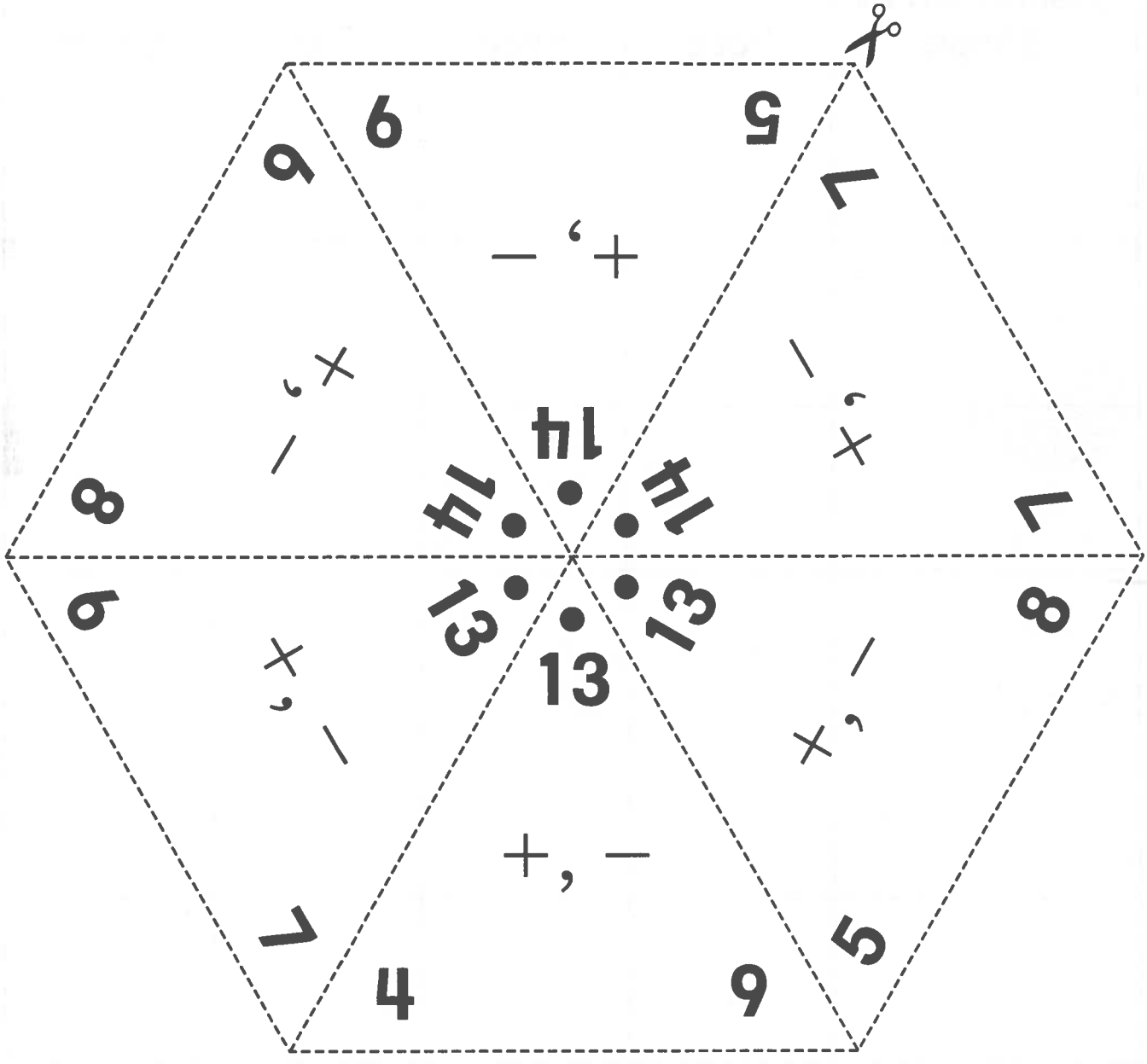
Name Date

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

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

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.

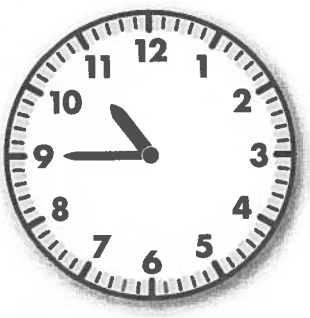
Please return this Home Link to school tomorrow.

1. Find symmetrical pictures in magazines.

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

Practice

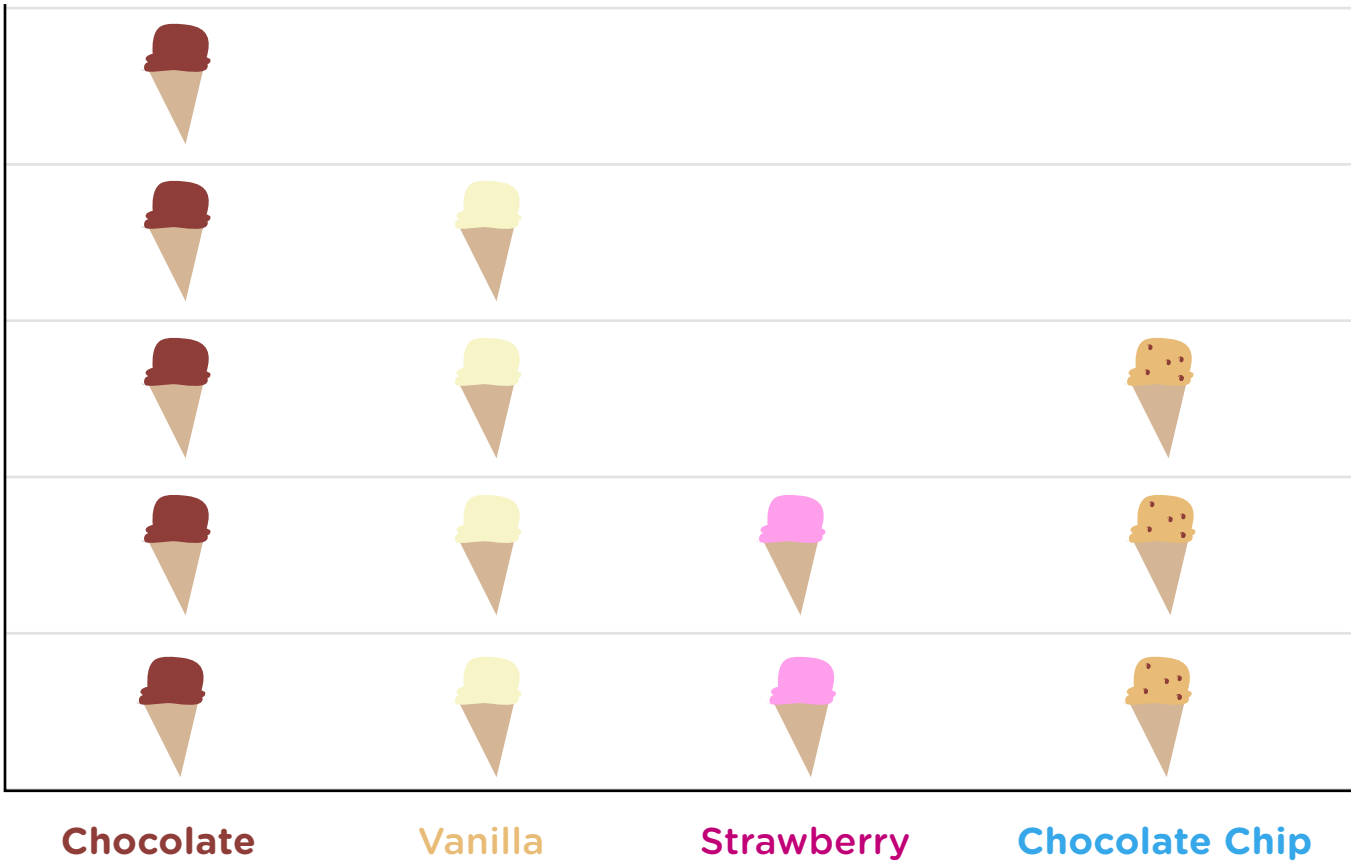
2. Record the time.



quarter-to _____ o'clock

Picture Graphs: Favorite Ice Cream

Read the picture graph to find out how many people like different kinds of ice cream!



1. How many people like chocolate ice cream? _____

2. How many people like strawberry ice cream? _____

3. How many people like vanilla ice cream? _____

4. How many people like chocolate chip ice cream? _____

5. What is the least popular ice cream? _____

5. What is the most popular ice cream? _____

Name Date

HOME LINK 7·8

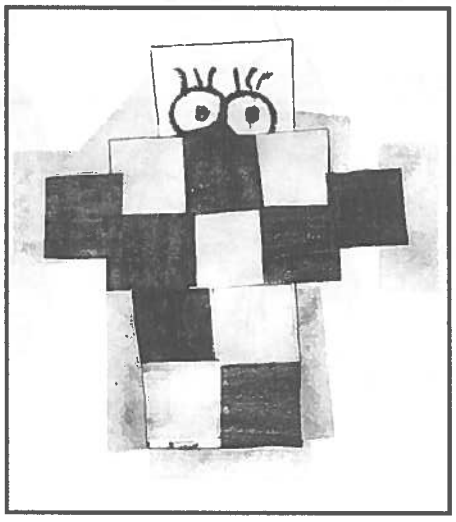
Unit 8: Family Letter

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 9:

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

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

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

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.