Name Date

HOME LINK 5•2

Frames-and-Arrows Diagrams

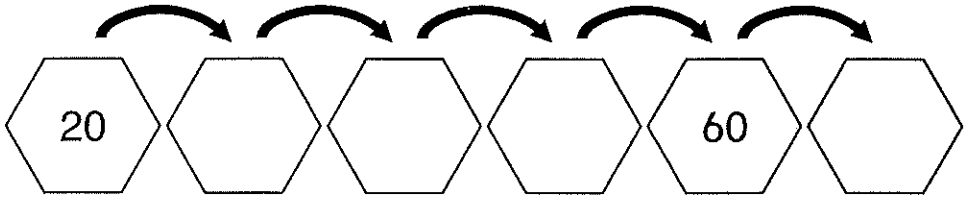
Family Note Children continue to work with place value and base-10 blocks. In this lesson, children counted up and back by 10s from any number. On this page, your child will continue to explore what happens to the digits in a numeral when counting by 10s.

Please return this Home Link to school tomorrow.

Fill in the missing numbers.

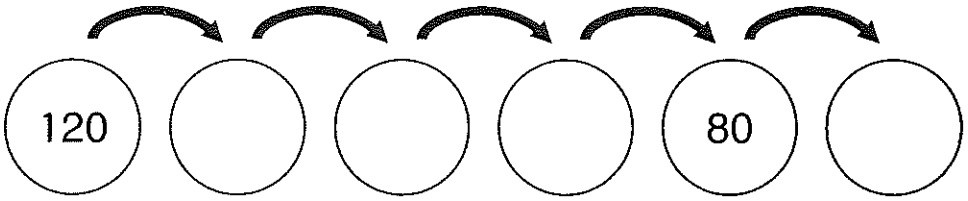
1.

Rule
+10



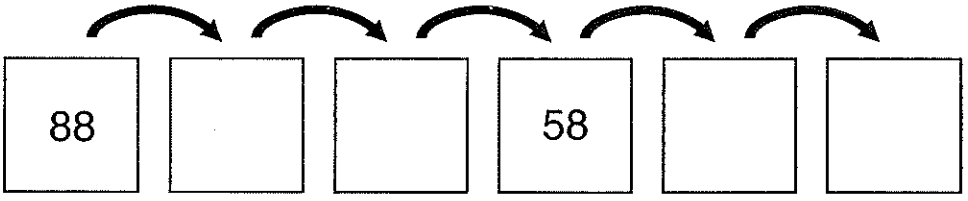
2.

Rule
−10



3.

Rule
Count back by 10s



Practice

4. Show 22¢.

Use Ⓓ, Ⓝ, and Ⓟ.

5. Show 35¢.

Use Ⓓ, Ⓝ, and Ⓟ.

Name Date

HOME LINK 5•3

Relation Symbols

Family Note The relation symbols $<$ and $>$ were introduced in this lesson. The symbol $<$ means *is less than,* and the symbol $>$ means *is more than.* These symbols will be used in the same way we use the symbol $=$ for *is equal to* or *equals.* For example, instead of writing 5 *is less than* 8, we will write $5 < 8$.

It takes time for children to learn the correct use of these symbols. One way to help your child identify the correct symbol is to draw two dots near the larger number and one dot near the smaller number. Then connect the dots as shown below.

$$5 < 8$$

Another way is to think of the open end of the symbol as a mouth eating the larger number.

Write $<$, $>$, or $=$.

Example:

18 $>$ 12

$<$ is less than
$>$ is more than
$=$ is the same as
$=$ is equal to

1. 11 _____ 7 **2.** 21 _____ 25 **3.** 37 _____ 37

4. 29 _____ 42 **5.** 35 _____ 15 **6.** 48 _____ 128

Practice

7. Write some even numbers below.

_____ _____ _____ _____ _____

8. Write some odd numbers below.

_____ _____ _____ _____ _____

Name Date

HOME LINK 5•4

Counting Coins

Family Note Children continue finding the values of groups of coins. Before doing the problems, it may be helpful for your child to sort real coins into groups (all of the dimes together, all of the nickels together). Many children are still learning to write amounts of money using dollars-and-cents notation. We will continue to practice this skill during the year.

Please return this Home Link to school tomorrow.

Ⓟ 1 cent	Ⓝ 5 cents	Ⓓ 10 cents
$0.01	$0.05	$0.10
penny	nickel	dime
		

How much? Write each answer in cents and in dollars-and-cents notation.

1. ⒹⓃⓃⓃⓃⓅⓅ _____¢ or $_____

2. ⒹⓃⓃⓃⓃⓃⓅ _____¢ or $_____

3. ⒹⒹⓃⓃⓃⓅⓅⓅ _____¢ or $_____

Practice

4. Make a tally for 30.

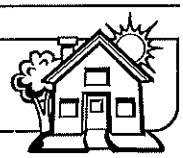
_____

Odd or even? _____

Name Date

HOME LINK 5•5

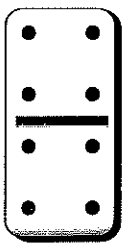
Domino Addition



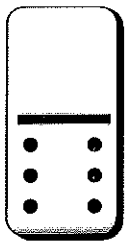
Family Note Children continue practicing basic addition facts. Notice that we are emphasizing +0, +1, and double facts like 6 + 6.

Please return this Home Link to school tomorrow.

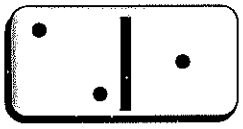
Add.

1. 

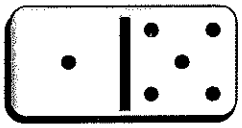
$$\begin{array}{r} 4 \\ +\ 4 \\ \hline \end{array}$$

2. 

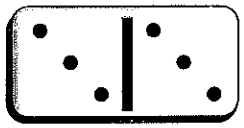
$$\begin{array}{r} 0 \\ +\ 6 \\ \hline \end{array}$$

3. 

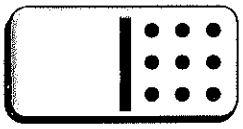
___ = 2 + 1

4. 

1 + 5 = ___

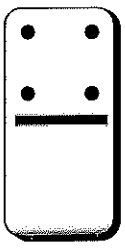
5. 

3 + 3 = ___

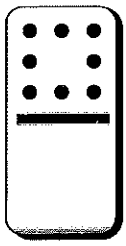
6. 

___ = 0 + 9

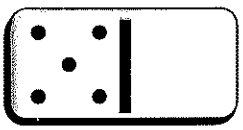
Fill in the missing dots and the missing numbers.

7. 

$$\begin{array}{r} 4 \\ +\ 0 \\ \hline \end{array}$$

8. 

$$\begin{array}{r} 8 \\ +\ \square \\ \hline 16 \end{array}$$

9. 

5 + ___ = 10

Practice

10. Circle the ones place.

44 31 17 69

Name Date

HOME LINK 5•6

Relation Symbols

Family Note As children continue their work with relation symbols (<, >, =), you can help by having your child read aloud the number models on this page. Read the example as follows: 65 is less than 83.

Please return this Home Link to school tomorrow.

Write <, >, or =.

Example: 65 __<__ 83

1. 15 ____ 17 **2.** 28 ____ 19

3. 24 ____ 24 **4.** 36 ____ 63

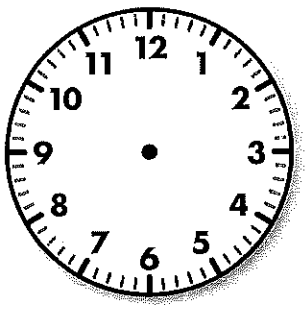
5. 92 ____ 72 **6.** 55 ____ 128

< is less than
> is more than
= is the same as
= is equal to

Practice

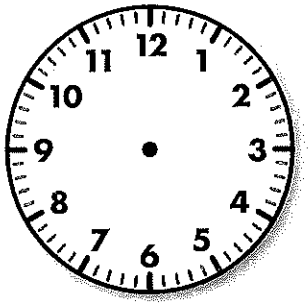
Draw the hour and minute hands to show each time.

7.



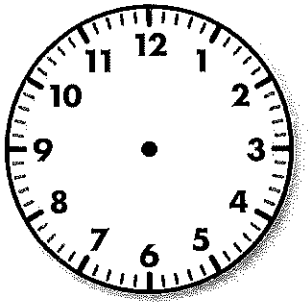
eleven o'clock

8.



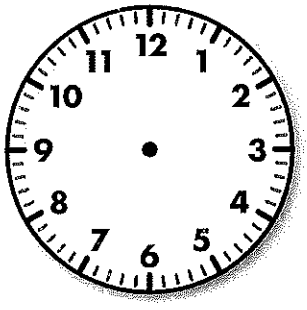
nine thirty

9.



half-past six

10.

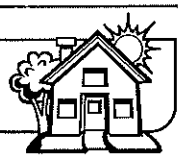


quarter-to one

Name Date

HOME LINK 5•7

Comparing Amounts of Money



Family Note Children are beginning to solve number stories in which they find how much more (or less) one number is than another. This is called the *difference* between the two numbers.

Help your child line up the pennies in two rows and pair pennies in the top row with pennies in the bottom row. Have your child make as many pairs as possible. The extra pennies that could not be paired represent the difference.

Please return this Home Link to school tomorrow.

1. Bart (P)(P)(P)(P)(P)(P)(P)(P)(P)(P)(P)(P)

Perry (P)(P)(P)(P)(P)(P)(P)(P)

Who has more? _____ How much more? _____ ¢

2. Tricia (P)(P)(P)

Martha (P)(P)(P)(P)(P)(P)(P)(P)(P)(P)

Who has more? _____ How much more? _____ ¢

3. Franklin has 17 pennies.

Maria has 25 pennies.

Who has more? _____ How much more? _____ ¢

Practice

4. Circle the tens place.

115 80 55 17