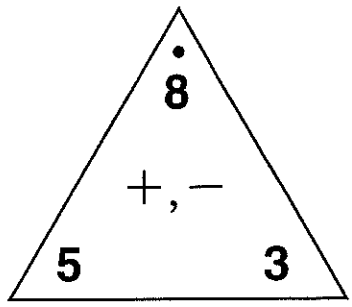
Name Date

HOME LINK 6•4

Family Letter

Fact Triangles

Your child should cut apart the triangles on page 172. Notice that each triangle has the three numbers used in a fact family on it. Use these triangles like flash cards to practice addition and subtraction facts.



The number below the dot is the sum of the other two numbers. For example, 8 is the sum of 5 and 3.

To practice addition, cover the sum. Your child then adds the numbers that are not covered. For example, if you cover 8, your child adds 5 and 3.

To practice subtraction, cover one of the numbers at the bottom of the triangle. Your child then subtracts the uncovered number at the bottom from the sum. For example, if you cover 3, your child subtracts 5 from 8. If you cover 5, your child subtracts 3 from 8.

Fact Triangles have two advantages over regular flash cards.

1. They reinforce the strong link between addition and subtraction.
2. They help simplify the memorizing task by linking four facts together. Knowing a single fact means that you really know four facts.

$$5 + 3 = 8$$
$$3 + 5 = 8$$
$$8 - 5 = 3$$
$$8 - 3 = 5$$

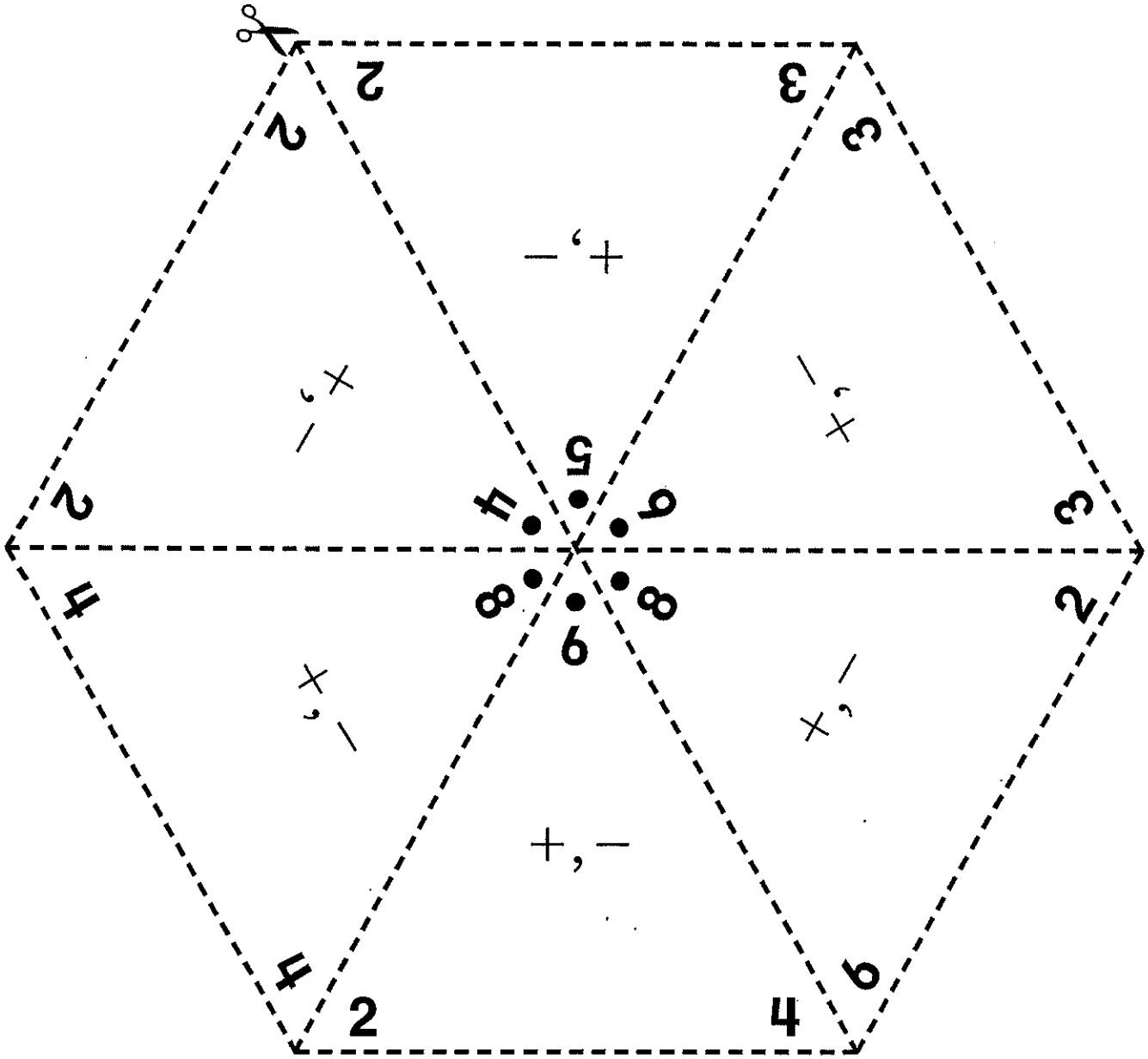
Save this set of Fact Triangles in an envelope or a plastic bag to continue practicing addition and subtraction facts with your child when you have time.

Name Date

HOME LINK 6•4

Fact Triangles

Cut out the 6 triangles. Practice the addition and subtraction facts on these triangles with someone at home.



Name Date

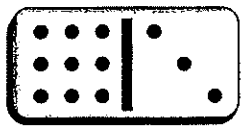
HOME LINK 6•5

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 tha do not belong.

20

10 + 10

~~IIII IIII~~ 5 + 5 + 5

2 + 10 24 − 4

20 + 0

Practice

4. Use | and • to show the number 52.

Name Date

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.

1. About _____ cm long	**2.** About _____ cm long
3. About _____ cm long	**4.** About _____ cm long

Practice

Find the total number of dots on the dice.

5.  +  = _____

6.  +  = _____

Name Date

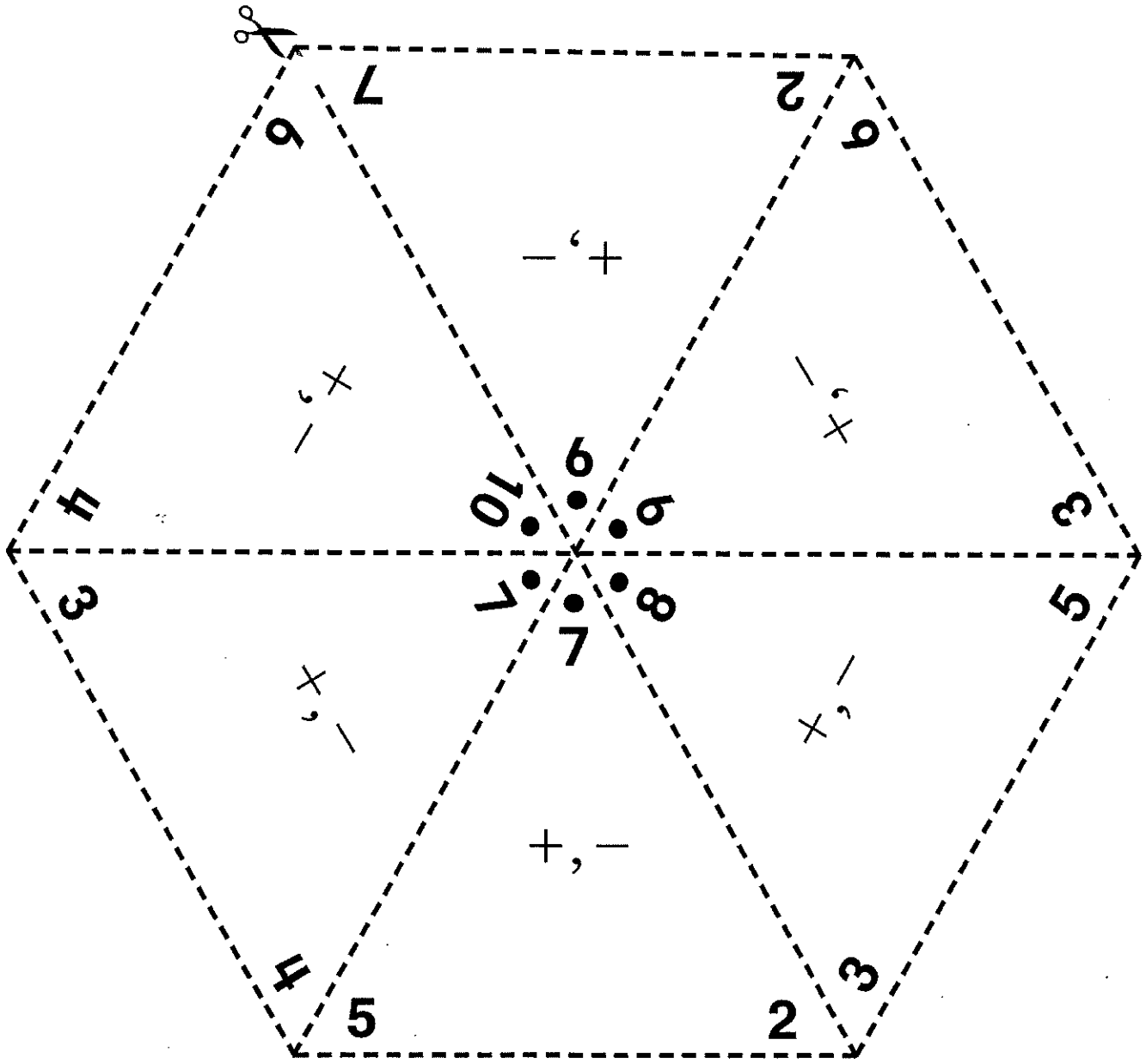
HOME LINK 6•7

Practicing with Fact Triangles

Family Note Six more Fact Triangles are being added for practice at home. As you help your child practice, keep the facts your child knows in a separate pile from the facts that still need some work.

Please return this Home Link to school tomorrow.

Cut out the Fact Triangles.
Practice these facts at home.



Name Date

HOME LINK 6•8

Counting Coins

Family Note This Home Link reviews finding the value of combinations of dimes, nickels, and pennies. If your child is having trouble finding the value of collections of coins, you might try the following method, using real coins, if possible:

1. Show the amount with pennies.
2. Trade the pennies for nickels.
3. Trade the nickels for dimes.

Beginning tomorrow, children will add quarters to their work with coins. In preparation, please give your child two quarters to bring to school.

Please return this Home Link to school tomorrow.

Use Ⓟ, Ⓝ, and Ⓓ to show each amount in two different ways.

1. 43¢

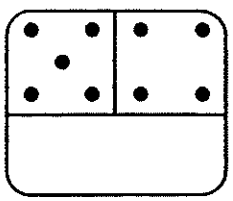
2. 67¢

3. Ask someone at home for two quarters. Bring them to school.

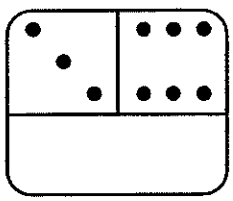
Practice

Find the total number of dots for each one.

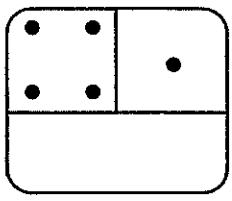
4.



5.



6.



Name Date

HOME LINK 6•9

More Counting Coins

Family Note Children have begun to find the value of coin combinations that include quarters. If your child is having difficulty because coins are not shown in any particular order, use real coins to model the problems. Sort the coins into groups of like coins (all dimes together, all nickels together) before counting.

Children also continue to use dollars-and-cents notation (for example, $1.05). If your child has trouble recording amounts in this notation, don't worry—this is a skill we will continue to practice throughout the year.

Please return this Home Link to school tomorrow.

Ⓟ	Ⓝ	Ⓓ	Ⓠ
1¢	5¢	10¢	25¢
$0.01	$0.05	$0.10	$0.25
			

Find the value of the coins.

Write the total in cents and in dollars-and-cents notation.

1. Ⓝ Ⓠ Ⓓ Ⓝ Ⓝ _____ ¢ or $ _____

2. Ⓠ Ⓠ Ⓓ Ⓝ Ⓓ Ⓝ Ⓟ Ⓟ _____ ¢ or $ _____

3. Ⓓ Ⓟ Ⓟ Ⓝ Ⓟ Ⓠ _____ ¢ or $ _____

4. Ⓓ Ⓝ Ⓟ Ⓠ Ⓠ _____ ¢ or $ _____

Practice

5. Fill in the blanks.