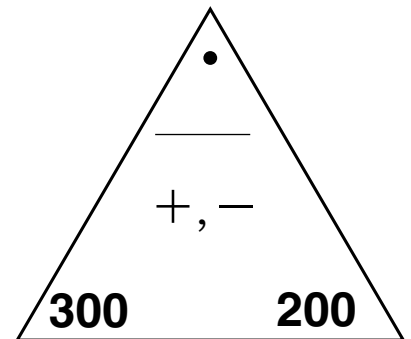
$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

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

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

3.



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

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

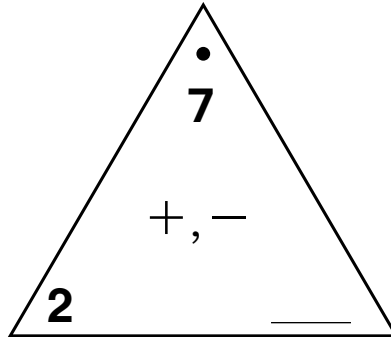
$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

LESSON
6•4
Patterns Using Fact Triangles *continued*


Complete the Fact Triangles. Then write the fact families.

4.



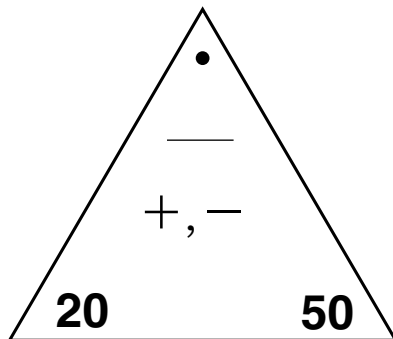
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5.



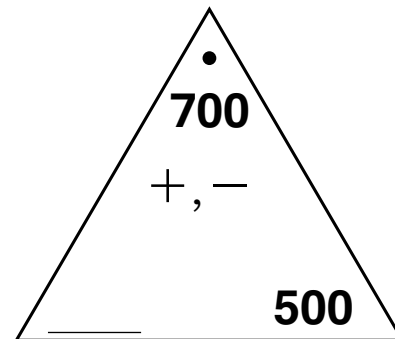
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6.



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

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

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

HOME LINK
6•5

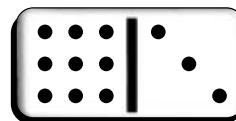
Fact Routines Practice



Family Note This Home Link reviews some of the work children have been doing in recent lessons. Note that children are now working with subtraction facts as they are related to addition facts. Encourage your child to include some subtraction “names” in the name-collection box in Problem 2. An example of a subtraction name for 14 is $16 - 2$.

Please return this Home Link to school tomorrow.

Write the 3 numbers for the domino. Use the numbers to write the fact family.



1. Numbers: _____, _____, _____

Fact family: _____ + _____ = _____ _____ - _____ = _____
 _____ + _____ = _____ _____ - _____ = _____

2. Write as many names as you can for 14.

14

3. Cross out the names that do not belong.

20

$10 + 10$

~~###~~ ~~###~~

$2 + 10$

$20 + 0$

$5 + 5 + 5$

$24 - 4$

Practice

4. Use | and • to show the number 52.

LESSON
6•5
Coloring Patterns in the Fact Table


There are patterns in the Addition/Subtraction Facts Table. Follow the directions to color some patterns in the table.

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

1. Color the +0 facts blue.
2. Color the +1 facts yellow.
3. Color the doubles facts orange.
4. Color the sums of 10 facts red.
5. Find a new pattern. Color the new pattern green.
6. Describe the green pattern.

HOME LINK
6•6

Measuring in Centimeters


Family Note

Children are beginning to use metric units to measure length (in addition to the U.S. customary units of inches and feet). Your child should measure objects to the nearest centimeter. 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.

Find four small objects. Draw a picture of each object. Use your ruler to measure each object to the nearest centimeter (cm). Record your measurements.

<p>1.</p> <p>About _____ cm long</p>	<p>2.</p> <p>About _____ cm long</p>
<p>3.</p> <p>About _____ cm long</p>	<p>4.</p> <p>About _____ cm long</p>

Practice

Find the total number of dots on the dice.

5.  +  = _____

6.  +  = _____

LESSON
6•6**The Meter**

1. How many longs equal a meter?

_____ longs = 1 meter

2. There are 10 cm in a long. How many centimeters equal a meter?

_____ cm = 1 meter

3. Estimate the length of objects in the classroom.

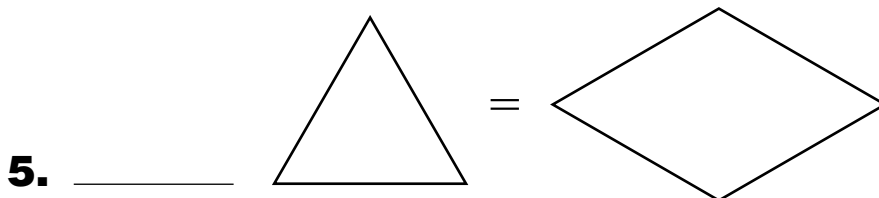
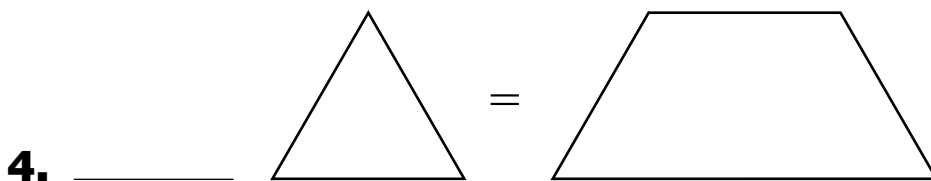
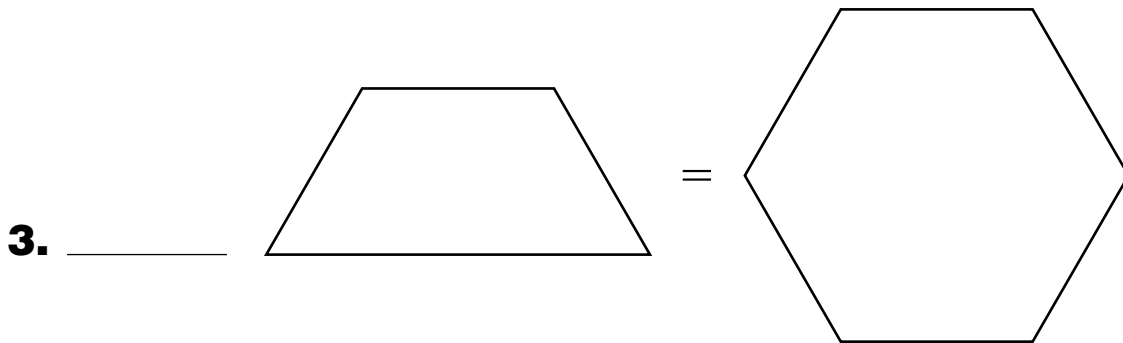
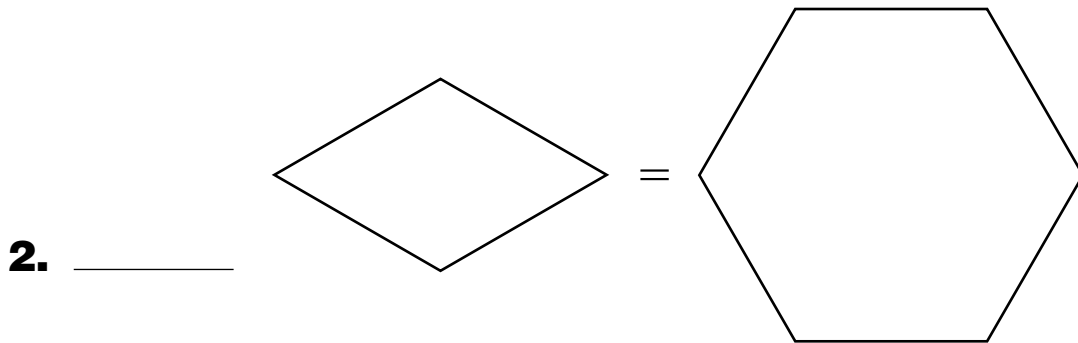
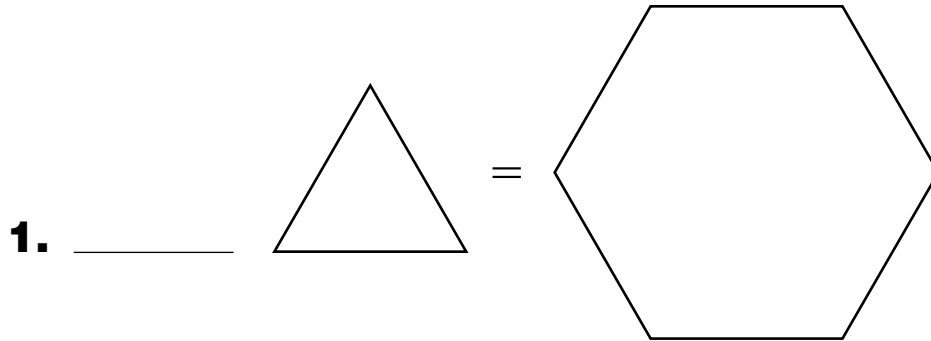
Name or draw the objects in the table.

Shorter than 1 meter	About 1 meter	Longer than 1 meter

4. Use a meterstick to check your estimates.

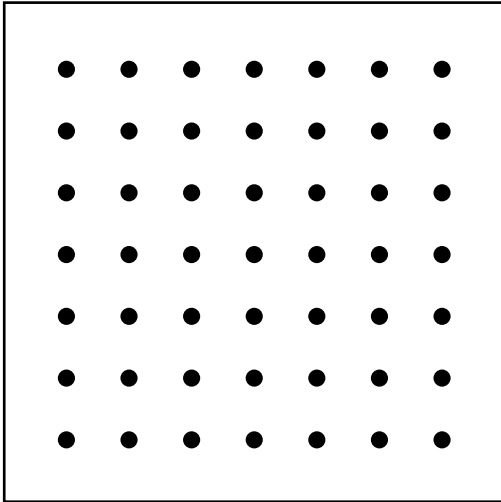
LESSON
6•7**Pattern-Block Play**

Cover the larger block with smaller blocks. Use your template to show what you did.

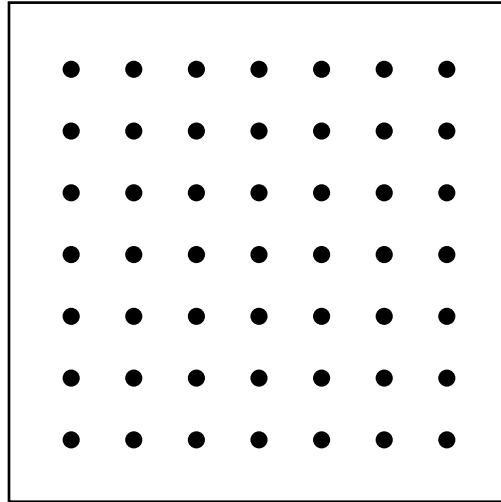


LESSON
6•7**Geoboard Triangles**

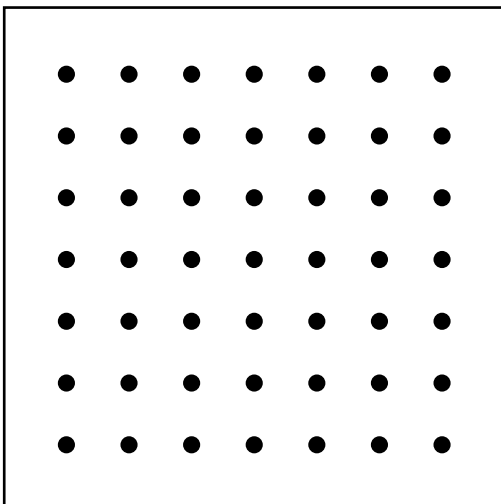
1. Make a triangle that touches 4 pins. Copy your triangle below.



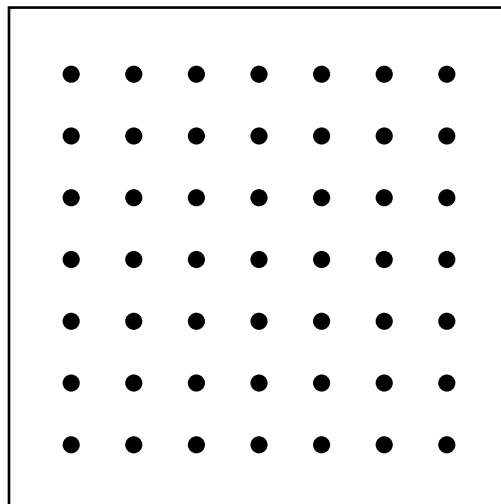
2. Make a different triangle that touches 4 pins. Copy it below.



3. Make a triangle that touches 6 pins. Copy your triangle below.



4. Make a different triangle that touches 6 pins. Copy it below.



HOME LINK
6•7

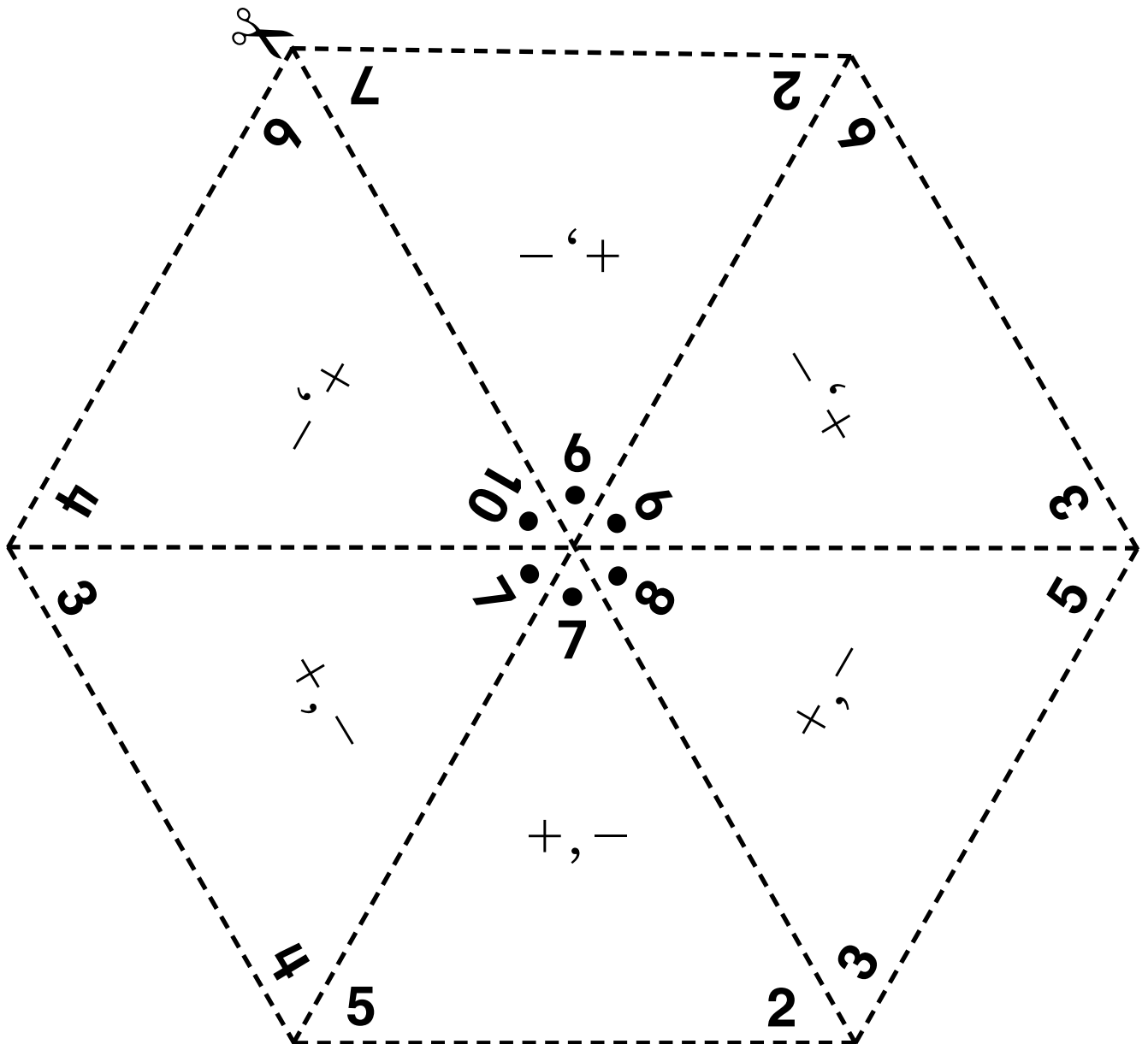
Practicing with Fact Triangles



Family Note Six more Fact Triangles are being added for practice at home. As you help your child practice, keep the facts your child knows in a separate pile from the facts that still need some work.

Please return this Home Link to school tomorrow.

Cut out the Fact Triangles.
Practice these facts at home.



LESSON
6•7**Shading Even and Odd Numbers**

Shade the even numbers blue.

Shade the odd numbers red.

									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

Counting Coins


Family Note

This Home Link reviews finding the value of combinations of dimes, nickels, and pennies. If your child is having trouble finding the value of collections of coins, you might try the following method, using real coins, if possible:

1. Show the amount with pennies.
2. Trade the pennies for nickels.
3. Trade the nickels for dimes.

Beginning tomorrow, children will add quarters to their work with coins. In preparation, please give your child two quarters to bring to school.

Please return this Home Link to school tomorrow.

Use \textcircled{P} , \textcircled{N} , and \textcircled{D} to show each amount in two different ways.

1. 43¢

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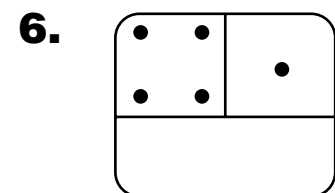
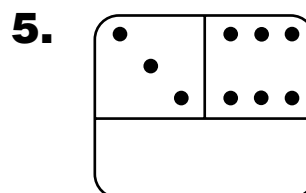
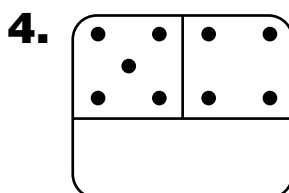
2. 67¢

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3. Ask someone at home for two quarters. Bring them to school.

Practice

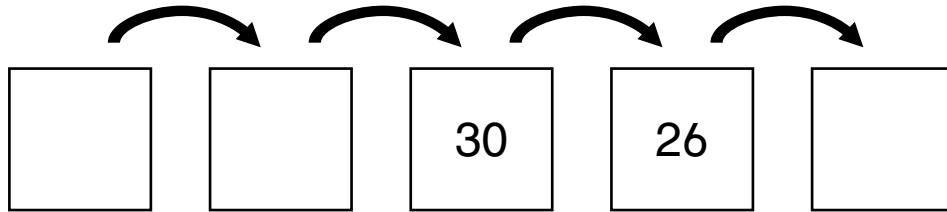
Find the total number of dots for each one.



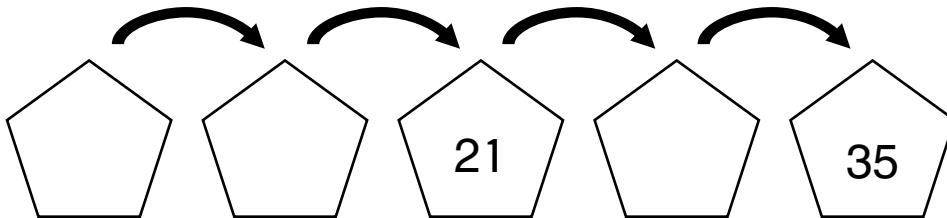
LESSON
6•8
Filling in Frames and Rules


Fill in the frames and missing rules.

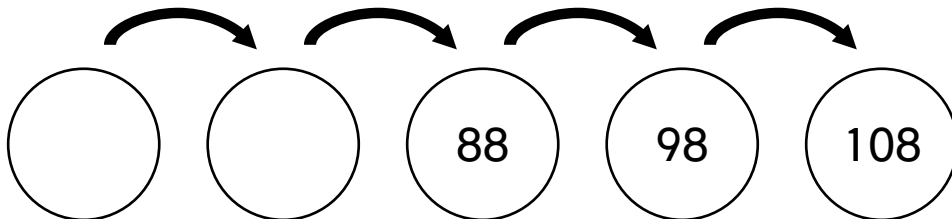
Rule
-4



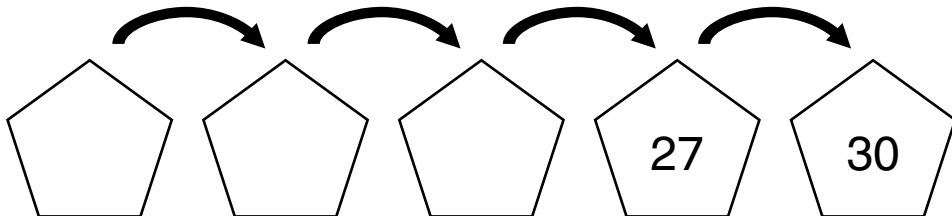
Rule
+7



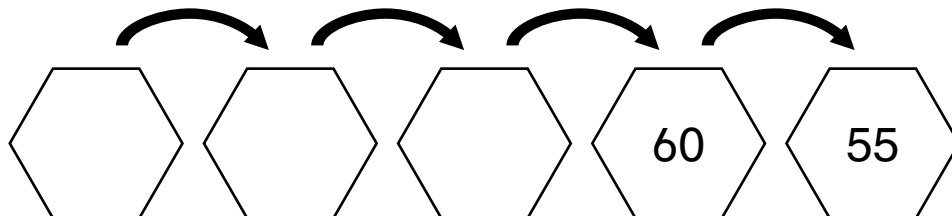
Rule



Rule



Rule



HOME LINK
6•9





More Counting Coins


Family Note

Children have begun to find the value of coin combinations that include quarters. If your child is having difficulty because coins are not shown in any particular order, use real coins to model the problems. Sort the coins into groups of like coins (all dimes together, all nickels together) before counting.

Children also continue to use dollars-and-cents notation (for example, \$1.05). If your child has trouble recording amounts in this notation, don't worry—this is a skill we will continue to practice throughout the year.

Please return this Home Link to school tomorrow.

(P) 1¢ \$0.01 	(N) 5¢ \$0.05 	(D) 10¢ \$0.10 	(Q) 25¢ \$0.25 
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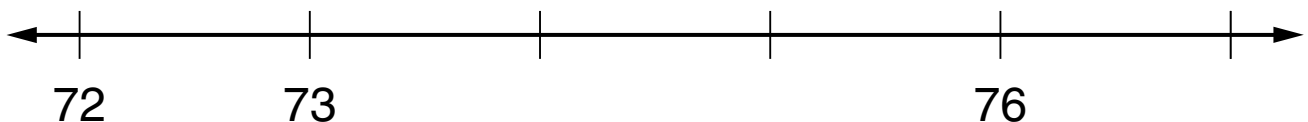
Find the value of the coins.

Write the total in cents and in dollars-and-cents notation.

1. (N)(Q)(D)(N)(N) _____ ¢ or \$ _____
2. (Q)(Q)(D)(N)(D)(N)(P)(P) _____ ¢ or \$ _____
3. (D)(P)(P)(N)(P)(Q) _____ ¢ or \$ _____
4. (D)(N)(P)(Q)(Q) _____ ¢ or \$ _____

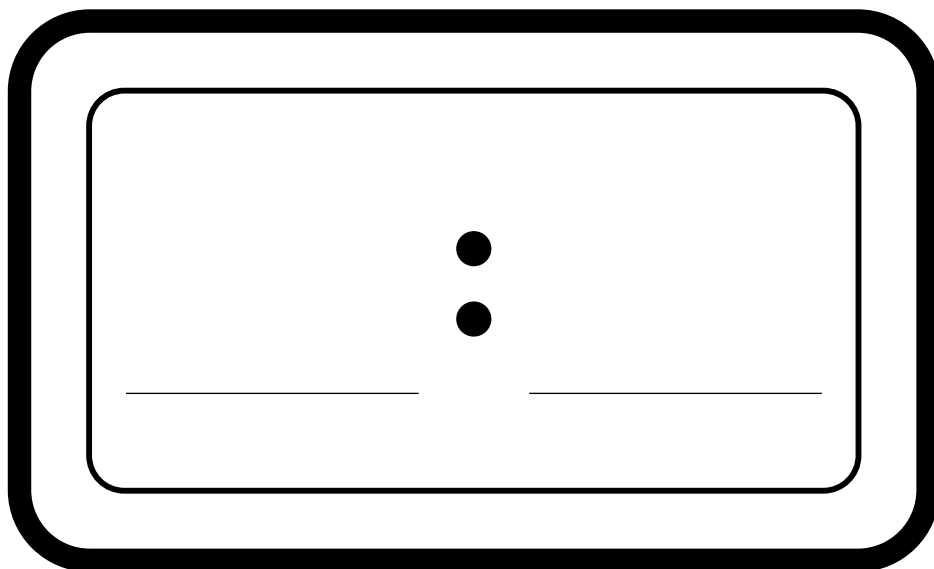
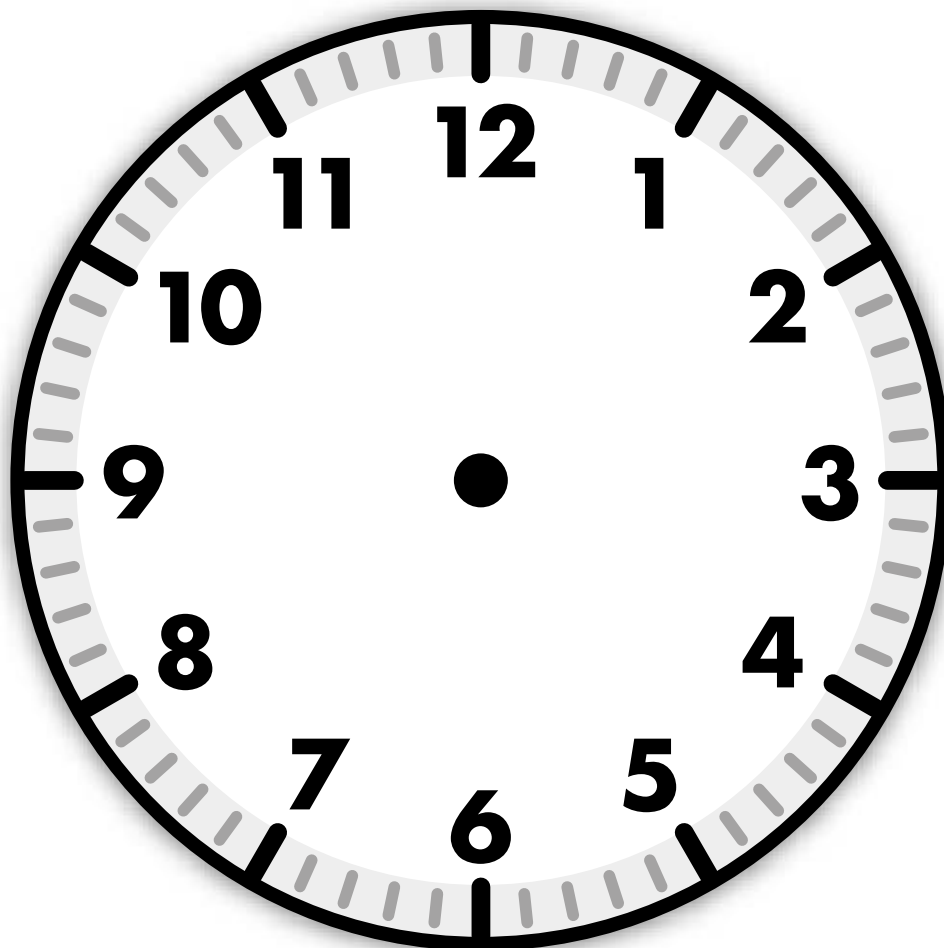
Practice

5. Fill in the blanks.



LESSON
6•10

Analog and Digital Clocks



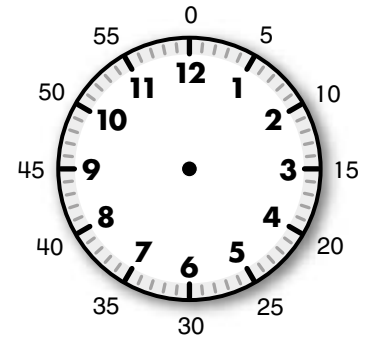
HOME LINK
6•10

Time at 5-Minute Intervals

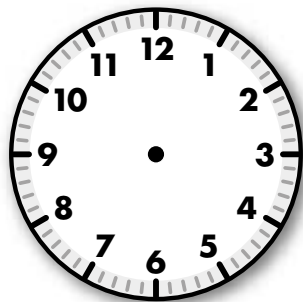

Family Note

In today's lesson, children started to work with digital displays of time. Children talked about the number of minutes in an hour and started to tell time at 5-minute intervals. This will require a lot of practice, so the *Everyday Mathematics* program will come back to telling time throughout the year.

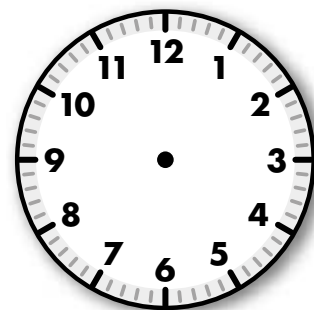
Please return this Home Link to school tomorrow.



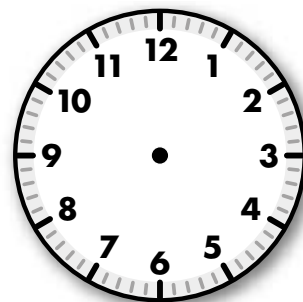
Draw the hour hand and the minute hand.

1.


4:00

2.


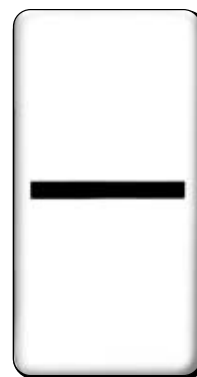
7:30

3.


10:15

Practice

- 4.** Draw dots on the domino. Write an addition fact for the domino.



_____ + _____ = _____

LESSON
6•10

Making a Circular Number Line



glue	glue	glue

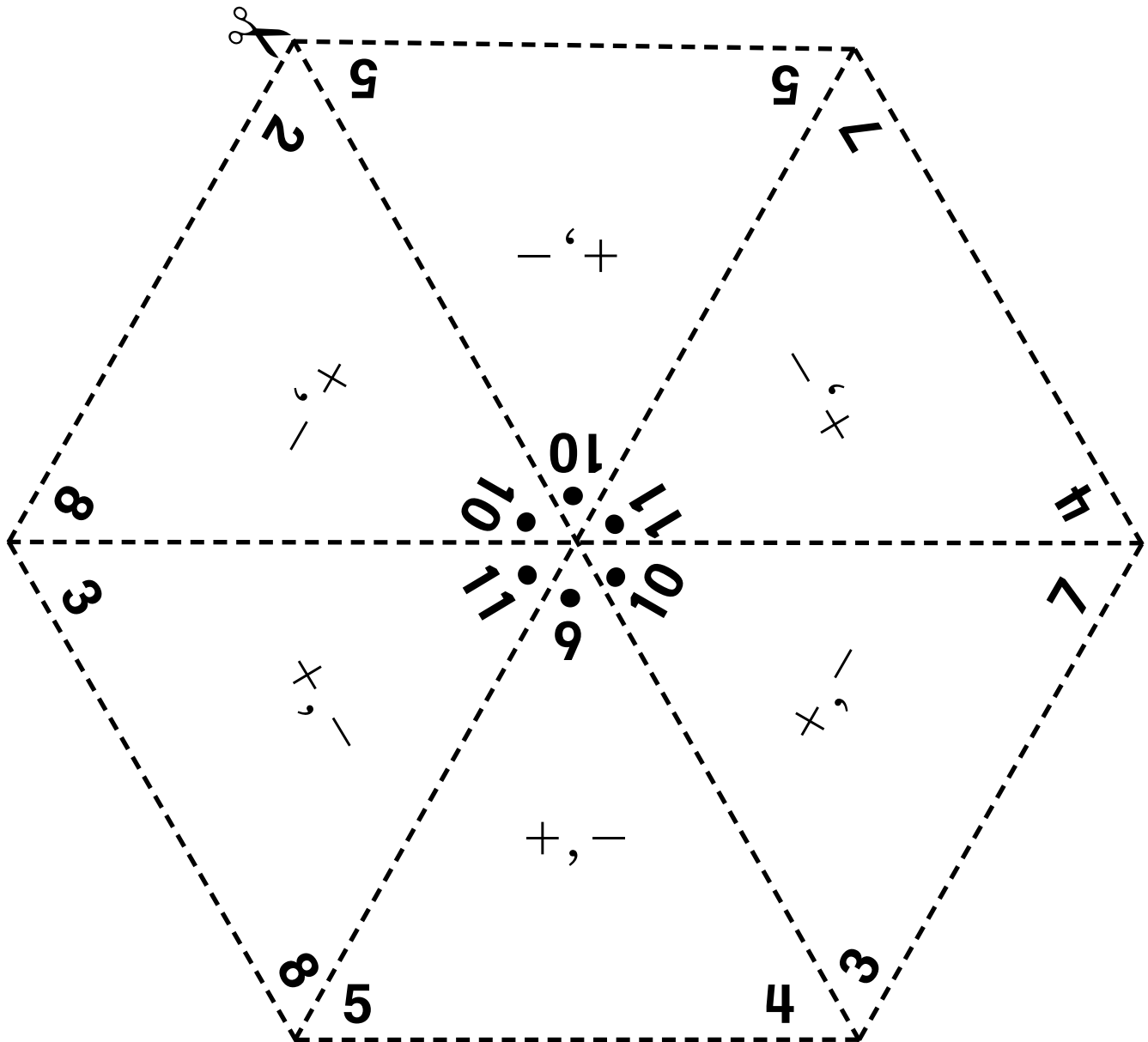
HOME LINK
6•11

More Fact Triangles



Family Note Your child should cut out the triangles on this page. When the triangles are not being used, store them in the envelope or plastic bag with the 12 triangles from earlier Home Links. As you work with your child, keep a pile of the facts your child knows and a pile of the facts that still need some work.

Continue practicing all addition and subtraction facts.



Analyzing a Set of Data

**Family Note**

Today we did some calculator counts in class. Ask your child what his or her highest count was at the end of 15 seconds.

Below is a tally chart like one we made in class today. Help your child identify how many children did the counts and the lowest and the highest counts that someone in Casey's class got. Then help your child find the range of the counts. (To find the range, subtract the lowest count from the highest count.)

Please return this Home Link to school tomorrow.

Casey's Class Data for Calculator Counts

Counted to	Number of Children
5	/
7	//
10	###
11	####
12	////
13	///
15	//
17	/
18	/

1. How many children in Casey's class did the calculator counts?

2. Find the highest count.

3. Find the lowest count.

4. Find the range of the counts.

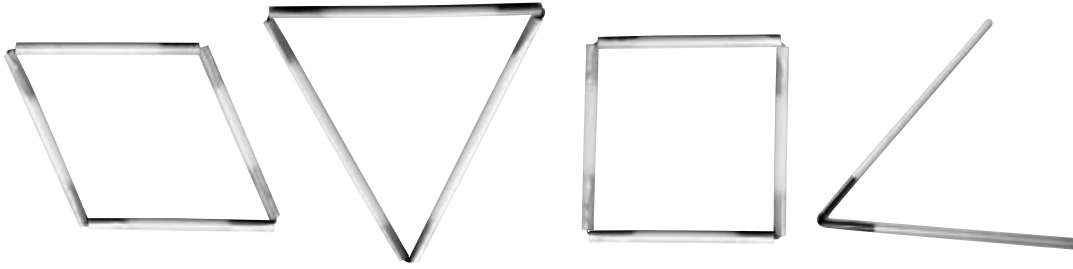
Practice

5. Write some names for 12.



Geometry and Attributes

In Unit 7, children will work with 2-dimensional shapes. First, children will classify blocks by their shape, color, and size. Then they will learn to recognize attributes such as number of sides and square corners. Later they will build their own shapes out of straws and twist-ties, identifying the differences among shapes that are polygons and shapes that are not.



Children will work with 3-dimensional shapes they encounter every day. They will be asked to bring objects from home, which will be organized and labeled to create a "Shapes Museum" for the classroom. For example, a soup can would be labeled "cylinder"; a tennis ball, "sphere." In examining the shapes brought to class, children will begin to identify similarities and differences among five kinds of 3-dimensional shapes: prisms, pyramids, spheres, cylinders, and cones. They will learn to identify characteristics, using terms such as *flat* and *round*. We will use the names of the shapes in class, but children will not be expected to memorize their definitions.



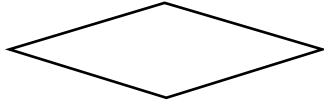
In the last lesson of this unit, children will explore symmetry. They will find symmetrical shapes in real life, including butterflies, bells, guitars, vases, and double dominoes. Then they will create their own symmetrical shapes, using paper and scissors.

Please keep this Family Letter for reference as your child works through Unit 7.

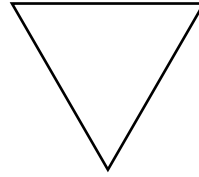


Vocabulary

2-Dimensional Shapes



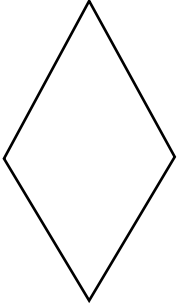
rhombus



triangle



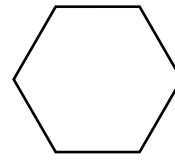
square



rhombus

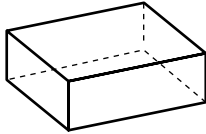


trapezoid

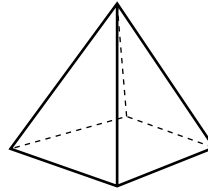


hexagon

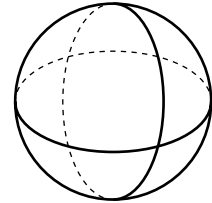
3-Dimensional Shapes



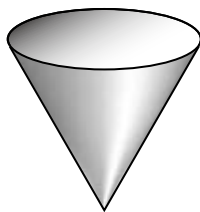
prism



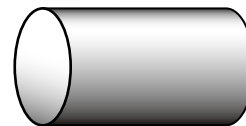
pyramid



sphere



cone



cylinder

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. Draw a name-collection box with a number on the tag. Ask your child to write at least 10 equivalent names for the given number.
2. Occasionally ask questions about time: What time is it? What time will it be in five minutes? In ten minutes? In one hour?
3. Continue to work on addition and subtraction facts using Fact Triangles, short drill sessions, and any of the games introduced at school.
4. If a calculator is available, ask your child to show you how to count with it. See how high your child can count on the calculator.
5. Look for geometric shapes around the house, at the supermarket, as part of architectural features, and on street signs. Begin to call these shapes by their geometric names.

12

$17 - 5$



$2 + 10$



$4 + 8$

$13 - 1$

*twelve**doce**### ### ||*

Building Skills through Games

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

Attribute Train Game

One player puts down a block. The next player finds a block that differs in only one attribute—shape, size, or color—from the first block and puts it next to the first block. Each player continues to add to the “train” of blocks.

Tens-and-Ones Trading Game

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!

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 listed below will guide you through the Home Links in this unit.

Home Link 7•1

Check that your child answers facts correctly as he or she practices with the Fact Triangles.

Home Link 7•2

1.–4. Answers vary.

5. Kente; 5¢

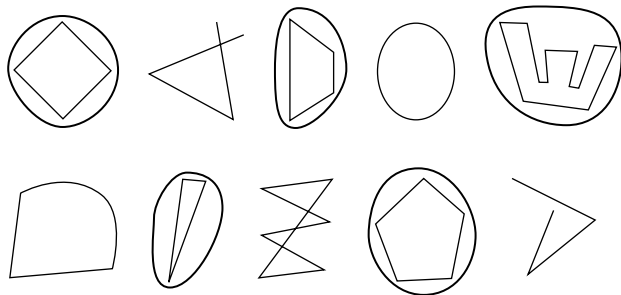
Home Link 7•3

1. square, rhombus, hexagon;
trapezoid, triangle, rhombus

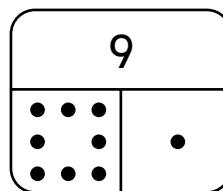
2. $6 + 1 = 7$; $7 - 1 = 6$; $1 + 6 = 7$; $7 - 6 = 1$

Home Link 7•4

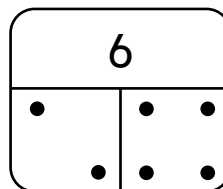
1.



2. Sample drawing:



3. Sample drawing:



Home Link 7•5

Check that your child answers facts correctly as he or she practices with the Fact Triangles.

Home Link 7•6

1. Answers vary.

2. 71; 72; 74

Home Link 7•7

1. Answers vary.

2. 11