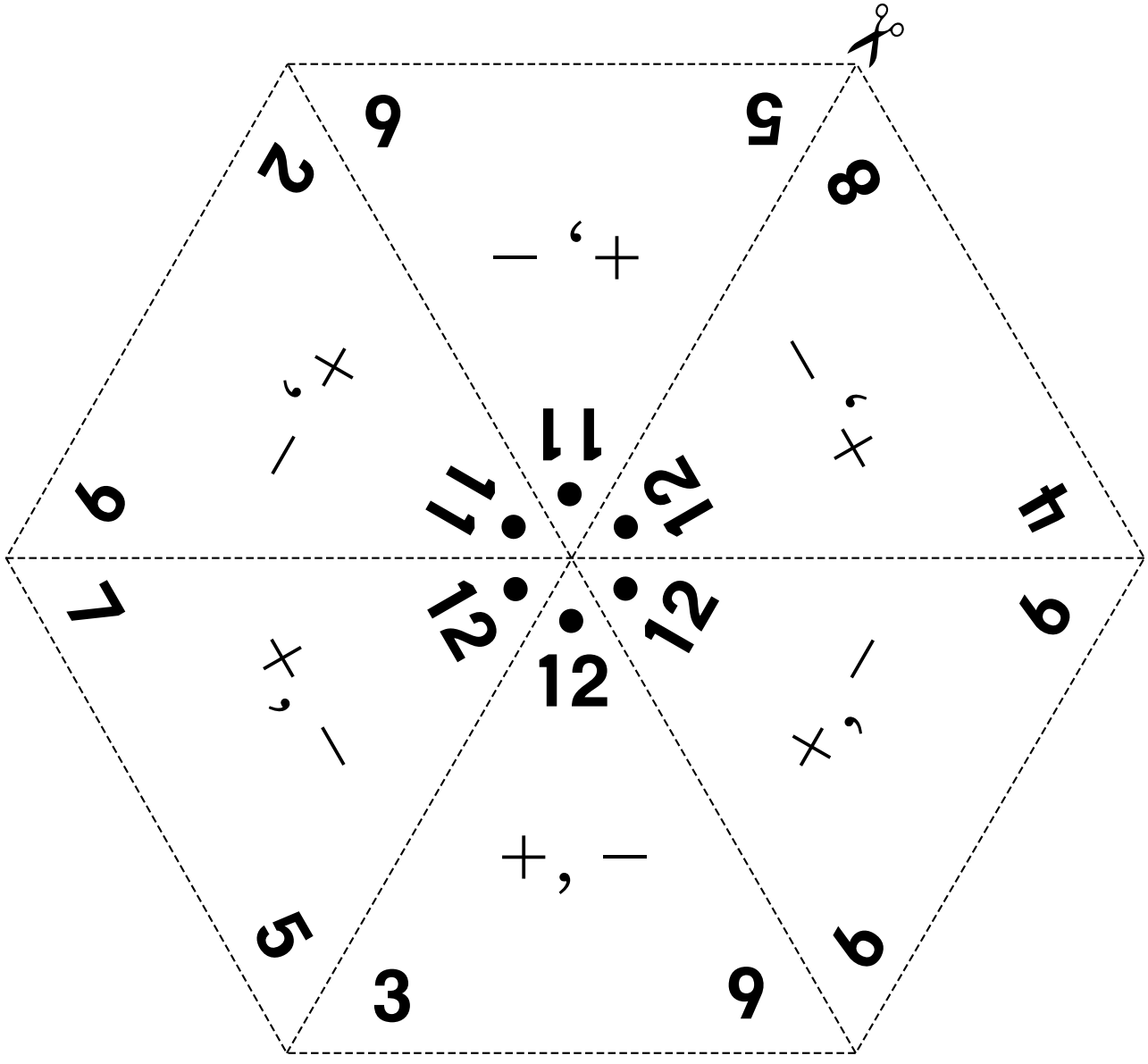
Name Date

HOME LINK 7•1

Practicing with Fact Triangles

Family Note Your child should cut apart the Fact Triangles below. Add these to the Fact Triangles from earlier lessons. As you help your child practice facts, separate the triangles into piles to show the facts your child knows and the facts that still need work. Continue to practice all of the facts.

Cut out these Fact Triangles. Practice the facts at home. MRB 27

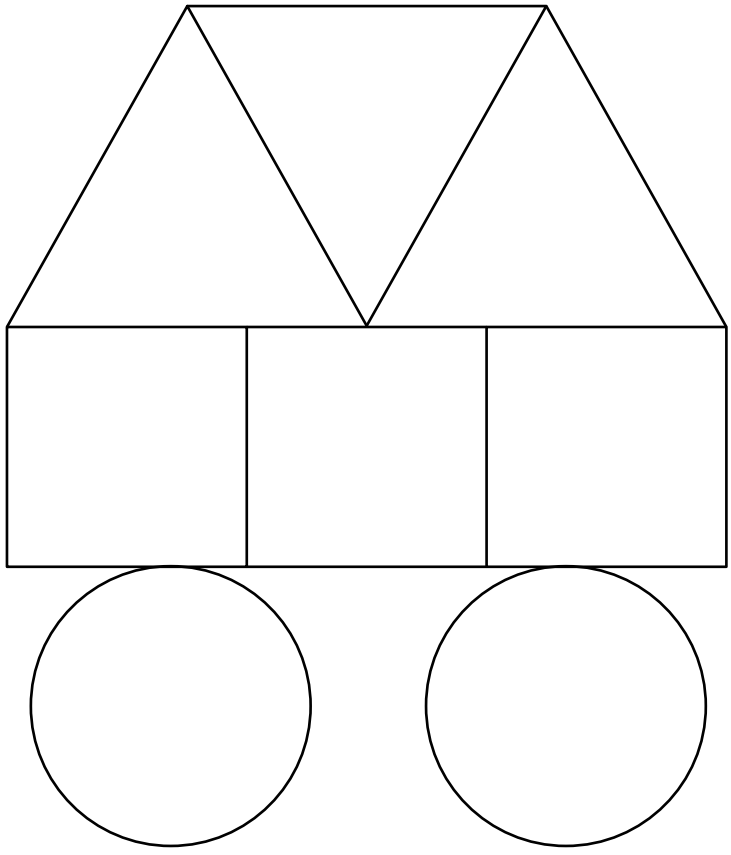


Name Date

LESSON 7•2

Attribute Blocks: Size

Copy this design using small blocks. Trace your design on a separate sheet of paper. Then color it to match the blocks.



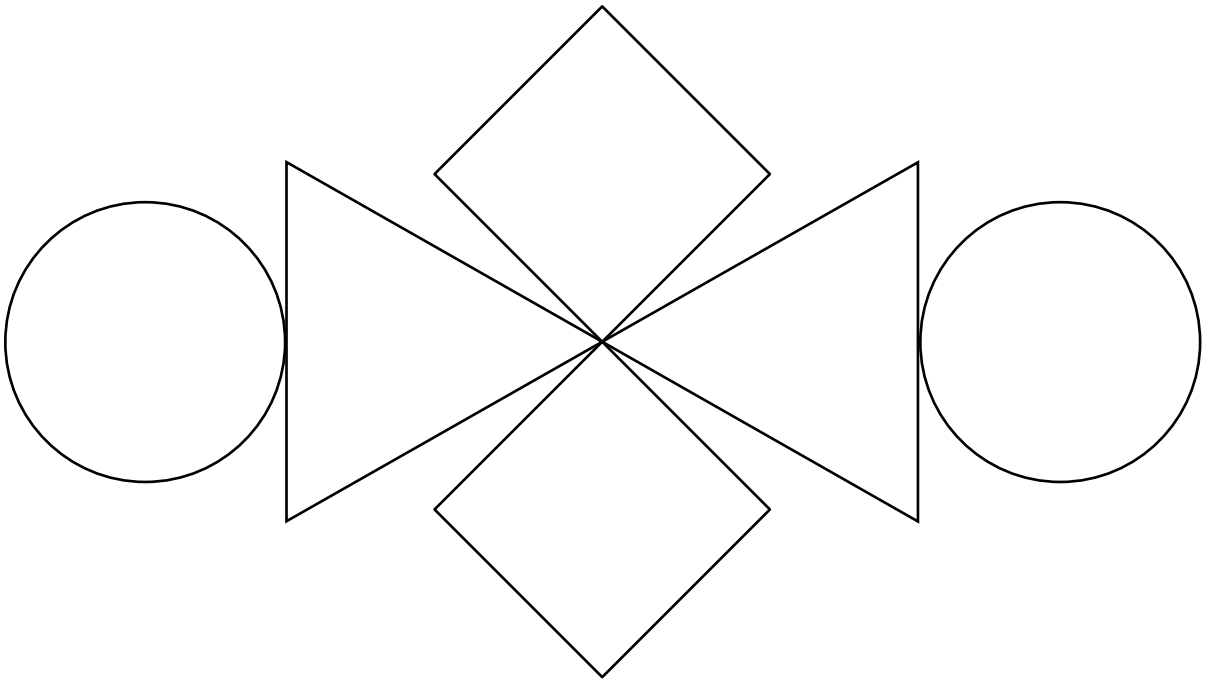
Make this design with large blocks on a desk or table.

Name Date

LESSON 7·2

Attribute Blocks: Color

Match blocks to this design. Use only one color.



Make the above design with different-colored blocks.
Trace your design. Color it to match the blocks.

Name Date

LESSON 7•2

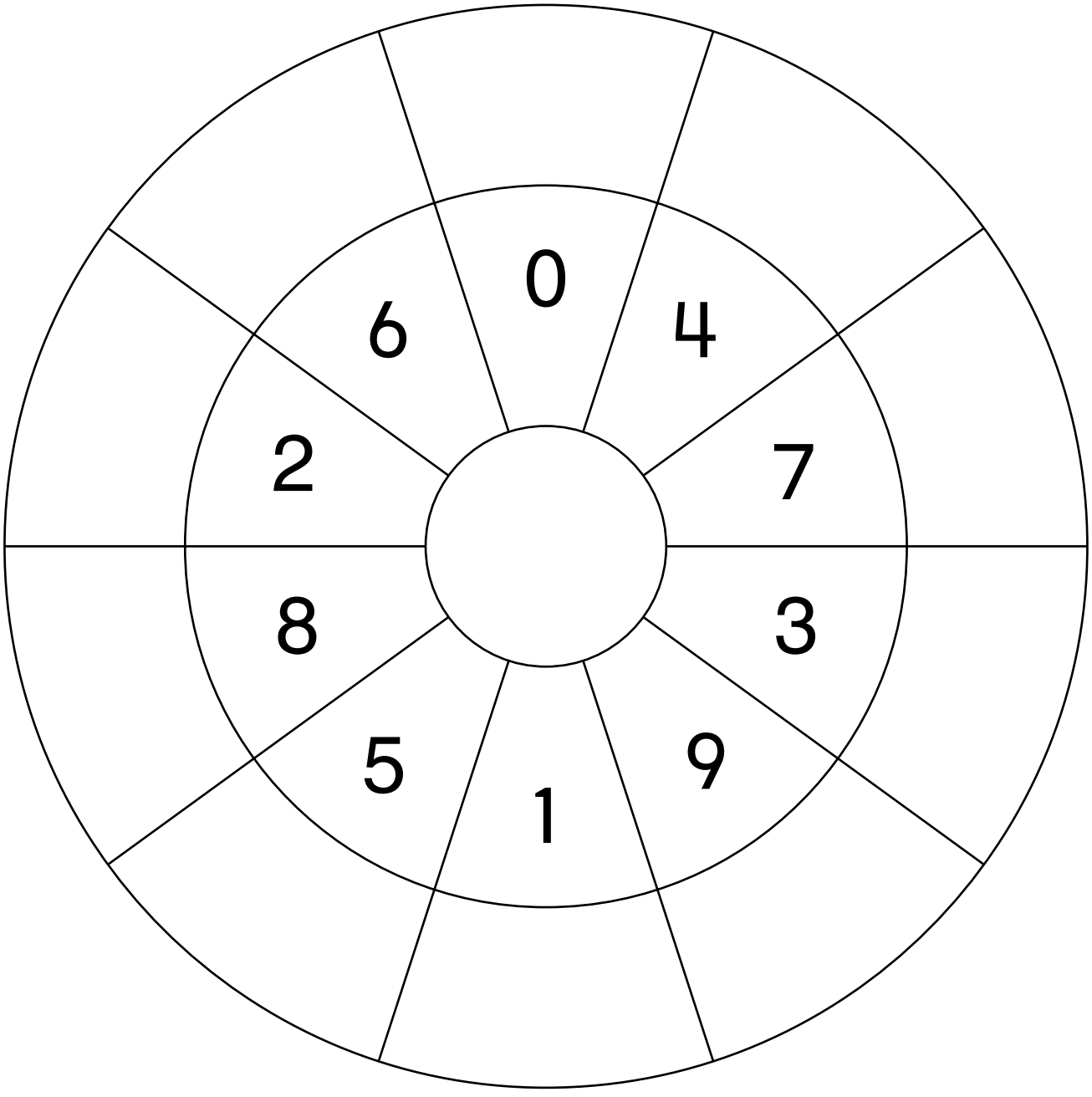
Fact Platter

Work with a partner.

Take turns.

One partner writes a "fact generator" inside the Fact Platter. For example: +5

The other partner writes the sums for that "fact generator" around the Fact Platter.



Name Date

HOME LINK 7·2

Shapes

Family Note The class has been identifying and comparing three attributes of objects: shape, color, and size. We will work with 2-dimensional and 3-dimensional shapes in future lessons. To prepare for this, help your child find objects with the shapes listed below. Also help your child find objects to bring to school for our Shapes Museum. The objects should not be valuable or breakable.

Please return this Home Link to school tomorrow.

1. Find something in your house that has a triangle in it. Write its name or draw its picture.

2. Find something in your house that has a circle in it. Write its name or draw its picture.

3. Find something in your house that has a square in it. Write its name or draw its picture.

4. Starting tomorrow, bring things to school for the Shapes Museum.

Practice

5. Kente has Ⓓ Ⓓ Ⓓ Ⓝ Ⓟ.

Rossita has Ⓓ Ⓓ Ⓝ Ⓝ Ⓟ.

Who has more money? _____

How much more money? _____ ¢

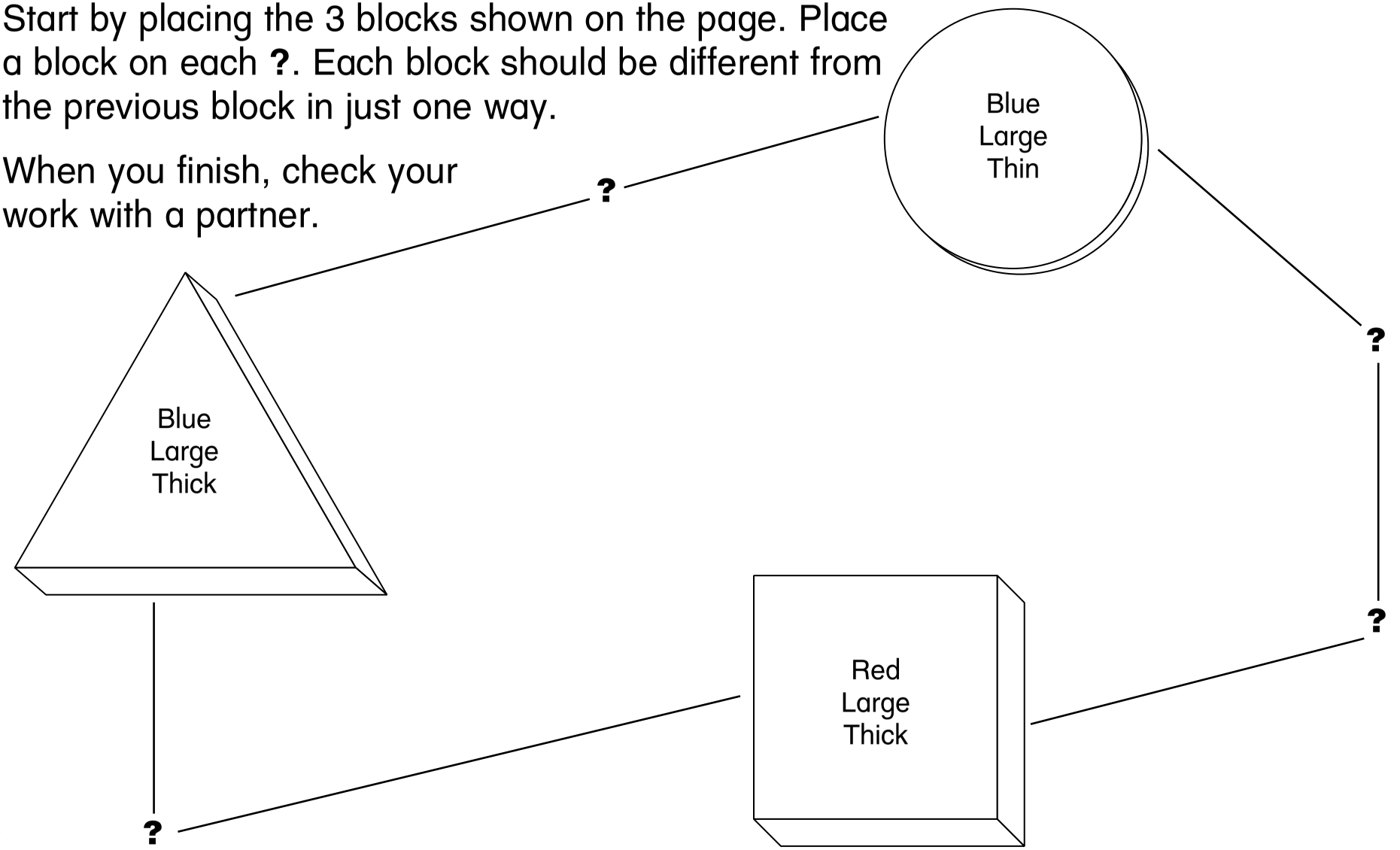
Name Date

LESSON 7•2

Solving an Attribute-Train Puzzle

Start by placing the 3 blocks shown on the page. Place a block on each **?**. Each block should be different from the previous block in just one way.

When you finish, check your work with a partner.



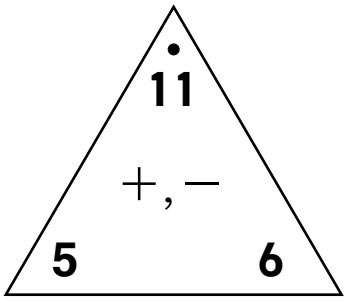
Name Date

LESSON 7·3

Fact Triangles and Fact Dominoes

Write the fact families.

1.



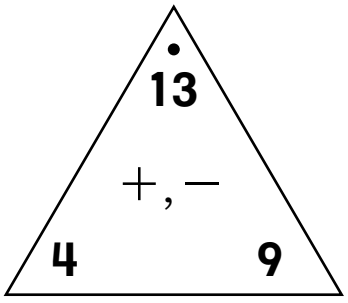
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

2.



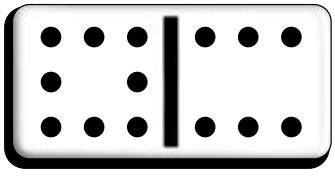
_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

3. Write the fact family.



_____ + _____ = _____

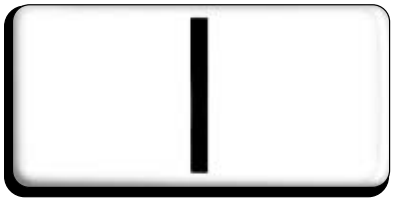
_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

4. Make up your own domino.
Draw the dots.

Write the fact family.



_____ + _____ = _____

_____ + _____ = _____

_____ − _____ = _____

_____ − _____ = _____

Name Date

HOME LINK 7•3

Polygons

MRB 52–55

Family Note We are beginning to identify polygons and their characteristics. A polygon is a closed 2-dimensional figure. It is formed by three or more line segments that meet only at their endpoints.

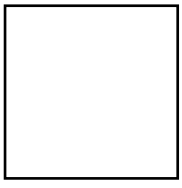
On this page, your child will try to name the shapes we worked with today. Some of the names may still be confusing.

Please return this Home Link to school tomorrow.

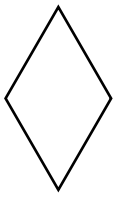
1. Use the Word List to help you write the name of each shape.

Word List

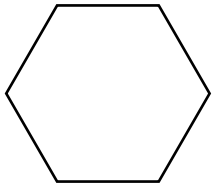
hexagon rhombus square trapezoid triangle



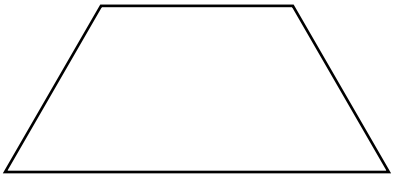
_____



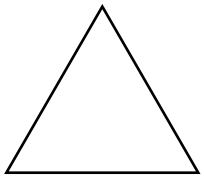
_____



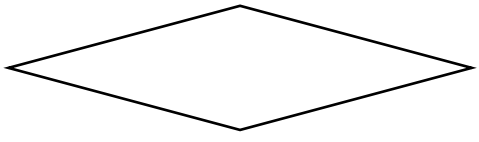
_____



_____



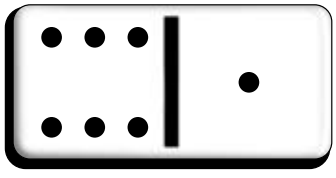
_____



_____

Practice

2. Write the fact family for this domino.



_____ + _____ = _____ _____ − _____ = _____

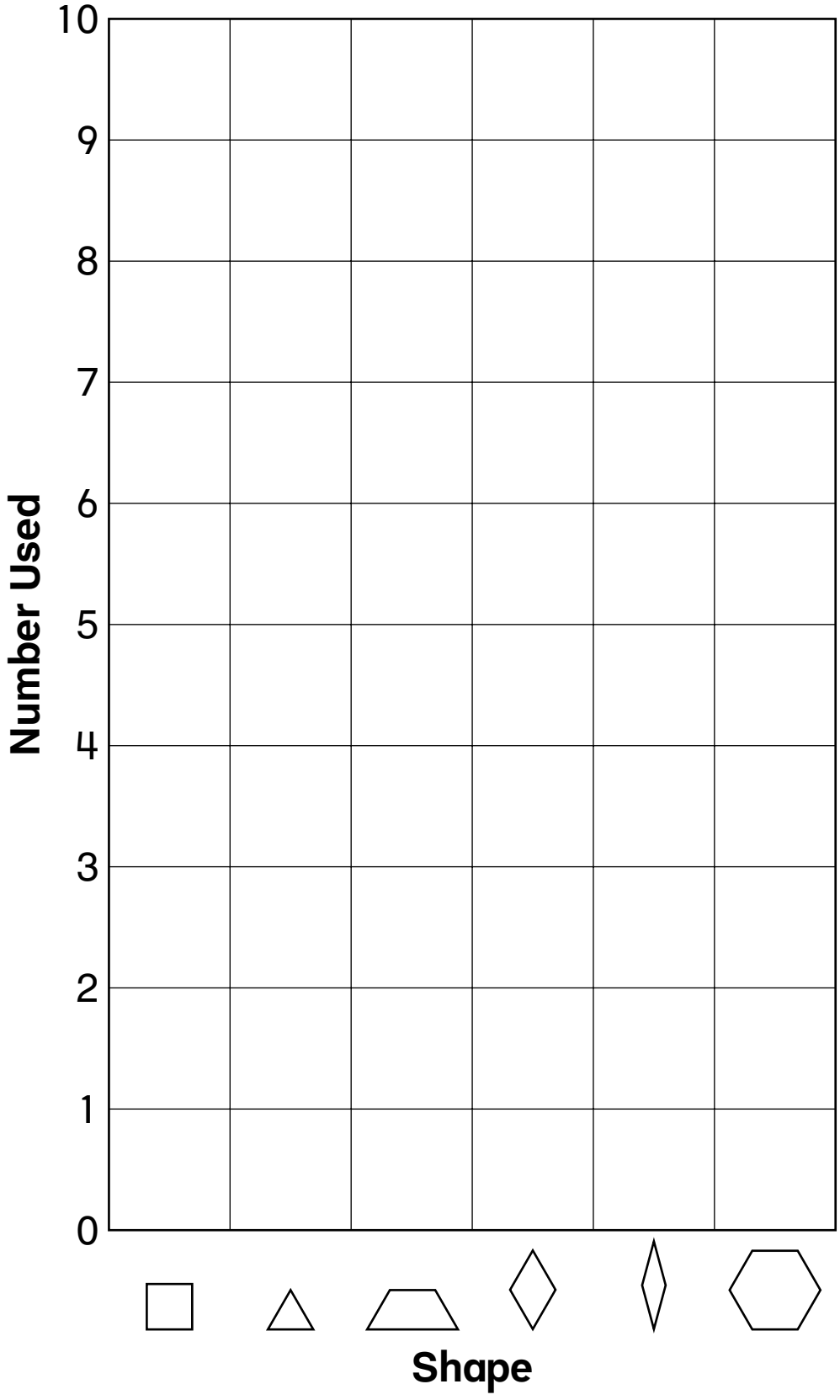
_____ + _____ = _____ _____ − _____ = _____

Name Date

LESSON 7•3

Shapes Bar Graph

Shapes I Used

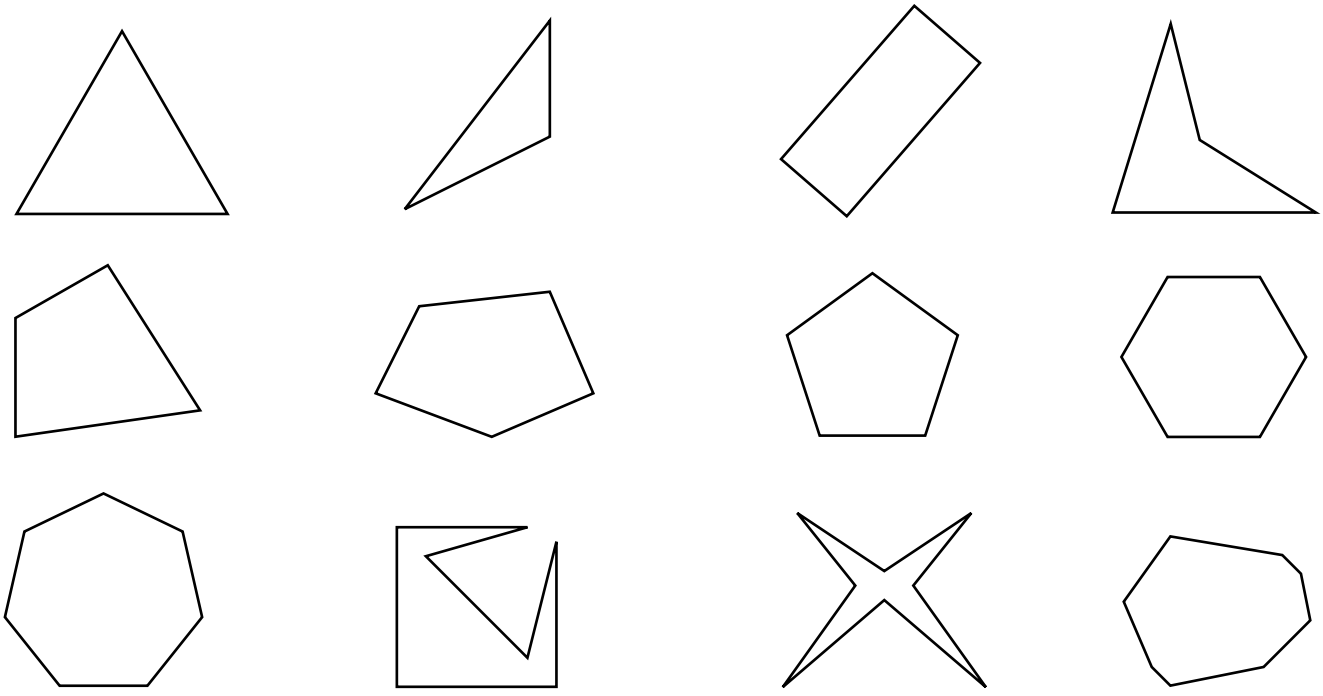


Name Date

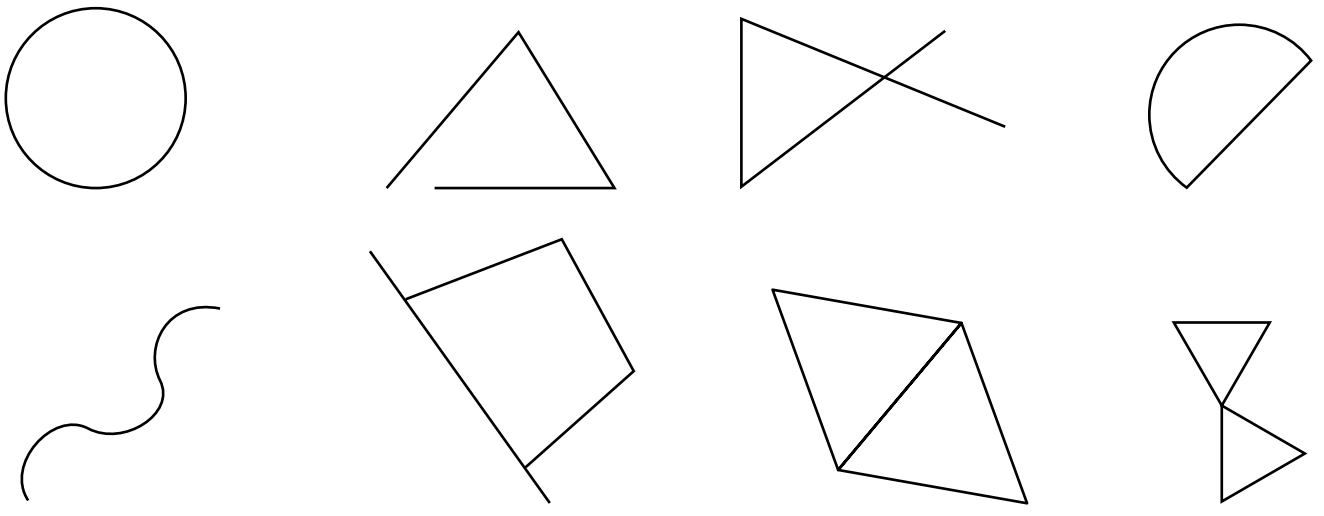
LESSON 7•4

Polygons and Nonpolygons

These are polygons.



These are not polygons.



Name Date

LESSON 7·4

Name-Collection Boxes

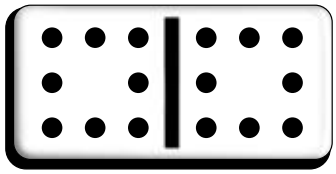
For each name-collection box, fill in the label.
Add 5 names.

1.

$6 + 6$ $16 - 4$

2.

$4 + 4 + 4 + 4$



3.

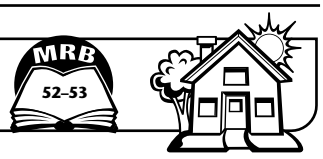
$19 - 9$

4. Your choice

Name Date

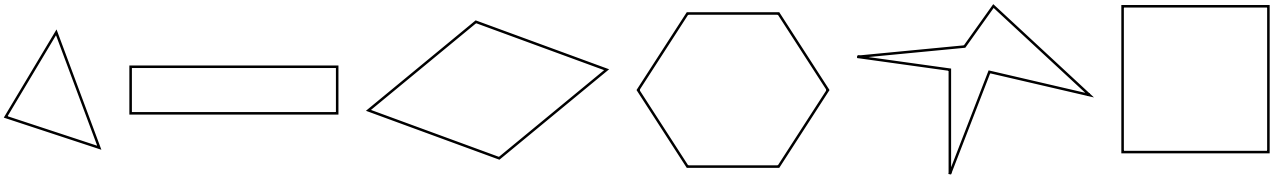
HOME LINK 7•4

Identifying Polygons



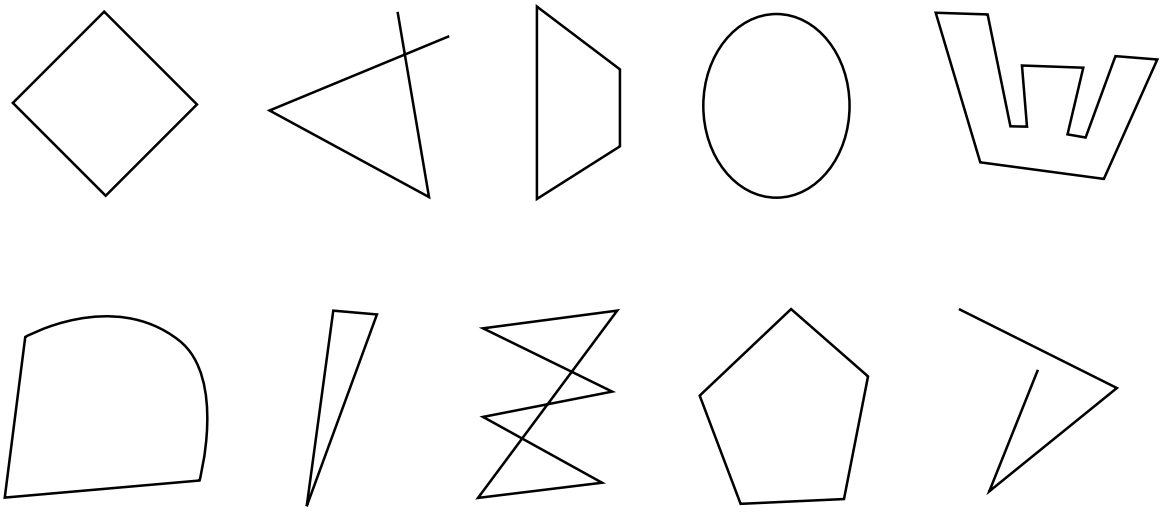
Family Note This Home Link follows up our work in class identifying shapes called polygons. A polygon is a closed 2-dimensional figure formed by three or more line segments that meet only at their endpoints. Some examples of polygons are shown below.

Help your child identify the polygons in Problem 1.



Please return this Home Link to school tomorrow.

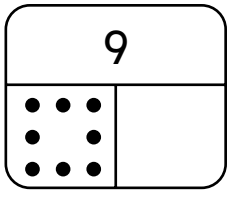
1. Circle the 5 polygons.



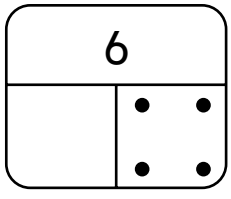
Practice

Draw the missing dots.

2.



3.

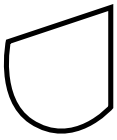


Name Date

LESSON 7•4

Comparing Shapes 1

Use the Venn diagram to compare the shapes.

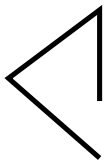


Name Date

LESSON 7•4

Comparing Shapes 2

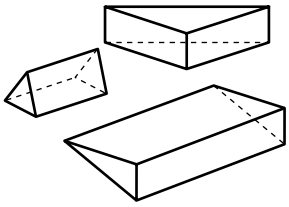
Use the Venn diagram to compare the shapes.



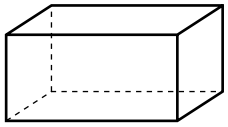
Name Date

LESSON 7•5

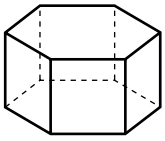
3-Dimensional Shapes Poster



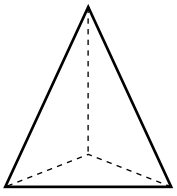
triangular prisms



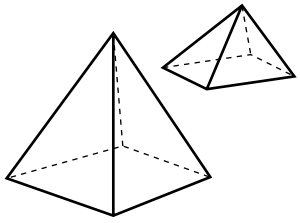
rectangular prism



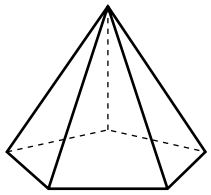
hexagonal prism



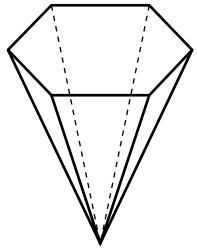
triangular pyramid



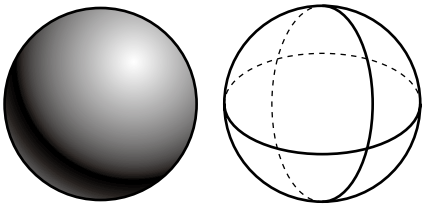
rectangular pyramids



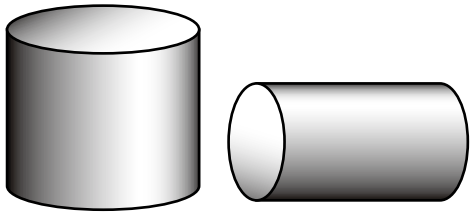
pentagonal pyramid



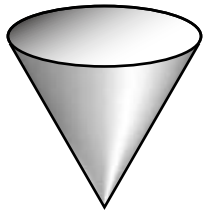
hexagonal pyramid



spheres



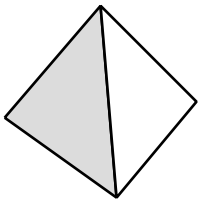
cylinders



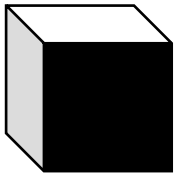
cone

Five Regular Polyhedrons

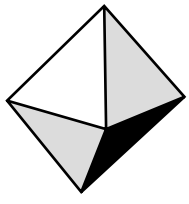
The faces that make each shape are identical.



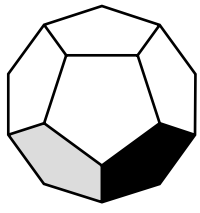
tetrahedron (pyramid) 4 faces



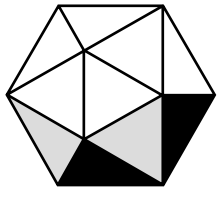
cube (prism) 6 faces



octahedron 8 faces



dodecahedron 12 faces



icosahedron 20 faces

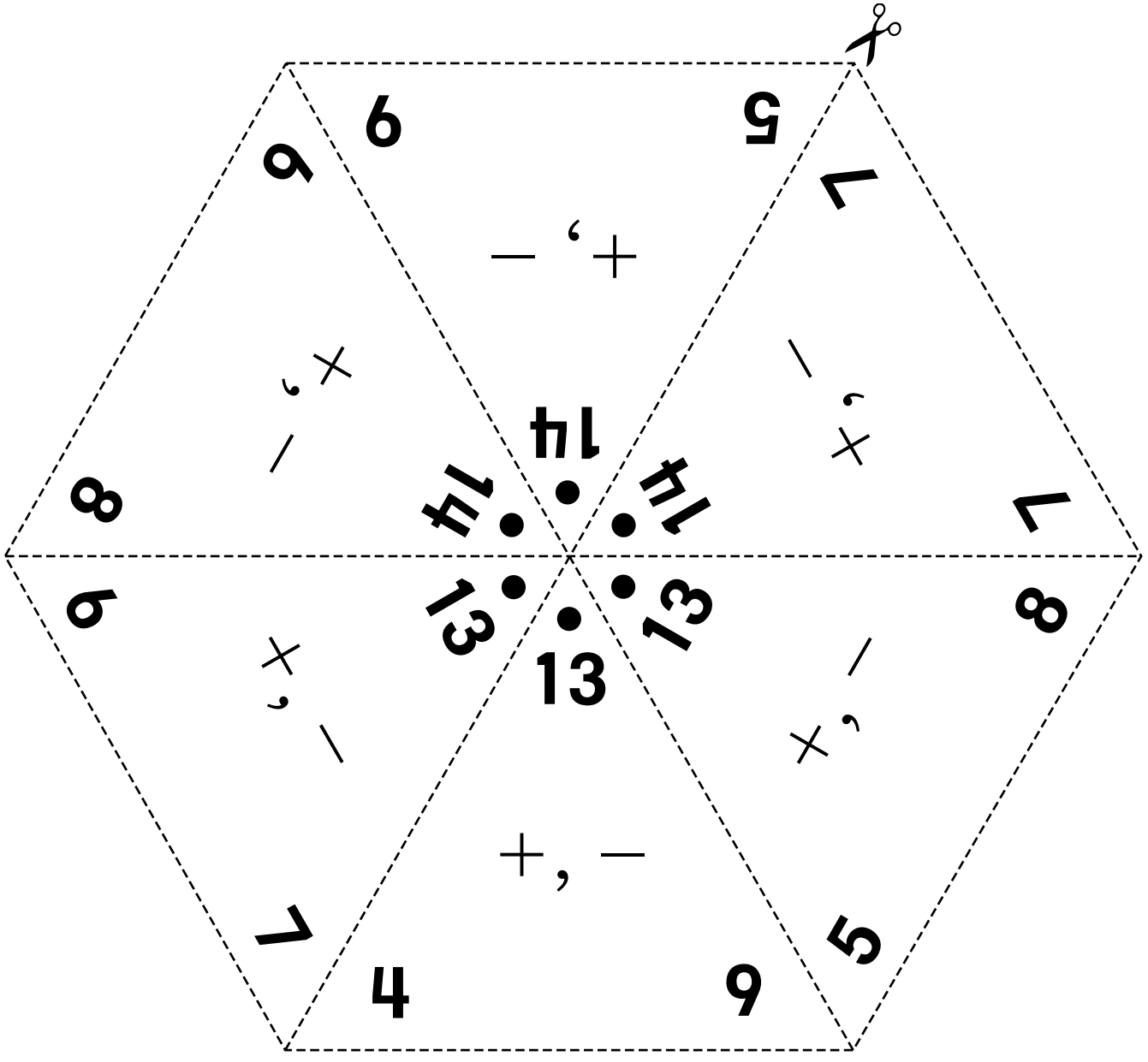
Name Date

HOME LINK 7•5

Practicing with Fact Triangles

Family Note Your child should cut apart the Fact Triangles below. Add these to the Fact Triangles from earlier lessons. As you help your child practice facts, separate the triangles into piles to show the facts that your child knows and the facts that still need work. Continue to practice all of the facts.

Continue practicing all of the addition and subtraction facts at home.



Name Date

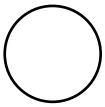
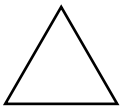
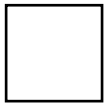
LESSON 7·5

Sorting Shapes by Their Faces

1. Find a 3-dimensional shape.

2. Write the name or draw the shape.

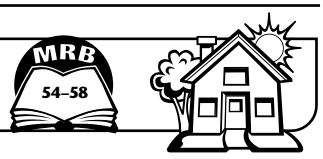
3. Match the shape to its face. Put an X in the box.

3-Dimensional Shape	 Face	 Face	 Face	Other

Name Date

HOME LINK 7•6

Tracing Shapes



Family Note The class has been working with 2-dimensional and 3-dimensional shapes. For today's Home Link, help your child find 3-dimensional objects and then trace around one face of each object. Some examples are the bottom of a box, the bottom of a can, and the bottom of a cup. Use the back of this sheet and other sheets if you want. For each tracing, help your child find the name for the shape in the Word List and write the name on the tracing.

Please return this Home Link to school tomorrow.

1. Find 3-dimensional shapes with flat faces (sides).

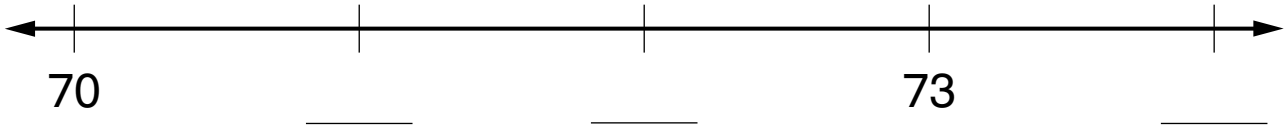
On the back of this page, trace around one face of each shape.

Write the name of the shape on each tracing.

Word List		
square	circle	hexagon
trapezoid	rhombus	triangle
not a polygon	rectangle	other polygon

Practice

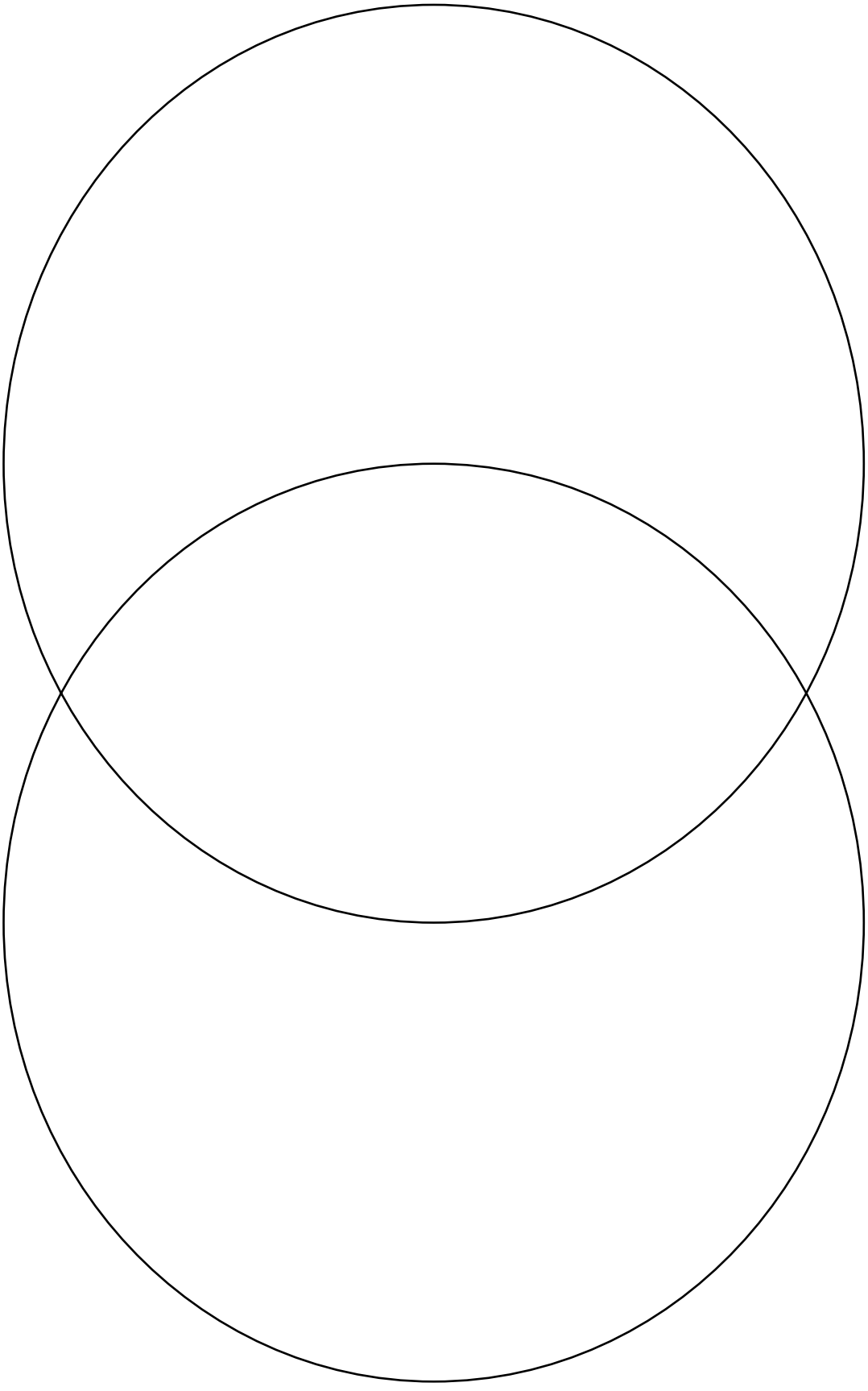
2. Fill in the blanks.



Name Date

LESSON 7•6

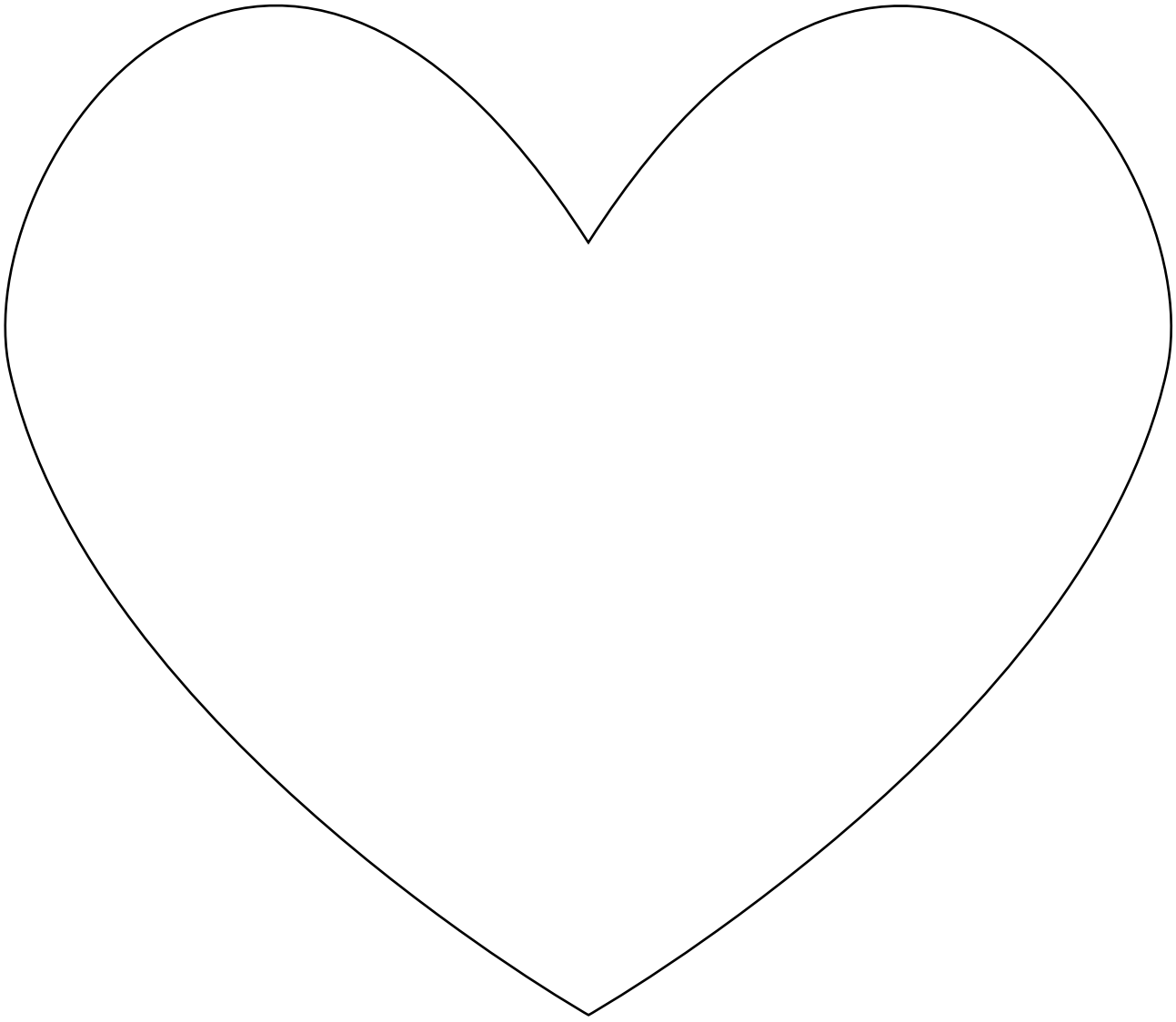
Comparing Prisms and Pyramids



Name Date

LESSON 7•7

Heart Shape



Name Date

HOME LINK 7•7

Finding Symmetry in Nature

Family Note A picture or an object has symmetry if it can be folded in half so that the two halves match exactly. In today's lesson, the class explored symmetry by cutting out designs from folded paper.

To continue our exploration of symmetry, help your child find pictures that show symmetry in nature; for example, pictures of butterflies, leaves, animal markings, flowers, or snowflakes.

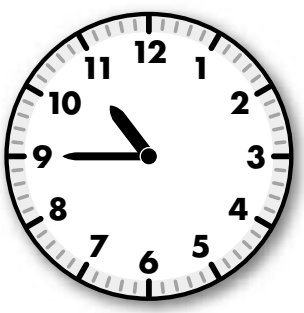
Please return this Home Link to school tomorrow.

1. Find symmetrical pictures in magazines.

Cut out your favorite pictures and glue them onto this page.

Practice

2. Record the time.



quarter-to _____ o'clock

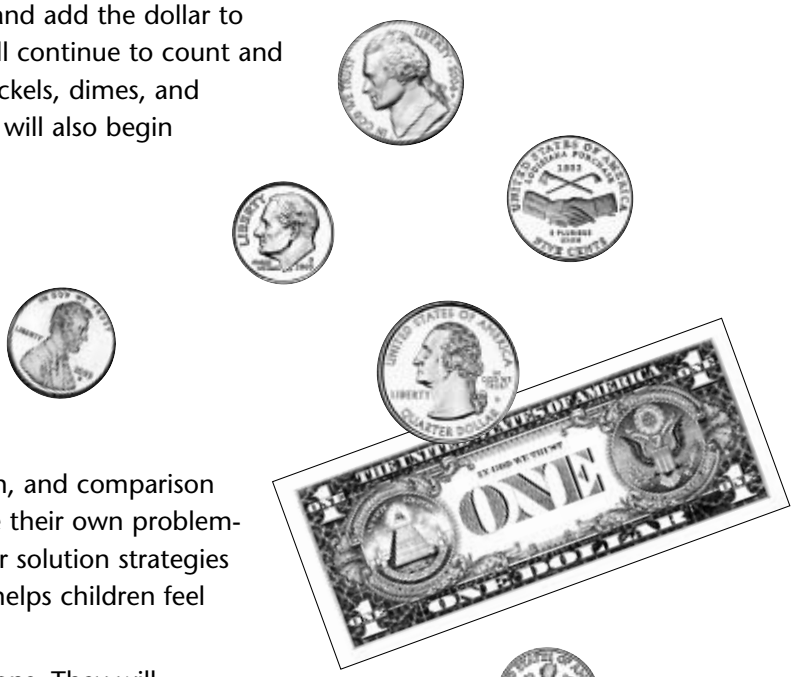
Name Date

HOME LINK 7•8

Unit 8: Family Letter

Mental Arithmetic, Money, and Fractions

In Unit 8, children will examine a dollar bill and add the dollar to the money units they already know. They will continue to count and record amounts of money (using pennies, nickels, dimes, and quarters), often in more than one way. They will also begin learning how to make change.



Children will also create addition, subtraction, and comparison problems for the class to solve and will share their own problem-solving strategies. Having children share their solution strategies is emphasized in *Everyday Mathematics* and helps children feel more confident as they express their ideas.

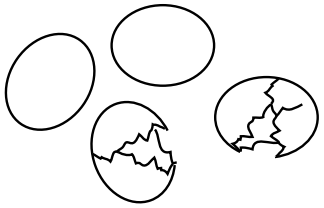
Later in Unit 8, children will work with fractions. They will be reminded that fractions are equal parts of wholes. When dealing with fractions, it is important that children keep in mind the "whole" or the ONE to which the fraction is linked. For example, $\frac{1}{2}$ of an apple and $\frac{1}{2}$ of a dollar are not the same because they deal with different types of "wholes."

Please keep this Family Letter for reference as your child works through Unit 8.

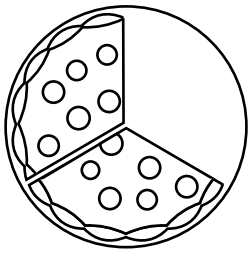
Vocabulary

Important terms in Unit 8:

fractional parts Equal parts of any whole.
For example:



Half ($\frac{1}{2}$) of the whole set of 4 eggs are broken.



One-third ($\frac{1}{3}$) of a whole 3-slice pizza has been eaten.

near doubles A strategy derived from the "doubles addition facts." For example, a child might solve 3 + 4 by noting that 3 + 3 = 6, so 3 + 4 must be 1 more than 6, or 7.

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. Continue to review addition and subtraction facts.
2. Ask questions like the following:
   - I want to buy an airplane that costs 27 cents. If I give the clerk 3 dimes, how much change will I get back?
   - How can you show 14 cents using exactly 6 coins? (Have the actual coins available.)
   - How many different ways can you show 14 cents? (Have the actual coins available.)
3. Count out 8 pennies (or any type of counter, such as buttons or paper clips). Ask your child to show you $\frac{1}{2}$ of the pennies and then $\frac{1}{4}$ of the pennies. Do this with a variety of different numbers.
4. Encourage your child to count various collections of coins you may have accumulated.

Building Skills through Games

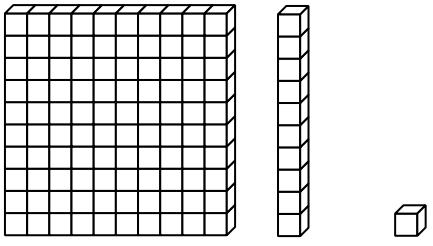
In Unit 8, your child will practice addition, subtraction, place value, and money skills by playing the following games:

Addition Top-It

See *My Reference Book*, pages 122–123. Players turn over two cards and call out the sum. The player with the higher sum keeps all the cards. The player with more cards at the end wins.

Base-10 Exchange

Players roll the dice and put that number of cubes on their Place-Value Mats. Whenever possible, they exchange 10 cubes for 1 long. The first player to make an exchange for a flat wins.



flat long cube

1 flat = 10 longs = 100 cubes

One-Dollar Exchange

See *My Reference Book*, pages 144–145. Players roll the dice and put that number of cents on their Place-Value Mats. Whenever possible, they exchange 10 pennies for 1 dime. The first player to make an exchange for a $1 bill wins.

3, 2, 1, Game

See *My Reference Book*, pages 150–151. Players take turns subtracting 1, 2, or 3 from a given number. The first player to reach 0 exactly is the winner.

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 in this unit.

Home Link 8•1

1. Sample answer: Your child should mark 2 dimes, 3 nickels, and 2 pennies.

2. Your child should mark 1 quarter, 4 dimes, and 1 nickel.

3. 52 **4.** 61 **5.** 96 **6.** 88

7. < **8.** > **9.** =

Home Link 8•2

1. Sample answer: $1 $1 ⓆⓆⓆⒹ

2. Sample answer: $1 $1 $1 ⒹⒹⓅⓅⓅⓅ

3. 111¢, $1.11; ⓆⓆⓆⓆⒹⓅ

4. 8, even

Home Link 8•3

1. 569 **2.** 483 **3.** 709 **4.** Grant; 9¢

Home Link 8•4

1. Your child should tape or glue a picture to the page or back of the page, tell a number story, and write a number model that goes with his or her story.

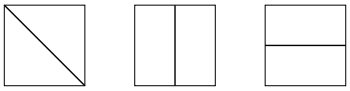
2. 12 **3.** 9 **4.** 11 **5.** 13
6. 10 **7.** 12

Home Link 8•5

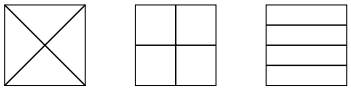
1. 3, 4 **2.** 1, 5 **3.** +5; 20, 25

Home Link 8•6

1. Sample answer:



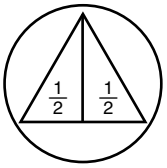
2. Sample answer:



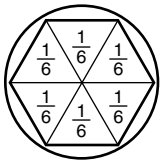
3. 18, 19, 22

Home Link 8•7

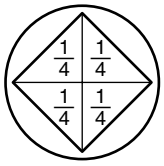
1.



2.



3.

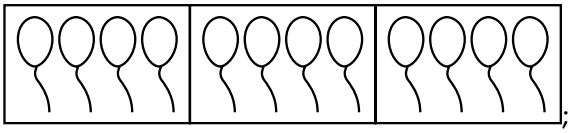


4. 453

Home Link 8•8

1. Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ; 5

2.



; 4

3. 4

4. Sample answer: 26, even

Home Link 8•9

1. 4 + 6 = 10 **2.** 9 + 1 = 10 **3.** 9 + 9 = 18

4. 7 + 3 = 10
3 + 7 = 10
10 − 3 = 7
10 − 7 = 3

5. 4 + 4 = 8
8 − 4 = 4

6. 6 + 1 = 7
1 + 6 = 7
7 − 6 = 1
7 − 1 = 6

7. Sample answers: