

TIPS FOR FAMILIES

KEY CONCEPT OVERVIEW

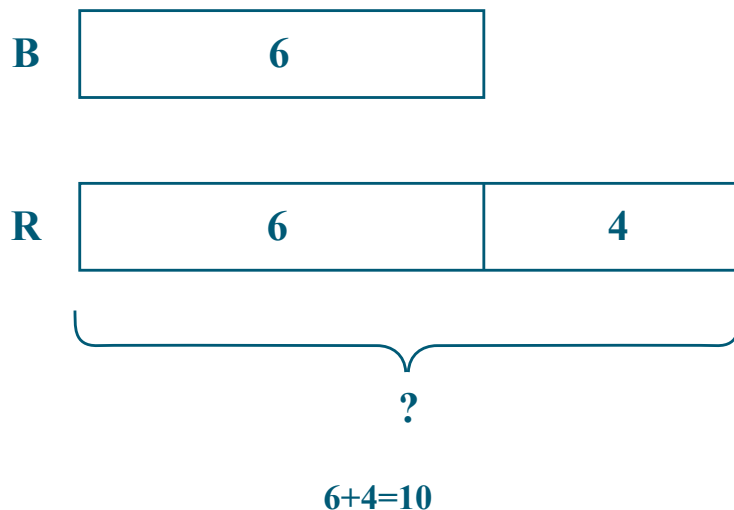
During the next few days, our math class will solve comparison word problems. We will learn how to use a double strip diagram to compare two sets of items. We will discuss ways to represent *more* and *fewer* when drawing **strip diagrams**. Then, we will use our drawings to help us solve different types of comparison problems.

You can expect to see homework that asks your child to do the following:

- Model comparison word problems by using strip diagrams or double strip diagrams with labels to represent each set of items.
- Solve comparison word problems after discussing and drawing to make sense of the problems.

SAMPLE PROBLEM (From Lesson 2)

Ben solved 6 math problems. Robin solved 4 more problems than Ben. How many problems did Robin solve?



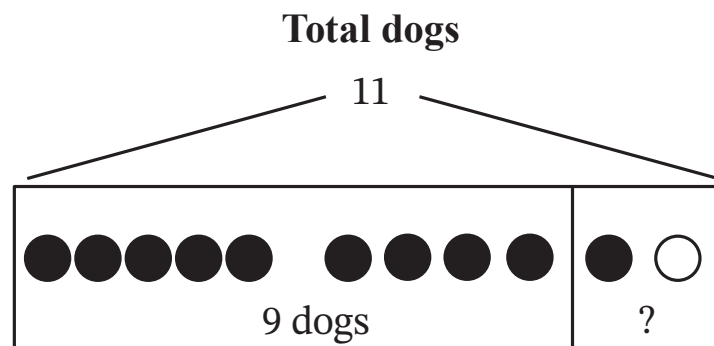
Robin solved 10 math problems.

HOW YOU CAN HELP AT HOME

- Help your child visualize number stories by reading some word problems aloud.
- Solving word problems with the word *fewer* can be challenging. As your child reads problems of this type, guide her to determine who has more and who has fewer before solving each problem. Establishing this before solving will help your child understand how to draw a strip diagram and think through the problem.
- Notice and share real-life comparison story problems. For example, you might say, “We have 10 cups. I noticed we have 4 fewer mugs than cups. How many mugs do we have?” OR “I see we have 10 spoons in the drawer. There are 2 more spoons than forks. How many forks do we have?” Challenge your child to visualize and work through each problem before counting how many to check his answer.

MODELS

Strip Diagram: A problem-solving model that helps students see the relationships between quantities. For example, 9 dogs were playing at the park. Some more dogs came to the park. Then there were 11 dogs. How many more dogs came to the park?



NOTE: Students may also draw double strip diagrams. (See Sample Problem.)

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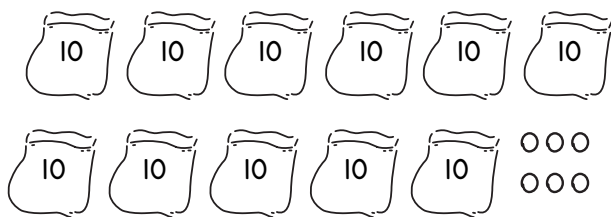
During the next week, our math class will explore numbers to 120. We will learn to count and write numbers to 120. We will identify numbers by using both the standard form (e.g., 118) and the unit form of tens and ones (e.g., 11 tens 8 ones). We will use the symbols $>$, $<$, and $=$ to compare numbers and identify 10 more, 10 less, 1 more, and 1 less than a two-digit number.

You can expect to see homework that asks your child to do the following:

- Use a place value chart or number bond to record, match, or name a quantity in tens and ones.
- Write addition sentences that combine tens and ones.
- Show 10 more, 10 less, 1 more, and 1 less than a given number.
- Use words or **comparison symbols** ($>$, $<$, $=$) to compare numbers in different forms (e.g., 1 ten 9 ones $>$ 17).
- Complete counting **sequences** to 120.

SAMPLE PROBLEM (From Lesson 3)

Write the tens and ones. Complete the statement.



tens	ones
11	6

There are 116 beans.

HOW YOU CAN HELP AT HOME

- Play Coin Drop. Ask your child to put 5 dimes into a can or cup. Discuss how 5 dimes equal 50 cents. Drop pennies and dimes into the can one at a time and ask your child to state the new total amount of money, in cents, after you drop in each coin. Encourage your child to use full sentences such as, “1 cent more than 50 cents is 51 cents” or “10 cents more than 50 cents is 60 cents.” To increase the challenge, go faster or alternate between adding and removing coins from the can.
- Play Happy Counting with numbers 78 through 120. Begin at 78 and ask your child to count up when you point up, stop when you make a fist, and count down when you point down. Switch roles with your child. For an added challenge, alternate between regular counting (e.g., 20, 21, 22) and Say Ten counting (2 tens, 2 tens 1, 2 tens 2).

TERMS

Comparison symbols ($>$, $<$, $=$): Mathematical symbols that represent greater than, less than, and equal to, respectively.

Sequence: A list of numbers or objects in a particular order.

TIPS FOR FAMILIES**KEY CONCEPT OVERVIEW**

During the next week, our math class will apply place value understanding to add numbers up to 100. We will learn to add and subtract multiples of 10 (e.g., 20, 30, 40) and one-digit numbers. We will also add sets of two-digit numbers by using place value strategies such as adding tens first or making the next ten.

You can expect to see homework that asks your child to do the following:

- Use number sentences, number bonds, or drawings to add or subtract multiples of 10 to or from one-digit numbers and multiples of 10.
- Add multiples of 10 to two-digit numbers (e.g., $54 + 40$).
- Add pairs of two-digit numbers by using different strategies (e.g., adding tens first, making the next ten first, drawing quick tens and ones, or adding ones to ones and tens to tens).

SAMPLE PROBLEM *(From Lesson 14)*

Solve and show your work.

$$46 + 28 = \underline{74}$$

Adding tens first and then adding the ones:

$$\begin{array}{r} 46 + 28 = 74 \\ \wedge \\ 20 \quad 8 \end{array}$$

$$\begin{array}{r} 46 + 20 = 66 \\ 66 + 8 = 74 \\ \wedge \\ 4 \quad 4 \end{array}$$

Adding to make the next ten first and then adding the remaining part:

$$\begin{array}{r} 46 + 28 = 74 \\ \wedge \\ 2 \quad 24 \end{array}$$

$$\begin{array}{r} 46 + 4 = 50 \\ 50 + 24 = 74 \\ \wedge \\ 20 \quad 4 \end{array}$$

HOW YOU CAN HELP AT HOME

- Give your child a number. Have her take out 1 and identify the two parts created. For example, if you say “4,” your child would say “1 and 3.” Continue the activity with related numbers (e.g., 14, 74, 24, 54). When your child is comfortable with taking out 1, have her try taking out 2, 3, and then 4.

$$\begin{array}{c} 14 \\ \swarrow \searrow \\ 1 \quad 13 \end{array}$$

$$\begin{array}{c} 74 \\ \swarrow \searrow \\ 1 \quad 73 \end{array}$$

$$\begin{array}{c} 24 \\ \swarrow \searrow \\ 1 \quad 23 \end{array}$$

$$\begin{array}{c} 54 \\ \swarrow \searrow \\ 1 \quad 53 \end{array}$$

- Challenge your child to solve sequences of math problems that follow a pattern, starting with a problem your child can solve easily. For example, if you start with $5 + 2$, you can continue with $15 + 2$, $25 + 2$, and $35 + 2$. Ask your child to tell you what he noticed about the math problems. How did knowing $5 + 2$ help with the other problems?

TIPS FOR FAMILIES

KEY CONCEPT OVERVIEW

During the next few days, our math class will discuss and share the various place value strategies we use when adding within 100. Students will learn to explain their work by using math language such as *tens*, *ones*, *bundling*, and *making a ten*. Students will compare methods, noticing the way place value is used across multiple strategies.

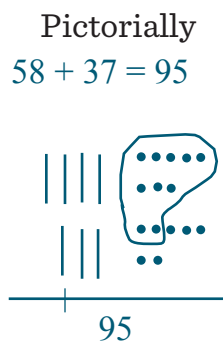
You can expect to see homework that asks your child to do the following:

- Add pairs of two-digit numbers by using any method or strategy.

SAMPLE PROBLEM (From Lesson 19)

Use the strategy you prefer to solve $58 + 37$.

NOTE: Three possible strategies are shown.



Vertical Form

$$\begin{array}{r} 58 \\ +37 \\ \hline 95 \end{array}$$

Number Bond

$$\begin{array}{l} 58 + 37 = 95 \\ \begin{array}{cc} \wedge & \wedge \\ 50 & 8 \end{array} \quad \begin{array}{cc} \wedge & \wedge \\ 30 & 7 \end{array} \\ 50 + 30 = 80 \\ 8 + 7 = 15 \\ 80 + 15 = 95 \end{array}$$

HOW YOU CAN HELP AT HOME

- Encourage your child to explain her thinking for one or two of the homework problems. This is an opportunity to practice place value vocabulary.
- If your child is unsure of how to begin his homework, remind him of his strategy work on previous assignments. Celebrate successes with whichever strategy your child chooses to use, whether quick tens and ones or a more complex strategy. Remind him of how much he has learned since the beginning of the year.
- If you think your child is relying too much on one particular strategy, encourage her to complete the same problem in two ways, first with the strategy with which she feels most confident and then with a strategy she is still mastering. Alternatively, challenge her to use the same strategy no more than two times per page of homework.



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KEY CONCEPT OVERVIEW









During the next week, our math class will learn to recognize the penny, nickel, dime, and quarter (the four most widely circulated U.S. coins) and to state the value of each coin. We will use the coins to reinforce place value understanding.

You can expect to see homework that asks your child to do the following:

- Match each coin with its front view, back view, name, and value.
- Recognize and use the cent symbol (¢).
- Identify the number of pennies needed to show the value of a dime or a nickel.
- Show values up to 25 cents in more than one way.
- Solve simple addition and subtraction sentences within 20 and match the sentences with coin values.
- Add pennies to show counting on from a given coin or value.
- Recognize that the values of dimes and pennies are further representations of tens and ones. Use the coins in a place value chart to represent numbers.

SAMPLE PROBLEM *(From Lesson 21)*

Use the word bank to label the coins.

pennies	nickels	dimes	quarters
			
			
a. <u>quarters</u>	b. <u>pennies</u>	c. <u>dimes</u>	d. <u>nickels</u>

HOW YOU CAN HELP AT HOME

- Use coins with your child as much as possible. Spend time noticing the attributes of each coin. Which coins have smooth edges? Which coins have ridges on the edges? Where is the value of each coin written? What symbols appear on the coins, and what is the meaning of each symbol?
- Start a special coin collection! Consider collecting quarters from each state. Look for coins minted in years that are special to your family. Continually use the names and values of the coins as you build the collection.
- Use small circular stickers to reinforce the value of each coin. Choose a few coins. Have your child write the values of the coins on stickers and then place a sticker on either side of each coin. For example if you choose a dime, your child will write “10 cents” on two round stickers and place the stickers on both sides of the dime.

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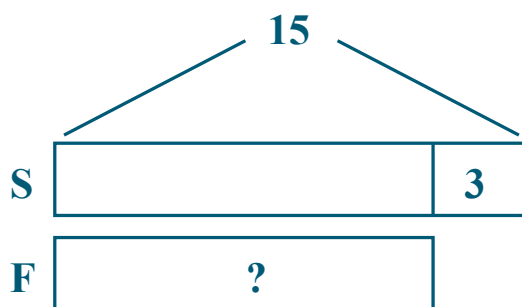
During the next few days, our math class will continue to strengthen our strategies for solving word problems. We will learn to distinguish comparison problems from other types of word problems. We will use reading, drawing, and discussion as strategies for making sense of each problem. Students will visualize word problems by using strip diagrams and the questioning and modeling techniques they have learned this year.

You can expect to see homework that asks your child to do the following:

- Model and solve word problems by using labeled strip diagrams or double strip diagrams to represent the sets being compared.
- Make sense of various types of word problems and use the RDW process to solve.

SAMPLE PROBLEM *(From Lesson 28)*

Shanika saved 15 cents. She saved 3 more cents than Fran did. How much money did Fran save?



$$15 - 3 = 12$$

Fran saved 12 cents.

HOW YOU CAN HELP AT HOME

- Read word problems aloud for your child so he can concentrate on visualizing the story.
- Solving word problems with the word *fewer* can be challenging for some children. When your child is solving problems of this type, always focus on the question “Who has more?” For example, after reading the problem but before solving, have your child tell you who has fewer and who has more. Establishing this before solving will help your child accurately draw the strip diagrams and carefully think through the solution.
- Notice and share real-world comparison story problems that occur at home or in other settings. For example, you might say, “We have 10 cups. I noticed we have 4 fewer mugs than cups. How many mugs do we have?”

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During the next few days, our math class will celebrate the culmination of our math learning this year. We will take time to appreciate how much we have grown throughout the year and to practice the activities that have helped us the most.

You can expect to see homework that asks your child to do the following:

- Teach a family member how to use a favorite counting strategy.
- Teach a family member how to play a favorite math game.

SAMPLE PROBLEM (From Lesson 31)

Teach a family member your favorite math game from our fluency celebration. Describe what it was like to teach the game. Was it easy? Hard? Why?

Possible answer: ***I taught my mom to play Missing Part: Make Ten. I am used to learning how to play the math games from my teacher and then playing them with my friends. Teaching my mom was fun, but it was a little hard. Even though I know how to play the game, I sometimes forgot to explain some of the important parts to her.***

HOW YOU CAN HELP AT HOME

- Continue integrating math language and activities throughout the summer, using new ideas from the summer math packet as well as the suggestions made throughout the school year.
- Celebrate the progress your child has made in math this year. Encourage him to tell you about topics that may have been challenging for him at the beginning of the year and to describe the strategies he learned to master them.

