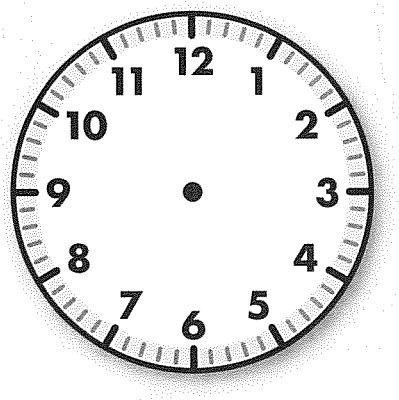
Name Date

HOME LINK 3•7

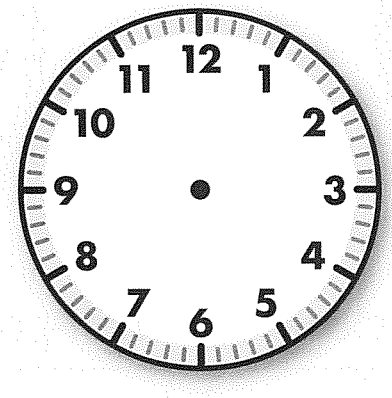
Telling Time to the Half-Hour *cont.*

Draw the hour hand and the minute hand to show the time.

5. This is about the time I wake up in the morning on a school day.

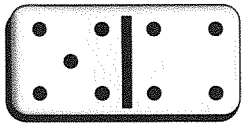


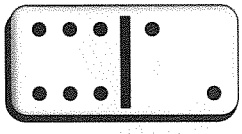
6. This is about the time I go to bed at night before a school day.



Practice

How many dots?

7.  _____

8.  _____

Copyright © Wright Group/McGraw-Hill

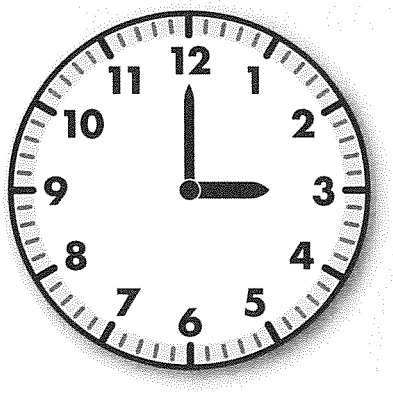
Name Date

LESSON 3•8

Telling Time

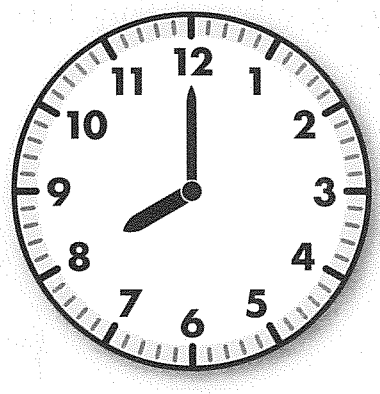
Record the time.

1.



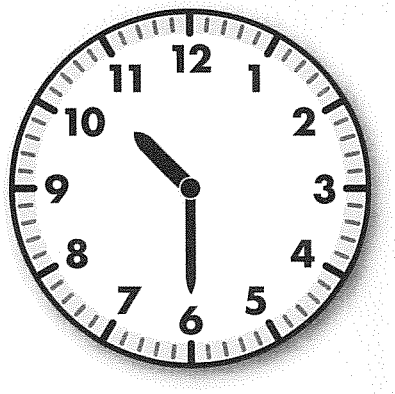
_____ o'clock

2.



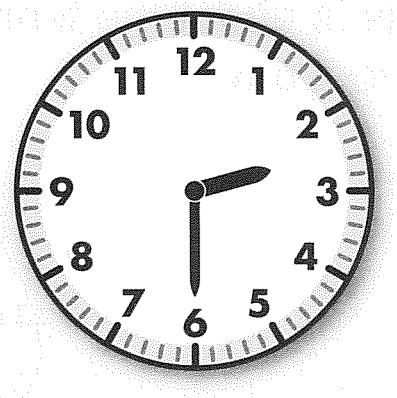
_____ o'clock

3.



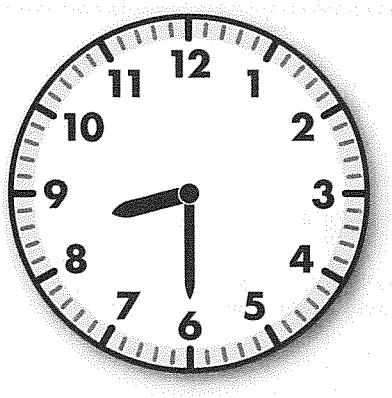
half-past _____ o'clock

4.



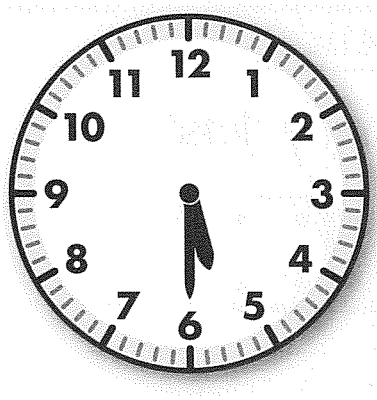
half-past _____ o'clock

5.



half-past _____ o'clock

6.



half-past _____ o'clock

Copyright © Wright Group/McGraw-Hill

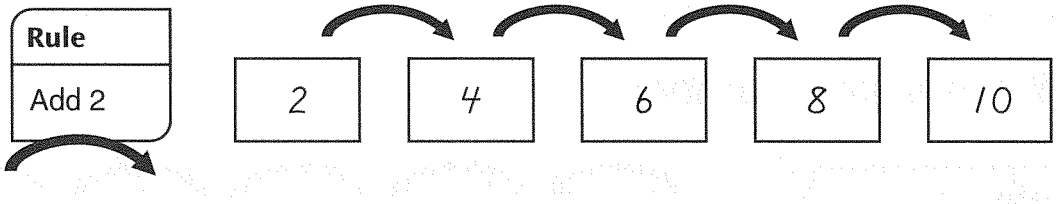
Name Date

HOME LINK 3•8

Frames-and-Arrows Diagrams

Family Note Your child is bringing home an activity you may not be familiar with. It is called "Frames and Arrows."

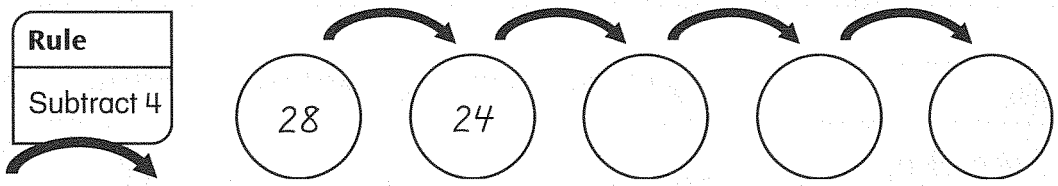
Frames-and-Arrows diagrams are used with sequences of numbers that follow one after the other according to a special rule. Frames-and-Arrows diagrams are made up of shapes, called **frames,** that are connected by **arrows.** Each frame contains one of the numbers in the sequence. Each arrow stands for the rule that tells how to find which number goes in the next frame. Here is an example of a Frames-and-Arrows diagram:



The arrow rule is "Add 2" or "Count by 2s."

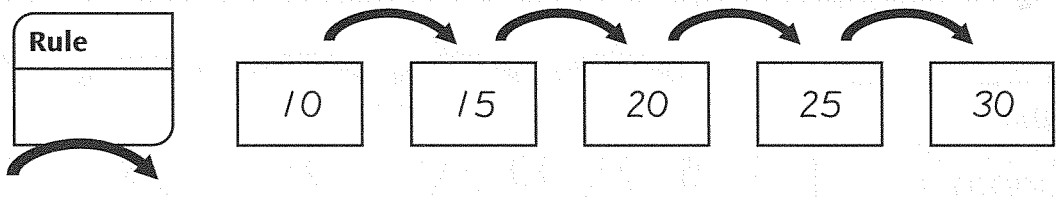
In the two examples below, some of the information is left out. To solve the problem, you have to find the missing information.

Example 1: Fill in the empty frames according to the arrow rule.



Solution: Write 20, 16, and 12 in the frames that follow 24.

Example 2: Write the arrow rule in the empty box.



Solution: The arrow rule is "Add 5" or "Count by 5s."

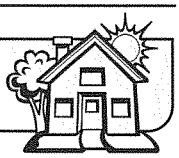
Your child has been solving problems like the one in Example 1—problems in which the arrow rule is given and some of the numbers in the frames are missing. In the next lesson, we will start doing problems like Example 2, in which the numbers in the frames are given and the arrow rule is missing.

Copyright © Wright Group/McGraw-Hill

Name Date

HOME LINK 3•8

Frames-and-Arrows Diagrams *cont.*



Family Note Ask your child to tell you about Frames and Arrows. Play Frames and Arrows with him or her: One player makes up a Frames-and-Arrows problem; the other player solves it.

Please return this page of the Home Link to school tomorrow. Save page 73 for future reference.

SPECIAL NOTE: We will continue to practice counting real money in class. Please send 10 dimes to school for your child's tool-kit coin collection. We will use the dimes in 2 or 3 days. As usual, please send the coins in a securely fastened envelope with your child's name printed on the outside. Thank you!

Find the missing numbers.

1.

Rule
Add 2

5		9		13	

2.

Rule
Count back by 1s

18		16	15		

3.

Rule
5 more

5	10				30

Practice

4. Count up by 2s.

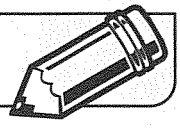
24, 26, _____, _____, _____, 34, _____

Copyright © Wright Group/McGraw-Hill

Name Date

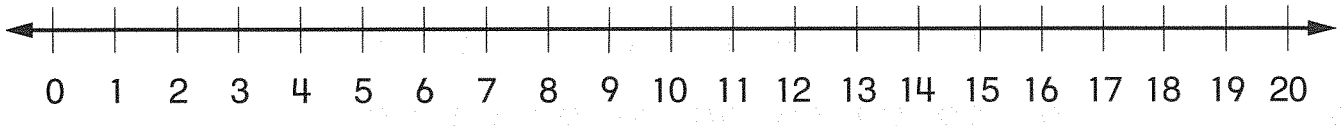
LESSON 3•8

Counting Patterns on the Number Line



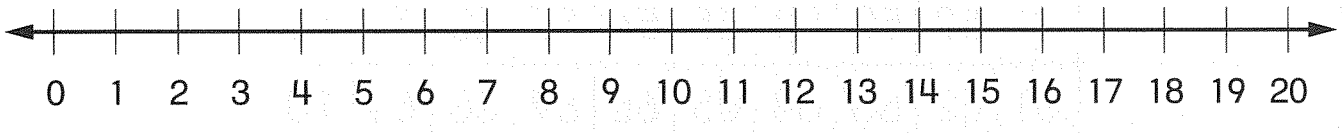
1. Count up by 2s. Start at 0.

Circle every number you say on the number line.



2. Count up by 5s. Start at 0.

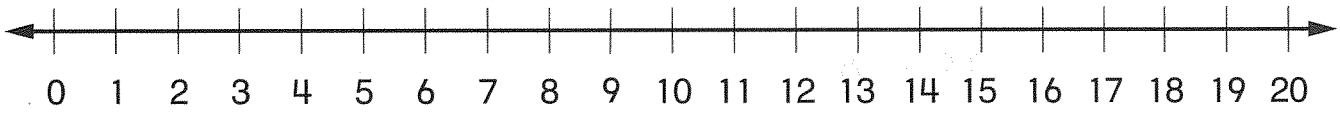
Circle every number you say on the number line.



Try This

3. Count back by 2s. Start at 19.

Circle every number you say on the number line.

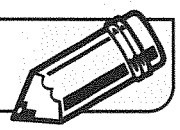


Copyright © Wright Group/McGraw-Hill

Name Date

LESSON 3·9

Adding on the Number Grid



									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

1. Start at 25. Count up 3. Where do you end up?

_____ 25 + 3 = _____

2. Start at 19. Count up 6. Where do you end up?

_____ 19 + 6 = _____

3. Start at 38. Count up 2. Where do you end up?

_____ 38 + 2 = _____

4. Start at 57. Count up 10. Where do you end up?

_____ 57 + 10 = _____

Try This

5. 29 + 20 = _____ **6.** 25 + 15 = _____

Copyright © Wright Group/McGraw-Hill

Name Date

HOME LINK 3·9

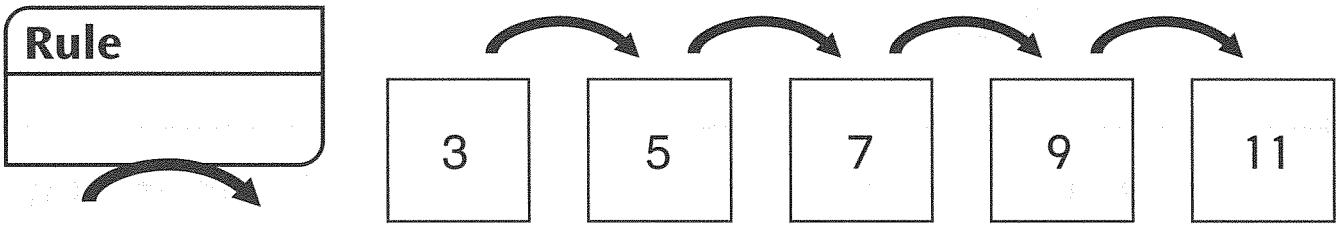
Find the Rule

Family Note Today we worked with Frames-and-Arrows diagrams in which the rule was missing. You may want to refer back to the Family Note for Lesson 3-8 and review the Frames-and-Arrows routine.

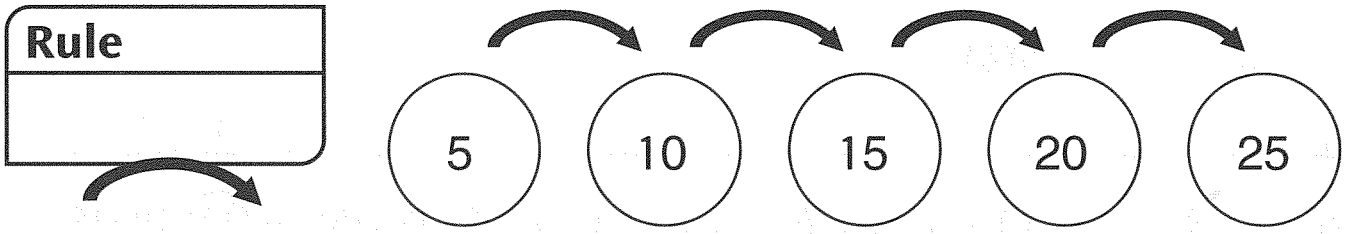
Please return this Home Link to school tomorrow.

Show someone at home how to find the rules.
Then write each rule.

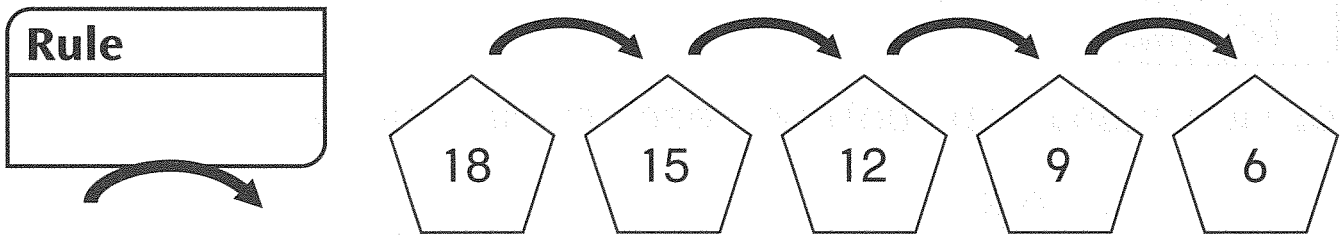
1.



2.



3.



Practice

4. Circle the winning card in *Top-It.*

18 12

Copyright © Wright Group/McGraw-Hill

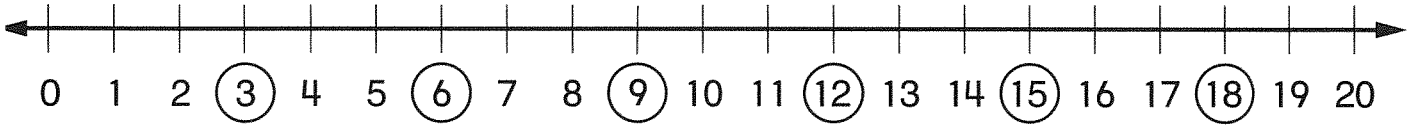
Name _____ Date _____

LESSON 3·9

Finding Patterns on the Number Line

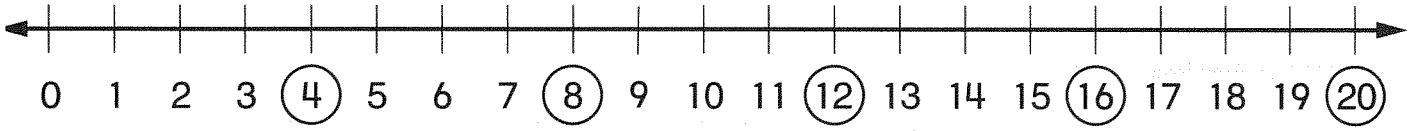
1. How many hops between each circled number?

_____ hops



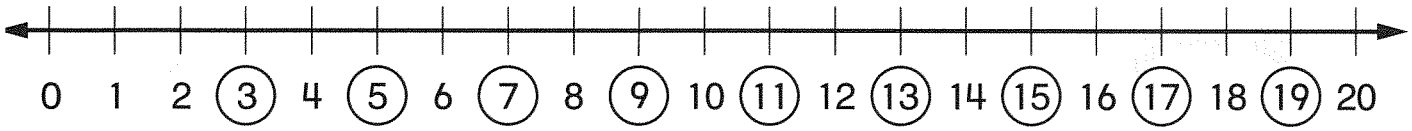
2. How many hops between each circled number?

_____ hops



3. How many hops between each circled number?

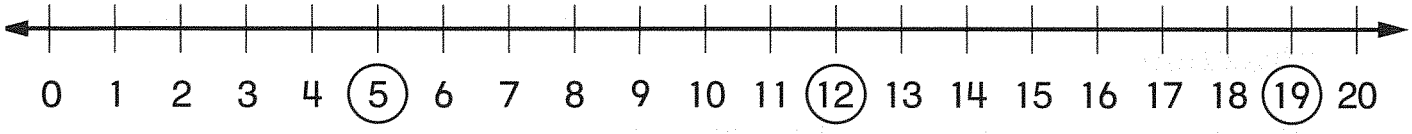
_____ hops



Try This

4. How many hops between each circled number?

_____ hops



Copyright © Wright Group/McGraw-Hill

Name Date

HOME LINK 3•14

Domino Top-It

Family Note Today your child examined dot patterns on dominoes and played with dominoes. The relationship between the numbers of dots on each domino part is useful for learning basic facts.

Domino Top-It is a great game for helping your child practice basic addition facts.

Show someone at home how to play *Domino Top-It*. Use a set of real dominoes, if you have one. Or use the paper dominoes your teacher gave you.

Directions

1. If you have real dominoes, turn them facedown on the table. If you are using paper dominoes, put them facedown in a stack.
2. Each player takes a domino and turns it over. If you are using paper dominoes, take one from the top of the stack.
3. The player with the larger total number of dots takes both dominoes. First estimate; then count.
4. In case of a tie, each player turns over another domino. The player with the larger total takes all of the dominoes that are faceup.
5. The game is over when all of the dominoes have been played. The player who has more dominoes wins.

Practice

6. Write 4 odd numbers.

_____ _____ _____ _____

Copyright © Wright Group/McGraw-Hill

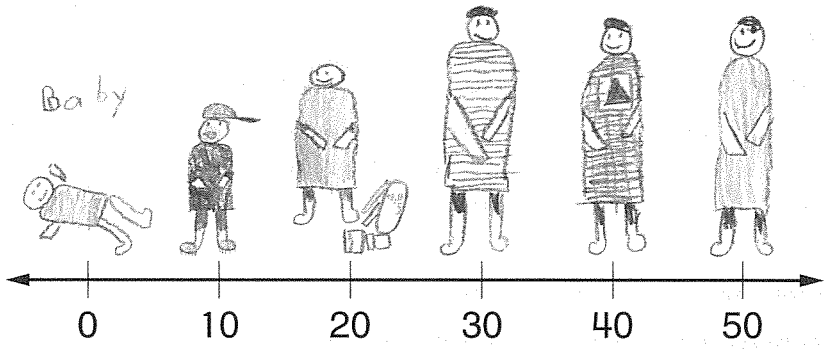
Name Date

HOME LINK 3•15

Unit 4: Family Letter

Measurement and Basic Facts

Unit 4 focuses primarily on length measurement. Lesson activities will provide opportunities for children to measure with nonstandard units, such as hand spans and paces, as well as with standard units, such as feet and inches, using a ruler and a tape measure.



Children will practice basic measuring skills, such as marking off units "end to end," aligning the 0-mark of a ruler with one edge of the object being measured, and measuring objects longer than the ruler.

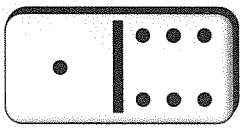
Since most measurements are estimates, you will notice that estimation is used to report measurements. For example, *about* 5 hand spans, *a little less than* 8 inches, *almost* 3 feet, and so on.

Children will also practice other measurement skills. Children will read thermometers that have marks at two-degree intervals, and they will tell time to the nearest quarter-hour. Children will also explore timelines to develop a sense for sequencing events with the passage of time.

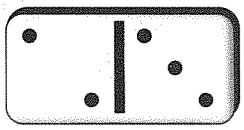
In this unit, children make number scrolls by writing numbers in extended number grids. This activity not only provides practice with writing numbers, but helps children develop a sense of the patterns in our place-value system.

−9	−8	−7	−6	−5	−4	−3	−2	−1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
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

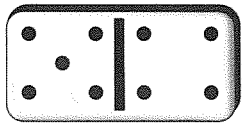
In the last two lessons, children will work toward developing addition "fact power." Knowing the basic facts is as important to mathematics as knowing words by sight is to reading. This beginning work uses dominoes as models.



$1 + 6 = 7$



$2 + 3 = 5$



$5 + 4 = 9$

Please keep this Family Letter for reference as your child works through Unit 4.

Copyright © Wright Group/McGraw-Hill

Vocabulary

Important terms in Unit 4:

inch and foot Units of length in the U.S. customary system.

standard unit A unit of measure that has been defined by a recognized authority, such as a government or a standards organization. For example, inches and feet are standard units.

timeline A number line showing when events took place.

number scroll A series of number grids taped together.

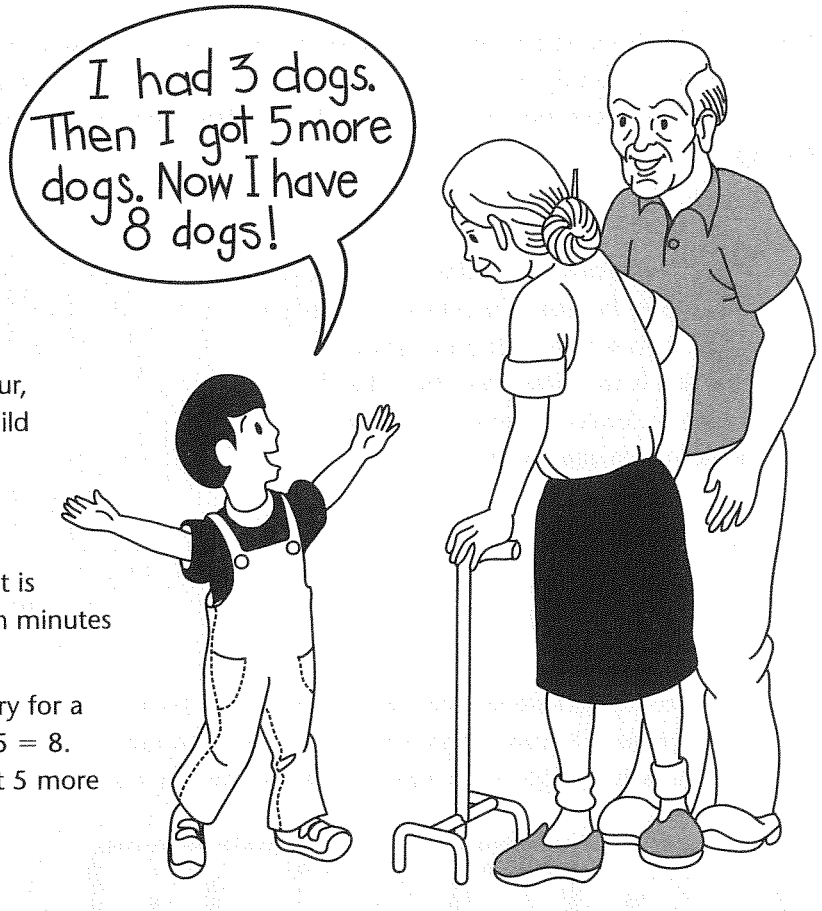
fact power A term for the ability to automatically recall arithmetic facts without having to figure them out.

addition facts The 100 possible sums of two 1-digit numbers—from 0 + 0 through 9 + 9.

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. Use a standard measuring tool to measure the length of objects in your home to the nearest inch.
2. Practice counting by 2s using a thermometer.
3. Tell the time (on the hour, the half-hour, or the quarter-hour) and have your child draw a picture of a clock to represent each time.
4. Have your child tell you the time as minutes after the hour. *For example:* "It is about six-fifteen" or "It is about fifteen minutes after six."
5. Have your child tell you a number story for a given number sentence, such as 3 + 5 = 8. *For example:* "I had 3 dogs. Then I got 5 more dogs. Now I have 8 dogs!"



Copyright © Wright Group/McGraw-Hill

Building Skills through Games

In Unit 4, your child will play the following games:

Dime-Nickel-Penny Grab Players mix 10 dimes, 8 nickels, and 20 pennies together. One player grabs a handful of coins. The other player takes the coins that are left. Each player calculates the value of his or her coins. The player with the larger total wins the round.

High Roller Players roll two dice and keep the die with the greater number (the "high roller"). Players roll the other die again and count on from the "high roller" to get the sum of the two dice.

Shaker Addition Top-It Each player rolls two dice and calls out the sum of the dots. The player with the higher sum takes a penny. If there is a tie between players, each of these players takes a penny. The player with more pennies at the end of the game wins.

As You Help Your Child with Homework

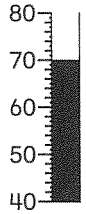
As your child brings home assignments, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through the Home Links for Unit 4.

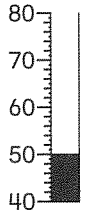
Home Link 4•1

1. 22, 24, 26 **2.** 72, 74, 76 **3.** 52, 54, 56

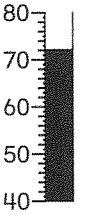
4. 102, 104, 106 **5.** 70°F **6.** 60°F

7. 80°F **8.** 58°F

9. 

10. 

11.

12. 

13. 𝍸 𝍸 𝍸 | **14.** 𝍸 𝍸 𝍸 𝍸 𝍸

Home Link 4•2

1.–2. Your child should give a reasonable answer for how many hand spans across and long his or her bed measures.

3. 11 **4.** 10

Home Link 4•3

1.–2. Your child should make marks on the foot long foot that are about the length of each family member's foot.

3. Sample answer: It is not a good idea for people to use their own feet to measure things because everybody's feet are not the same length.

4.–5. Your child should clearly write the numbers 8 and 9.

Copyright © Wright Group/McGraw-Hill

Home Link 4•4

1. 4 **2.** 3 **3.** 12 **4.** 21

5. 𝍸 𝍸 𝍸 //// **6.** 𝍸 𝍸 𝍸 𝍸 𝍸

Home Link 4•5

1.–2. Your child should measure 2 objects to the nearest inch.

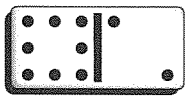
3. 21¢

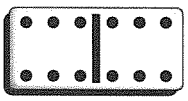
Home Link 4•6

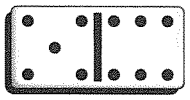
1.–3. Your child should name and draw 3 measuring tools in your home such as a measuring cup, scale, or ruler.

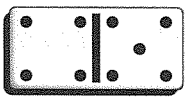
4. odd **5.** even

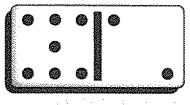
Home Link 4•7

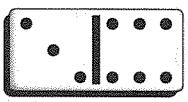
1.  10

2.  12

3.  11

4.  9

5.  9

6.  9

7. 25, 30, 40, 50, 55, 65, 70

8. 90, 100, 110, 120, 130

Home Link 4•8

1. 1 **2.** 4 **3.** 8 **4.** 7 **5.** 6; 5; 9

Home Link 4•9

1. Your child should draw a picture of something that happens in your family for each day of the week.

2. 16 **3.** 19 **4.** 31 **5.** 40

Home Link 4•10

1. Sample answer: I counted by 1s and wrote one number in each square as I moved from left to right on the number grid. I taped number grids together to create a scroll.

2. Sample answer: window shades or papyrus scrolls.

3.

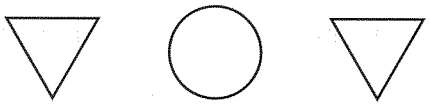
									100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130

4. 23, 0.23; **5.** 41, 0.41

Home Link 4•11

1. 6 **2.** 7 **3.** 7 **4.** 5 **5.** 5 **6.** 6

7. 7 **8.** 8 **9.** 7

10. 

Home Link 4•12

$2 + 4 = 6$; $\begin{array}{r} 4 \\ +\,4 \\ \hline 8 \end{array}$; $\begin{array}{r} 2 \\ +\,7 \\ \hline 9 \end{array}$; $8 = 5 + 3$; $7 = 4 + 3$;

$\begin{array}{r} 1 \\ +\,6 \\ \hline 7 \end{array}$; $\begin{array}{r} 6 \\ +\,3 \\ \hline 9 \end{array}$; $8 + 2 = 10$; $10 = 6 + 4$

6, 8, 12

Copyright © Wright Group/McGraw-Hill