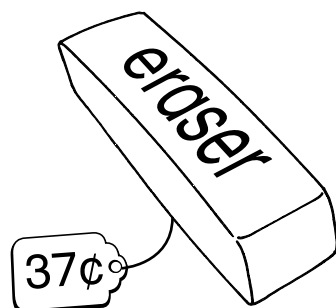
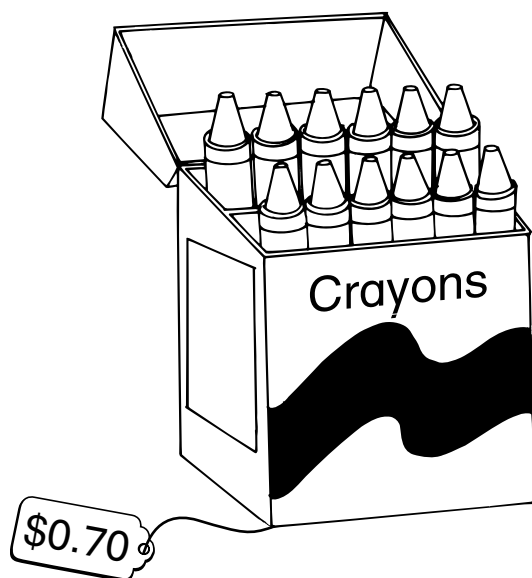


Coin Combinations

**Family Note**

In the next lesson, we will extend our work with money to include dollars. In preparation for this, we have been practicing counting coins. If your child has difficulty with some problems on this page, use real coins to model the situations. Arrange the coins in groups of like coins and count the coins of the highest value first.

Please return this Home Link to school tomorrow.

1. Mark the coins you need to buy an eraser.**2. Mark the coins you need to buy a box of crayons.**

Coin Combinations *continued*

Martina saved her money.

How much did she save each month?

3. September Total: _____ ¢**4. October Total:** _____ ¢**5. November Total:** _____ ¢**6. December Total:** _____ ¢**Practice**Write $<$, $>$, or $=$.

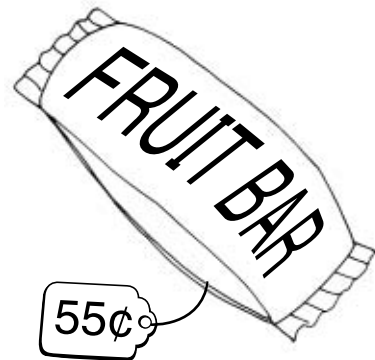
7. $13 \square 42$

8. $106 \square 105$

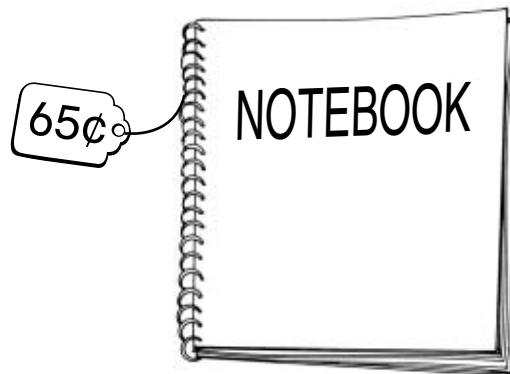
9. $4 + 5 \square 9$

LESSON
8•1**Coin Riddles**

1. Ian used 3 coins to buy a fruit bar. Show the coins.



2. Kelly used 5 coins to buy a notebook. Show the coins.



Show the same amount with fewer coins.

Try This

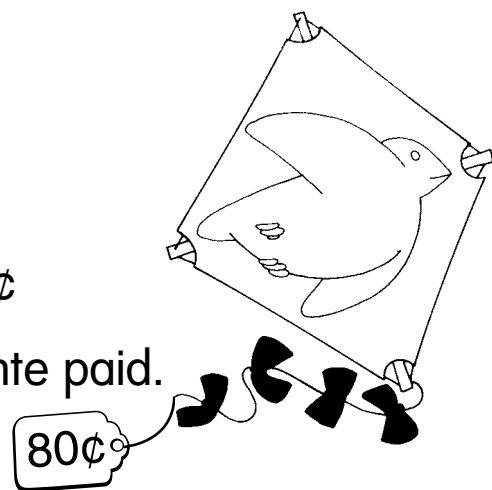
3. Heather and Dante bought a kite.

Heather paid 45¢.

Dante paid the rest.


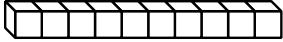
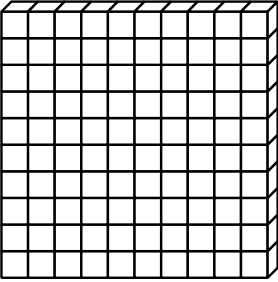
How much did Dante pay? _____ ¢

Use 2 coins to show the amount Dante paid.



4. Make up a riddle of your own. On the back of this page, draw a picture that goes with your riddle.

LESSON
8•2**Place-Value Mat**

<p>\$0.01 1¢</p> 	
<p>\$0.10 10¢</p> 	
<p>\$1.00 100¢</p> 	

**Family Note**

Today we took a close look at a dollar bill. Since we have only begun to work with dollars, some of the problems on this page may be difficult for your child. If possible, use real money to model the problems. Start by counting the bills and coins in the example with your child.

Please return this Home Link to school tomorrow.

Show how you would pay for each item.

Use \$1, Q, D, N, or P.

Example:

1.



2.


 \$1 Q Q Q D D

3. Write this amount in two ways.

 Q Q N D N D P D D D

Total: _____ ¢ \$ _____.

Show this amount using fewer coins.

Practice

4. Circle the tens place. Is the number odd or even?

86 _____

LESSON
8•2**Exchanging Coins**

For each statement below, write the number for your answer and record your answer by drawing Ⓟ for penny and Ⓝ for nickel.

1. I can exchange 1 nickel for _____ pennies.



2. I can exchange 1 dime for _____ pennies.



3. I can exchange 1 dime for _____ nickels.



4. I can exchange 1 quarter for _____ nickels.

**Try This**

5. Make up your own problem.

I can exchange _____ for _____.

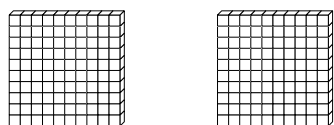
More Riddles

**Family Note**

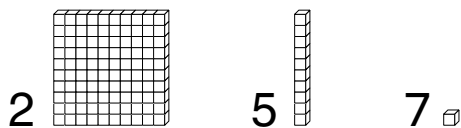
We are extending our work with base-10 blocks to include 100s. The base-10 block for 100 is called a "flat." Note that the blocks are not always shown in the same order. If your child finds some of the problems difficult, you might model them with dollar bills (for flats), dimes (for longs), and pennies (for cubes). These make good substitutes for base-10 blocks.

Ask your child to explain why there is a zero in the number in Problem 3. To practice reading 3-digit numbers, ask your child to read his or her answers to you.

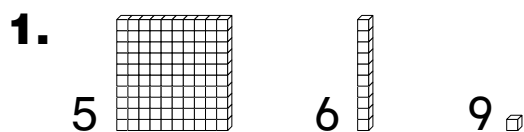
Please return this Home Link to school tomorrow.

Hundreds**Tens****Ones**

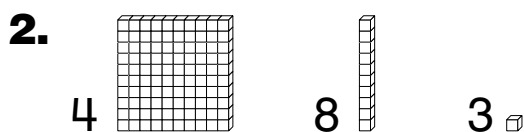
Solve the riddles.

Example:

What am I? 257



What am I? _____



What am I? _____

3. 7 hundreds and 9 ones

What am I? _____

Practice

4. Grant has $\text{\textcircled{Q}}$ $\text{\textcircled{Q}}$ $\text{\textcircled{Q}}$ $\text{\textcircled{D}}$ $\text{\textcircled{N}}$. Joanna has $\text{\textcircled{Q}}$ $\text{\textcircled{Q}}$ $\text{\textcircled{Q}}$ $\text{\textcircled{N}}$ $\text{\textcircled{P}}$.

Who has more money? _____.

How much more money? _____ ¢

LESSON
8•4

School Store Mini-Poster 2



crayon
6¢



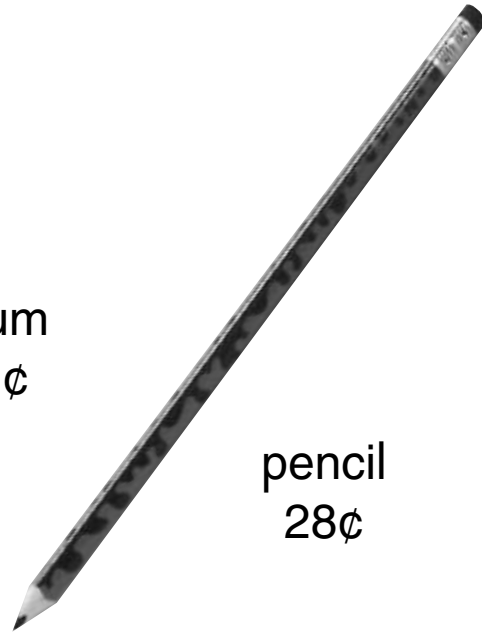
scissors
32¢



ball
35¢



gum
2¢



pencil
28¢



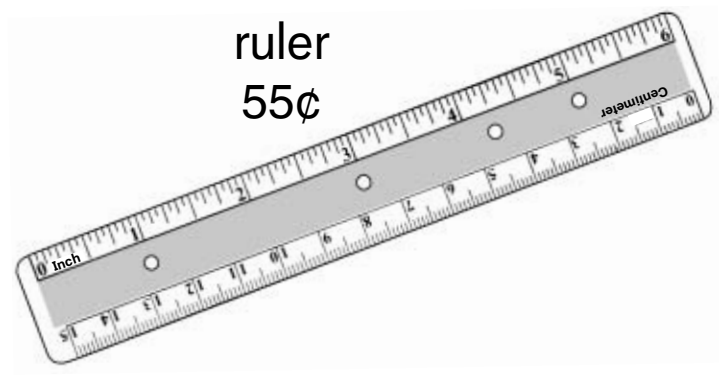
candy
8¢

eraser
17¢



LESSON
8•4

School Store Mini-Poster 3



ruler
55¢



glue
84¢



stickers
23¢



pen
47¢



bookmark
12¢



colored paper
64¢ per pack



crayons
72¢

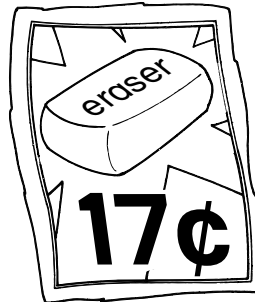
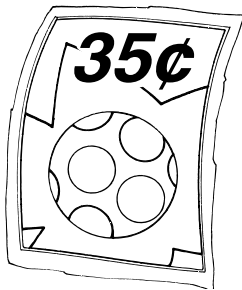
A Shopping Story



Family Note We have been practicing addition of 2-digit numbers using number stories about money. Please help your child find pictures of two items in a magazine, newspaper, or catalog that each cost less than one dollar. (Newspaper inserts tend to be a good source for such items.) Ask your child to make up and tell you a number story to go with the items.

Please return this Home Link to school tomorrow.

Sample Story



I bought a ball and an eraser. I paid 52 cents.

Number model $35¢ + 17¢ = 52¢$

1. Glue or tape your pictures below or on the back of this page. Write your story.

Number model: _____

Practice

Find the sums.

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

3.
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 10 \\ + 1 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

6. $1 + 9 = \underline{\quad}$

7. $10 + 2 = \underline{\quad}$

LESSON
8•5

Museum Store Mini-Poster



seashell
48¢



kite
\$1.86



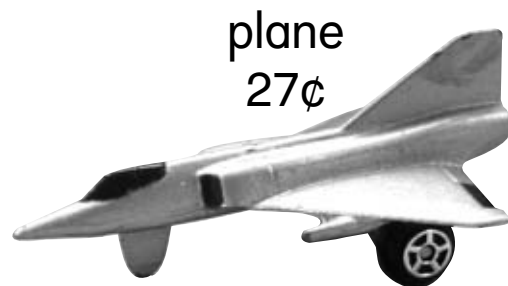
elephant
72¢



rock
35¢



magnet
\$1.39



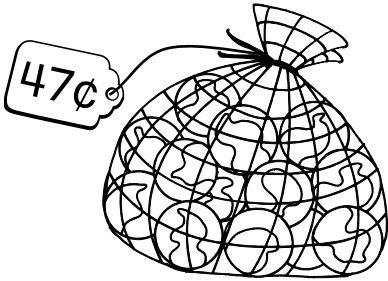
Making Change



Family Note Children are beginning to learn how to make change. If you have dimes, nickels, and pennies available, have your child act out the problems with real money. For each problem, your child should pay with just enough dimes to cover the cost.

Please return this Home Link to school tomorrow.

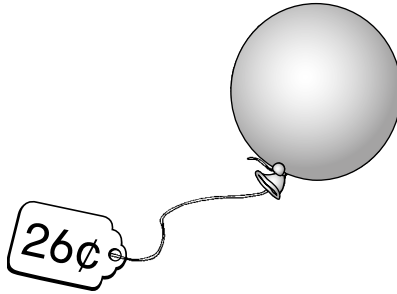
Record the number of dimes you paid.
Record the amount of change you got.

Example:

marbles

I paid with
5 dimes.

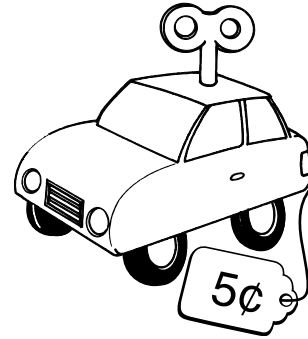
I got 3 cents
in change.

1.

balloon

I paid with
_____ dimes.

I got _____ cents
in change.

2.

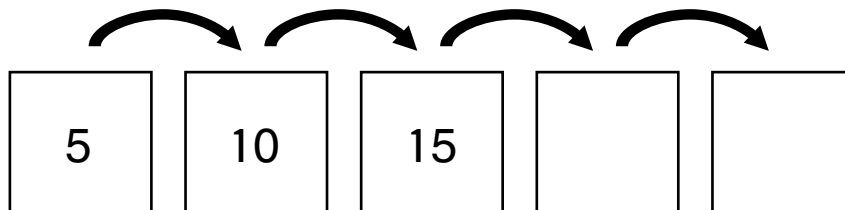
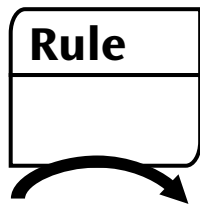
toy car

I paid with
_____ dime.

I got _____ cents
in change.

Practice

3. Find the rule. Write the missing numbers.



LESSON
8•5**Buying Record****Name** _____

I bought a _____.

It cost _____ ¢. I paid .Use Ⓟ, Ⓝ, Ⓣ, and Ⓠ to
show how much change
you got.

I received _____ ¢ in change.

Name _____

I bought a _____.

It cost _____ ¢. I paid .Use Ⓟ, Ⓝ, Ⓣ, and Ⓠ to
show how much change
you got.

I received _____ ¢ in change.

Name _____

I bought a _____.

It cost _____ ¢. I paid .Use Ⓟ, Ⓝ, Ⓣ, and Ⓠ to
show how much change
you got.

I received _____ ¢ in change.

Name _____

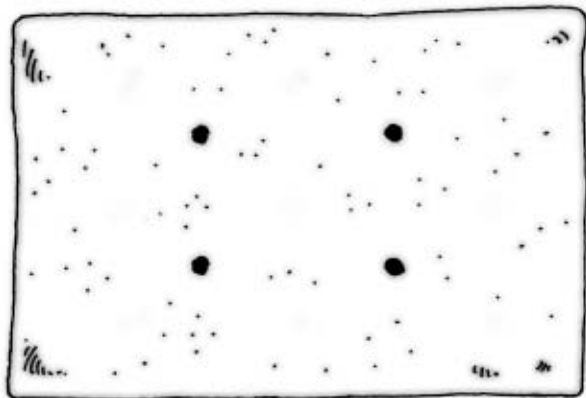
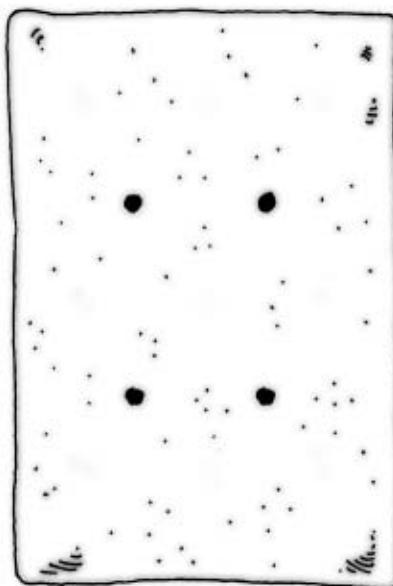
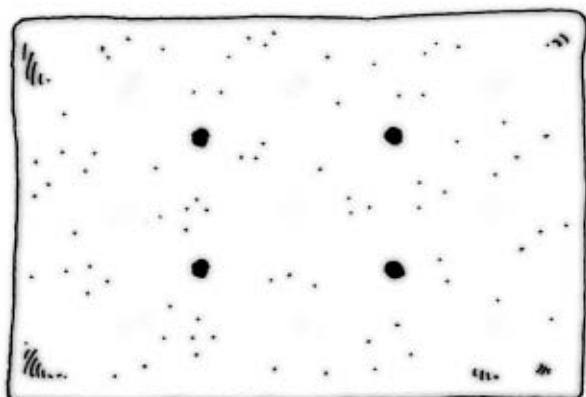
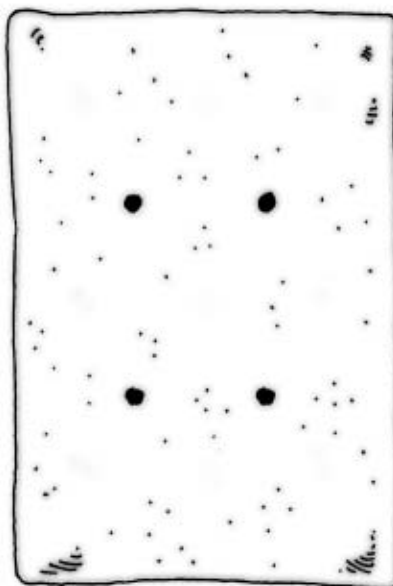
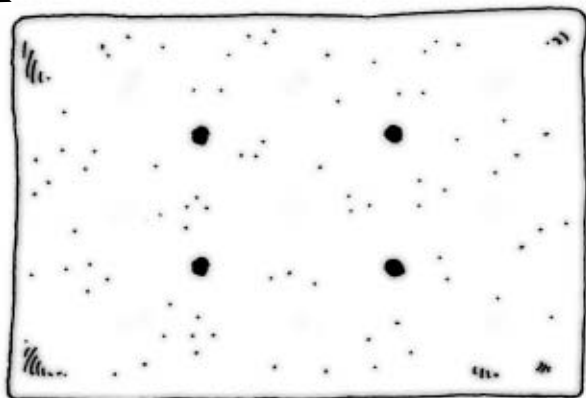
I bought a _____.

It cost _____ ¢. I paid .Use Ⓟ, Ⓝ, Ⓣ, and Ⓠ to
show how much change
you got.

I received _____ ¢ in change.

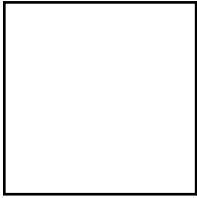
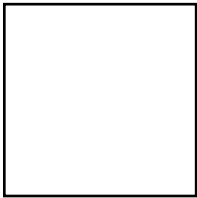
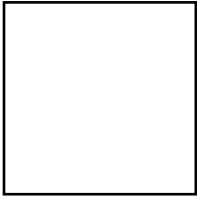
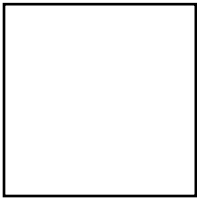
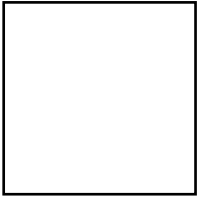
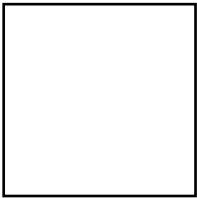
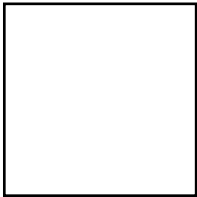
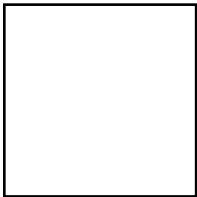
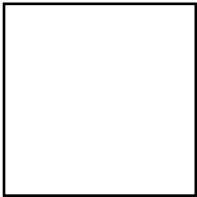
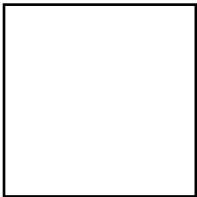
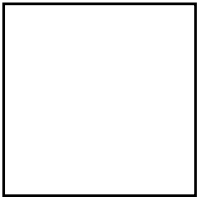
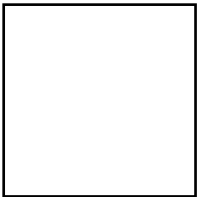
LESSON
8•6

Cracker Play



LESSON
8•6**Making Jam Sandwiches**

Use crayons. Color the squares in the table to show the jam and the bread or cracker.

<p style="text-align: center;">Sandwich 1</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Sandwich 2</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Sandwich 3</p> <div style="text-align: center;"> </div>
<p style="text-align: center;">Sandwich 4</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Sandwich 5</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Sandwich 6</p> <div style="text-align: center;"> </div>

HOME LINK
8•6

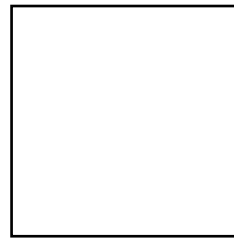
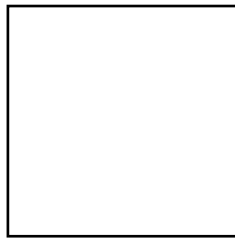
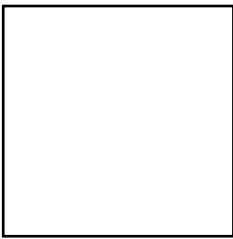
Exploring Halves and Fourths



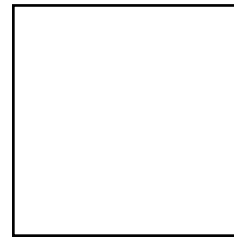
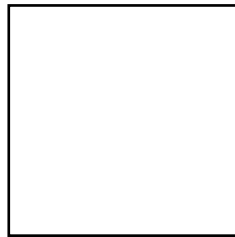
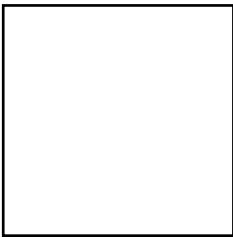
Family Note We are beginning to explore the concept of fractions. Today, children focused on identifying fractional parts of things. We emphasized that fractional parts come from dividing something into equal parts.

Please return this Home Link to school tomorrow.

- 1.** Divide each of the squares in half. Try to divide each square in a different way.

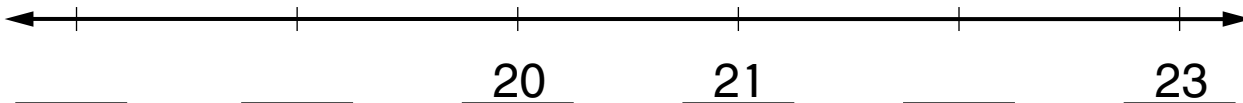


- 2.** Divide each of the squares into fourths. Try to divide each square in a different way.



Practice

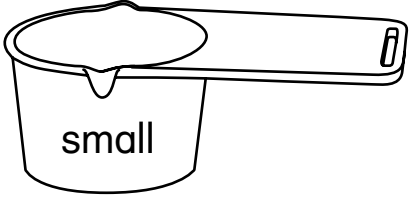
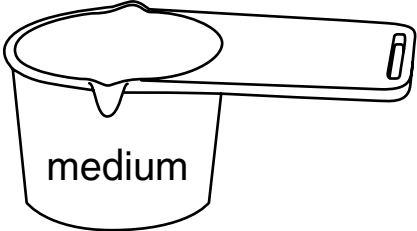
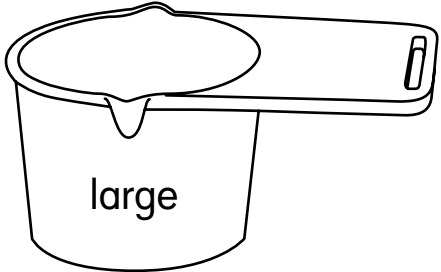
- 3.** Fill in the blanks.



LESSON
8•6

Sharing Cereal



What size scoop did you use?	How many scoops did you need to empty the bowl?
 <p>small</p> <p>small scoop</p>	<p>_____ scoops</p>
 <p>medium</p> <p>medium scoop</p>	<p>_____ scoops</p>
 <p>large</p> <p>large scoop</p>	<p>_____ scoops</p>

- How many friends can share the cereal if you use the small scoop? _____ friends
- How many friends can share the cereal if you use the medium scoop? _____ friends
- How many friends can share the cereal if you use the large scoop? _____ friends

Equal Parts

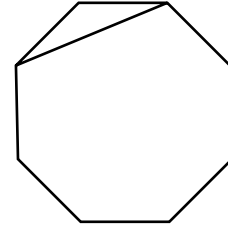
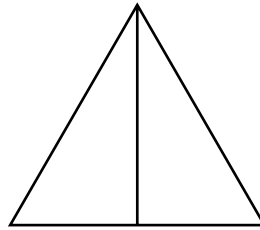
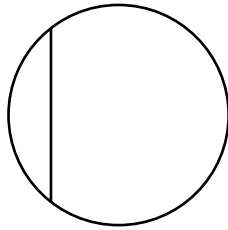
Family Note Ask your child to explain how he or she knows which figures are divided into equal fractional parts. Then help your child write fractions in the equal parts.

Please return this Home Link to school tomorrow.

Circle each shape that shows equal parts.
Write fractions in the equal parts.

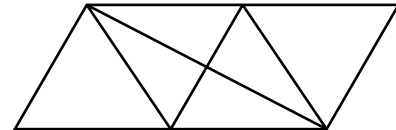
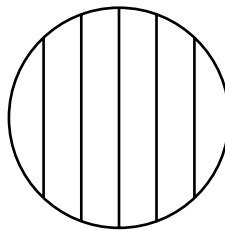
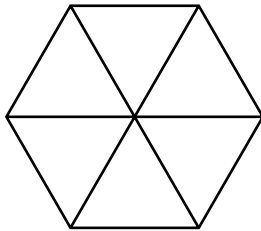
1.

halves



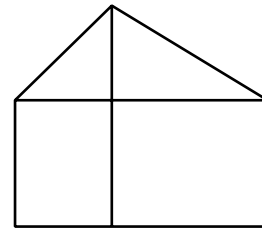
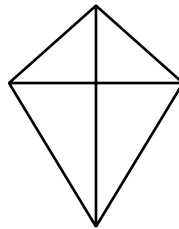
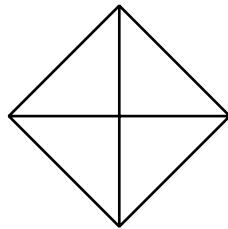
2.

sixths



3.

fourths



Practice

4. Write a 3-digit number with 4 in the hundreds place,
5 in the tens place, and 3 in the ones place. _____

Name _____

Date _____

LESSON
8•7

Fraction Book Pages



Copyright © Wright Group/McGraw-Hill

This object is divided into _____ equal parts.

I shaded _____ of the object.



Name _____

Date _____

LESSON
8•7

Fraction Book Pages



Copyright © Wright Group/McGraw-Hill

This object is divided into _____ equal parts.

I shaded _____ of the object.

Sharing Sets of Objects

**Family Note**

Today we extended our work with fractions to finding fractional parts of collections of objects. Help your child act out the problems below with pennies or counters. When sharing things equally, one strategy is to distribute the things just as you would deal cards in a card game and then count the things in one share.

Please return this Home Link to school tomorrow.

Use pennies to help you solve the problems.

- 1.** Halves: 2 people share 10 pennies equally.
Circle each person's share.



How many pennies does each person get? _____ pennies

- 2.** Thirds: 3 children share 12 balloons equally.
Draw the balloons that each child gets.

--	--	--

How many balloons does each child get? _____ balloons

- 3.** Fourths: 4 children share 16 flowers equally.
How many flowers does each child get? _____ flowers

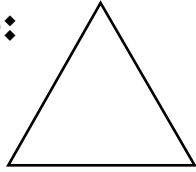
Practice

- 4.** How old will you be in 20 years? _____

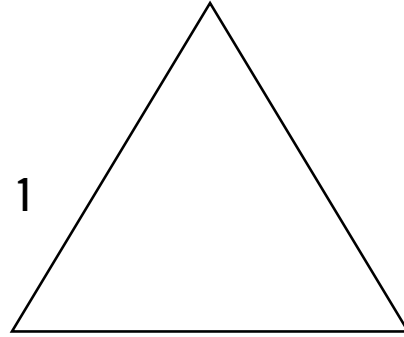
Is the number odd or even? _____

LESSON
8•9
Pattern-Block Puzzles

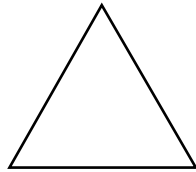
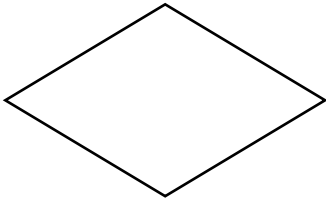

Solve.

Example:4

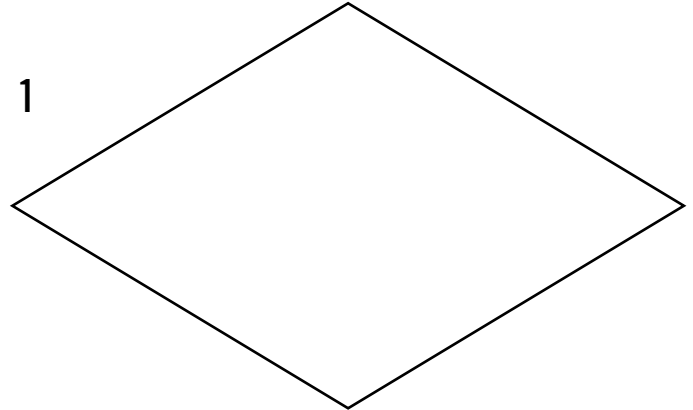
= 1



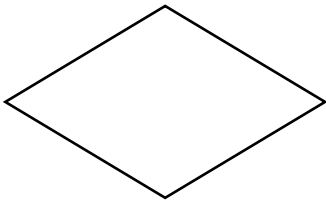
1

= $\frac{1}{4}$ of the large shape.**1.** _____

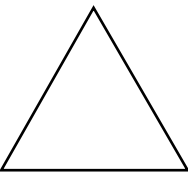
= 1



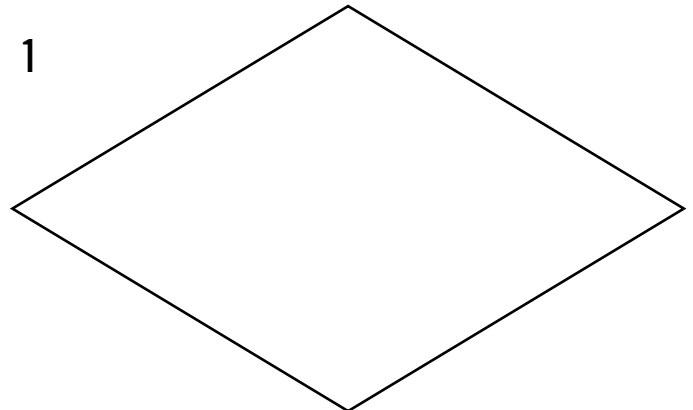
1



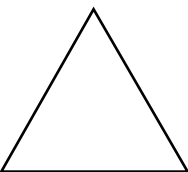
= _____ of the large shape.

2. _____

= 1



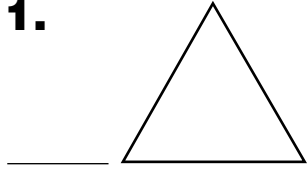
1



= _____ of the large shape.

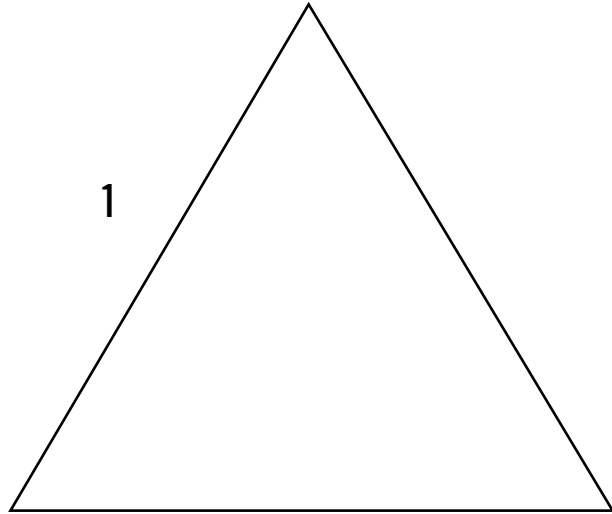
LESSON
8•9**More Pattern-Block Puzzles**

Solve.

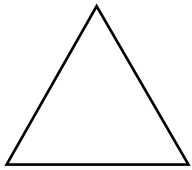
1.

=

1

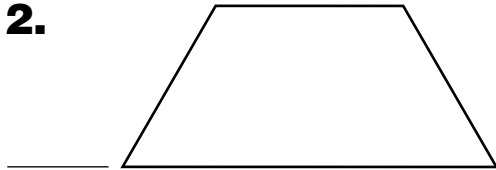


1



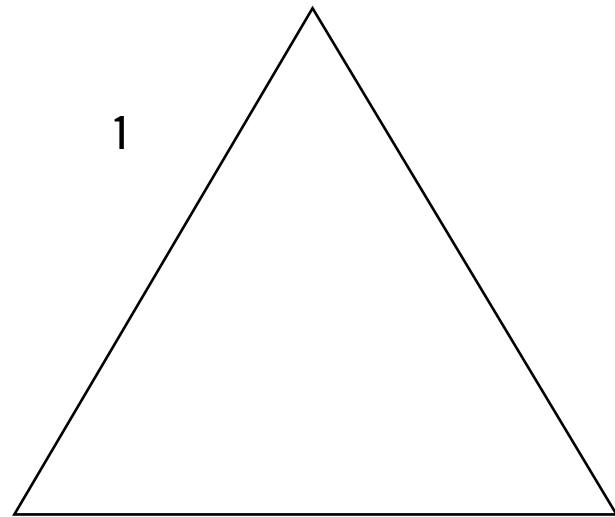
=

_____ of the large shape.

2.

=

1



1



=

_____ of the large shape.

Try This**3.** Use one pattern block many times to make a large shape.

Each small shape is what fraction of your large shape?

LESSON
8•9**Fact-Triangle Sorting Record**

Sort your Fact Triangles into doubles, near doubles, and 10 sums. Record each kind below.

Doubles

$$2 + 2 = 4$$

_____	_____	_____
_____	_____	_____
_____	_____	_____

Near Doubles

$$2 + 3 = 5$$

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

10 Sums

$$2 + 8 = 10$$

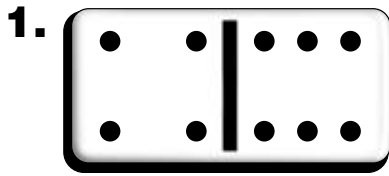
_____	_____	_____
_____	_____	_____
_____	_____	_____



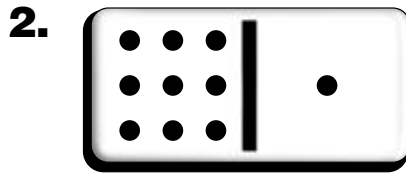
Family Note Continue to practice simple addition facts at home. The goal is for your child to memorize the +0, +1, doubles facts, and sums that equal 10 by the end of this school year.

Please return this Home Link to school tomorrow.

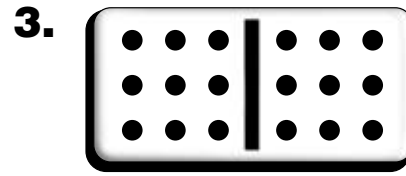
Fill in the missing numbers.



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

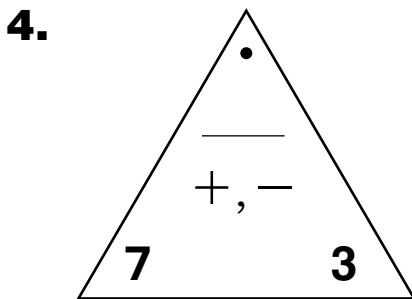


$$\underline{\quad} + 1 = \underline{\quad}$$

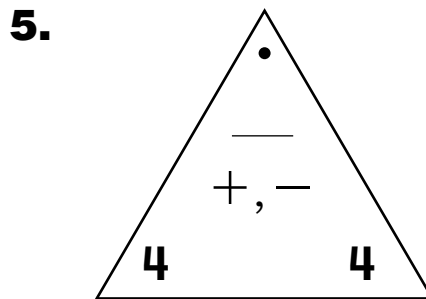


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

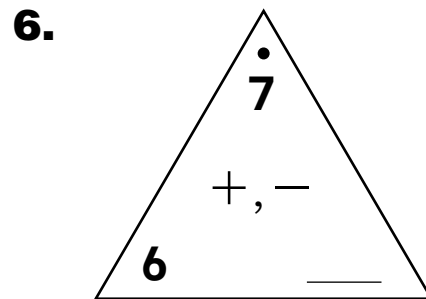
Write the fact family for each triangle below.



$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



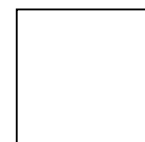
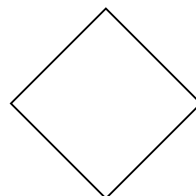
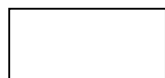
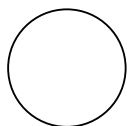
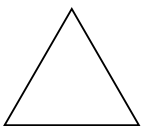
$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



$$\begin{array}{l} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

Practice

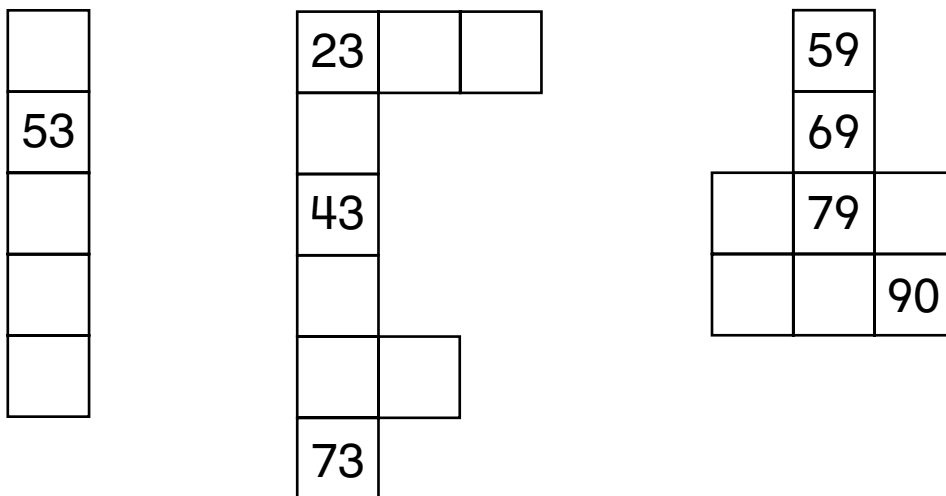
7. Draw a line to divide each shape in half.





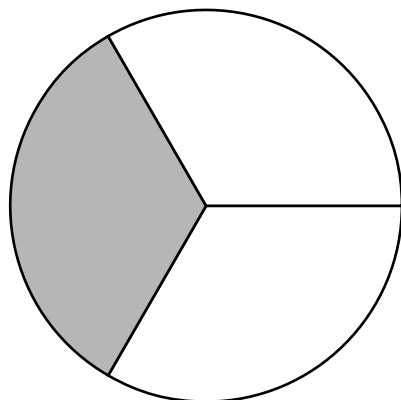
Place Value and Fractions

The concept of place value (ones, tens, hundreds, and so on) that children have worked on since *Kindergarten Everyday Mathematics* will be taught on a more formal level in this unit. Patterns on number grids will be used to reinforce place-value concepts. For example, children may be asked to identify a hidden number on the number grid and to describe the strategies used to find and name that number. Once they are able to do this, they will solve number-grid puzzles—pieces of a number grid with all but a few numbers missing. Here are a few examples of number-grid puzzles:



Children know that all numbers are written with one or more of these 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. In order to reinforce this understanding, children will identify the place value of different digits in 2- and 3-digit numbers. Help your child remember that these same digits are also used to express quantities less than 1 with fractions.

Later in this unit, children will extend their understanding of fraction concepts as they see relationships among fraction words, meanings, and symbols.



one-third

$$\frac{1}{3}$$

Please keep this Family Letter for reference as your child works through Unit 9.

Vocabulary

Important terms in Unit 9:

denominator The bottom number in a fraction. The number of equal parts into which the whole is divided.

$$\frac{2}{4}$$

numerator The top number in a fraction. The number of equal parts of the whole that are being considered.

2-digit numbers In base 10, numbers from 10 through 99 that have two digits each.

3-digit numbers In base 10, numbers from 100 through 999 that have three digits each.

Do-Anytime Activities

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

1. Ask questions, such as the following: *What is the fraction word for each of 4 equal parts of something?* (fourths) *Each of eight equal parts?* (eighths)
2. Give your child several pieces of paper to fold into halves, fourths, or eighths. He or she can label each part with the appropriate fraction symbol ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
3. Using a set of numbers, have your child write the largest and smallest 2- and 3-digit whole numbers possible. For example, using 5, 2, and 9, the largest whole number is 952; the smallest is 259.
4. Say a 2- or 3-digit number. Then have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900, the value of the 5 is 50, and the value of the 2 is 2 ones, or two. An important goal of *Everyday Mathematics* is for children eventually to think of any digit in a multidigit number by its place-value name.

Building Skills through Games

In Unit 9, your child will practice addition skills by playing the following games:

Number-Grid Game See *My Reference Book*, pages 142–143. Each player rolls a die and moves his or her marker on the number grid. The first player to get to 110 or past 110 wins.

Fact Power Game Players take turns rolling a die and moving their markers on the game mat. Players then say the sum for the addition fact on the game mat.

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 9•1

- Your child should complete the number grid from 101–200.
- 269; 272; 273

Home Link 9•2

- 41
- 71
- 23
- 72
- 78
- 66
- 65
- 79
- 38
- 31
- 50

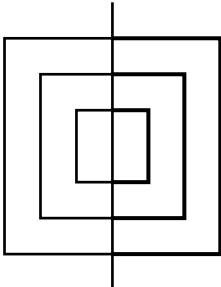
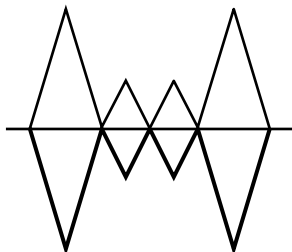
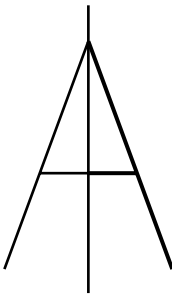
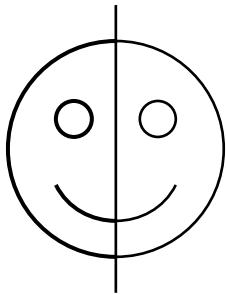
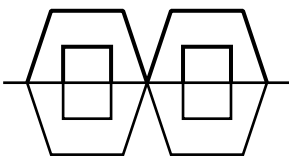
Home Link 9•3

- 43, 63, 73, 83
- 24, 25 (across); 33, 53, 63, 73 (down); 64 (across)
- 59, 69, 89 (down); 78, 80 (across); 88, 90 (across)
- Sample answers: square, rectangle, rhombus, trapezoid

Home Link 9•4

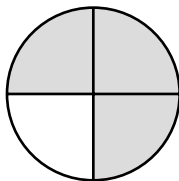
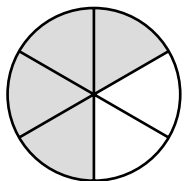
- ||||| ; 77
- ||||| ; 58
- 71
- 75
- 59
- 20

Home Link 9•5

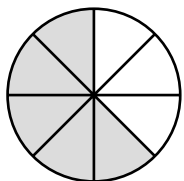
- 
- 
- 
- 
- 
- no
- no
- no

Home Link 9•6

1. $\frac{1}{5}$ 2. $\frac{2}{3}$ 3. $\frac{5}{6}$
 4. Sample answer: 5. Sample answer:



6. Sample answer:



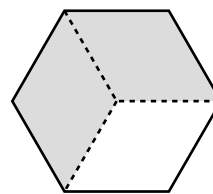
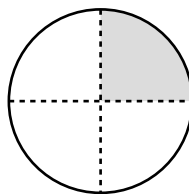
7. Possible answers: window, table, pillow, picture frame

Home Link 9•7

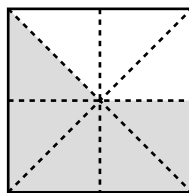
1. Sample answer: A; the half is larger.
 2. $\frac{1}{3}$ 3. $\frac{1}{4}$
 4. $7 + 6 = 13$; $13 - 6 = 7$; $13 - 7 = 6$

Home Link 9•8

1. Sample answer: 2. Sample answer:



3. Sample answer: 4. hexagon, square



5. $\frac{2}{4}$

6. 569 7. 734