

**HOME LINK**  
**6•5**

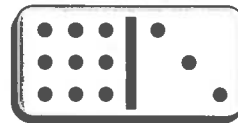
**Fact Routines Practice**



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

*Please return this Home Link to school tomorrow.*

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



1. Numbers: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Fact family: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_  
 \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

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

**14**

3. Cross out the names that do not belong.

**20**

10 + 10

~~### ###~~      5 + 5 + 5

2 + 10      24 - 4

20 + 0

**Practice**

4. Use | and • to show the number 52.

**LESSON**  
**6•5**
**Coloring Patterns in the Fact Table**


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

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

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

---



---

**HOME LINK**  
**6•6**

## Measuring in Centimeters



**Family Note** Children are beginning to use metric units to measure length (in addition to the U.S. customary units of inches and feet). Your child should measure objects to the nearest centimeter. Make sure your child lines up one end of the object being measured with the "0" mark on the ruler.

*Please return this Home Link to school tomorrow.*

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

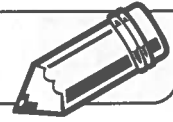
<p><b>1.</b></p>          <p>About _____ cm long</p>	<p><b>2.</b></p>          <p>About _____ cm long</p>
<p><b>3.</b></p>          <p>About _____ cm long</p>	<p><b>4.</b></p>          <p>About _____ cm long</p>

### Practice

Find the total number of dots on the dice.

5.  +  = \_\_\_\_\_

6.  +  = \_\_\_\_\_

**LESSON**  
**6•6****The Meter**

1. How many longs equal a meter?

\_\_\_\_\_ longs = 1 meter

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

\_\_\_\_\_ cm = 1 meter

3. Estimate the length of objects in the classroom.

Name or draw the objects in the table.

Shorter than 1 meter	About 1 meter	Longer than 1 meter

4. Use a meterstick to check your estimates.

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

Dear Parents,

The students are struggling with this concept and could benefit from extra help and practice.

Use the number grid to count forwards and backwards.

$5 + 15 = \underline{\quad}$

$19 - 12 = \underline{\quad}$

$20 + 12 = \underline{\quad}$

$52 - 7 = \underline{\quad}$

$15 + 23 = \underline{\quad}$

$29 - 17 = \underline{\quad}$

$24 + 17 = \underline{\quad}$

$36 - 12 = \underline{\quad}$

$32 + 8 = \underline{\quad}$

$45 - 19 = \underline{\quad}$