Name Date

HOME LINK 3•1

Patterns

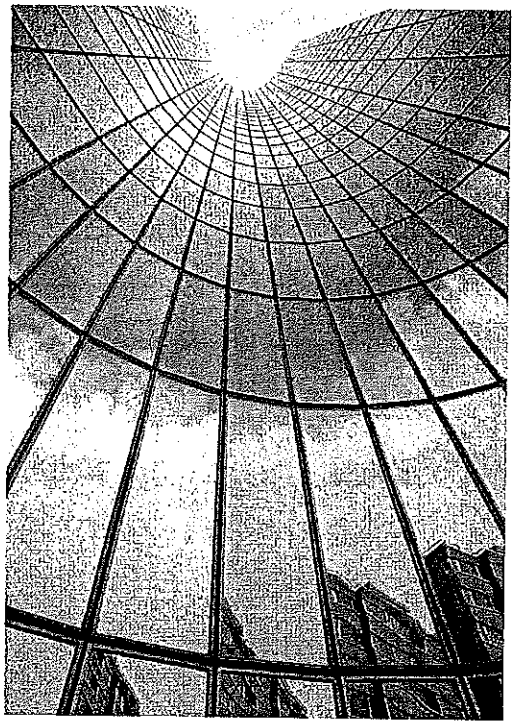
Family Note Patterns are so important in mathematics that mathematics is sometimes called the "Science of Patterns." Help your child identify patterns in your home and community.

Some suggested places:

- floor tiles
- carpeting
- window panes
- curtains
- wallpaper
- fences

Please return this Home Link to school tomorrow.

1. Find at least two patterns in your home. Draw the patterns you find on the back of this paper.



2. If you have articles of clothing (such as a shirt or a pair of socks) that have patterns, please wear them to school tomorrow!

Practice

3. Count back by 10s.

70, 60, _____, _____, _____, _____, _____

4. Count back by 5s.

35, 30, _____, _____, _____, _____, _____

Name _____ Date _____

HOME LINK 3·2

Odd and Even Numbers

Family Note As children learn about odd and even numbers, find the number of people or the number of various objects at home. Have your child tell whether these numbers are even or odd.

Please return this Home Link to school tomorrow.

1. Count the number of people in your home.

There are _____ people in my home.

Is this number **even** or **odd**? _____

2. Tell someone at home about odd and even numbers.

Write some **odd** numbers: _____, _____, _____, _____.

Write some **even** numbers: _____, _____, _____, _____.

3. Count the number of a type of object in your home. Write the number and the type of object.

There are _____ _____ in my home.

Is this number **even** or **odd**? _____

Practice

Count up by 5s.

4. 5, 10, _____, _____, _____, _____, _____

5. 45, 50, _____, _____, _____, _____, _____

6. 85, 90, _____, _____, _____, _____, _____

Name _____ Date _____

HOME LINK 3•3

Number-Line Hops

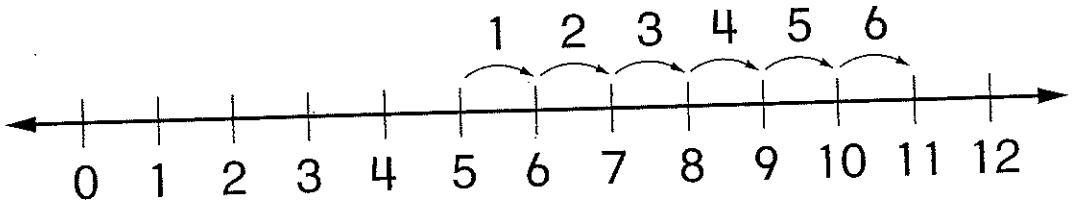
Family Note We are using the number line to solve addition and subtraction problems. Help your child answer the questions below by moving a finger from number to number on the number line. Make sure that your child is counting the number of hops and not the numbers themselves.

Please return this Home Link to school tomorrow.

Use the number line on the side of this page to help you answer the questions.

Example:

Start at 5. Count the hops to 11. How many hops? 6



1. How many hops from 4 to 10? _____

2. How many hops from 8 to 15? _____

3. How many hops from 9 to 19? _____

4. How many hops from 1 to 16? _____

Practice

Count by 1s.

5. 11, _____, 13, 14, _____, _____, 17, _____

6. 73, _____, 75, 76, _____, _____, 79, _____

Name _____ Date _____

HOME LINK 3•4

More Odd and Even Numbers

Family Note We are learning to identify even and odd numbers by looking at the last digit in a number. All even numbers end in 0, 2, 4, 6, or 8. All odd numbers end in 1, 3, 5, 7, or 9. Ask your child to explain how to tell whether a number is even or odd. Give examples of odd and even numbers for your child to identify.

Please return this Home Link to school tomorrow.

1. Write the number part of your address below.

_____

Is this number **odd** or **even**? _____

Tell someone how you know.

2. Are the addresses across the street odd or even?

_____

3. Write an even number less than 50. Show it with tally marks.

_____

4. Write an odd number less than 50. Show it with tally marks.

_____

Practice

Tell how many.

5. 𝍸 𝍸 𝍸 𝍸 𝍸 |||| _____

6. 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 | _____

Name _____ Date _____

HOME LINK 3•5

Number Lines and Counting Patterns

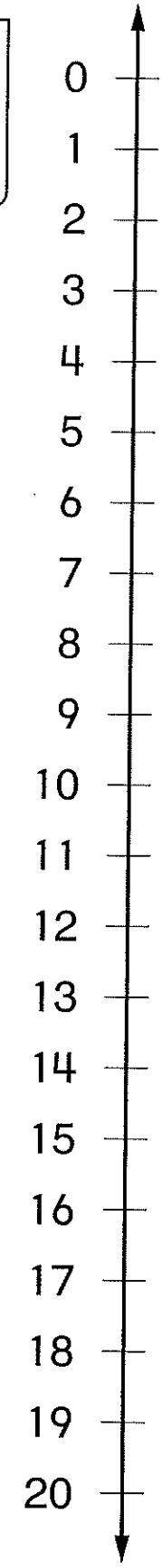
Family Note Listen as your child tells you about number lines and counts. Be sure he or she records the numbers counted. Provide several objects, such as pennies, for your child to use to count by 10s, 5s, 2s, and 3s.

Please return this Home Link to school tomorrow.

Tell someone at home what you know about number lines and counting patterns.

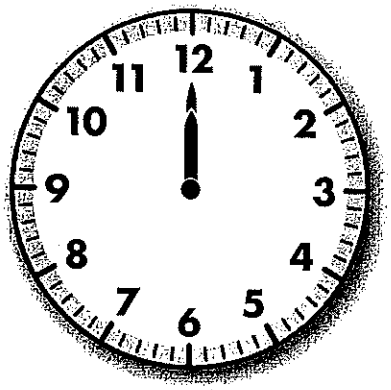
Count by 10s, 5s, 2s, and 3s. Begin at 0 each time.

1. **Count by 10s.** 0, _____, _____
2. **Count by 5s.** 0, _____, _____, _____, _____
3. **Count by 2s.** 0, _____, _____, _____, _____
4. **Count by 3s.** 0, _____, _____, _____, _____
5. Circle all of the odd numbers on the number line.

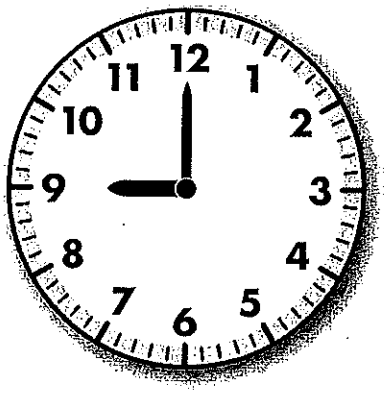


Practice

What time is it?



6. _____ o'clock

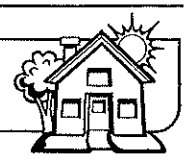


7. _____ o'clock

Name Date

HOME LINK 3•6

More Number-Line Hops



Family Note We are working with number models like 3 + 2 = 5 and 8 − 5 = 3. We are solving them by counting up and back on the number line. Ask your child to show you how to do this. You may wish to make up number stories that use these numbers to assist your child.

For example, for 4 + 3 = ____, use the following story: "You have 4 pennies. I give you 3 more pennies. How many pennies do you have now?" Your child can use real pennies to find the answer.

Please return this Home Link to school tomorrow.

Use the number line to help you solve these problems.

1. Start at 4. Count up 3 hops. Where do you end up?

_____ 4 + 3 = _____

2. Start at 12. Count back 5 hops. Where do you end up?

_____ 12 − 5 = _____

3. Start at 11. Count back 6 hops. Where do you end up?

_____ 11 − 6 = _____

4. Start at 14. Count up 2 hops. Where do you end up?

_____ 14 + 2 = _____

Practice

Count up by 2s.

5. 2, 4, _____, _____, 10, _____, _____