

# Coin Combinations


**Family Note**

In today's lesson, your child practiced writing amounts of money. For example, in Problem 1, 10 pennies can be written as 10¢ or \$0.10. Your child also showed different groups of coins that have the same monetary value. For example, your child could show 62¢ with 2 quarters, 1 dime, and 2 pennies; or 4 dimes, 4 nickels, and 2 pennies. For Problem 2, help your child find items in newspaper or magazine ads and think of different combinations of coins and bills to pay for the items.

*Please return this Home Link to school tomorrow.*



- 1.** Pretend that you have 10 of each kind of coin.

How much is that in all?

10 pennies = \_\_\_\_\_

10 nickels = \_\_\_\_\_

10 dimes = \_\_\_\_\_

10 quarters = \_\_\_\_\_

10 half-dollars = \_\_\_\_\_

**Total** = \_\_\_\_\_

- 2.** Find two ads in a newspaper or magazine for items that cost less than \$3.00 each.

- ◆ Ask for permission to cut out the ads.
- ◆ Cut them out and glue them onto the back of this page.
- ◆ Draw coins to show the cost of each item.

(If you can't find ads, draw pictures of items and prices on the back of this page.)

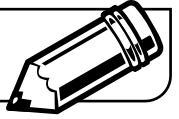
**LESSON**  
**10•1****Ways to Make a Dollar**

Use  $\textcircled{Q}$ ,  $\textcircled{D}$ ,  $\textcircled{N}$ , and  $\textcircled{P}$ .

**1.** Show \$1.00 using 4 coins.

**2.** Show \$1.00 using 6 coins.

**3.** Show \$1.00 using 7 coins.

**LESSON**  
**10•1****Plan a Picnic**

You and two friends are planning a picnic for yourselves. You will be really hungry!

Use the Good Buys Poster on journal page 230.

Select **at least** 3 different items to buy. Find the total.

**Items****Cost**

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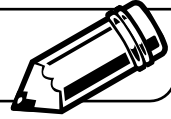
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Total cost

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You and your friends are equally sharing the total cost. About how much does each of you owe? \_\_\_\_\_

Show your work.

**LESSON**  
**10•2****Many-Name Scramble**

Cut out the names of , , and  from *Math Masters*, page 297. Then paste them in the proper columns below.



**LESSON**  
**10•2****Many-Name Scramble** *continued*

\$1.00	$\frac{1}{100}$ of a dollar
\$0.01	100 pennies
a dollar	10 dimes
one-tenth of a dollar	$\frac{1}{10}$ of a dollar
10¢	one-hundredth of a dollar
a dime	1¢
\$0.10	a penny

**HOME LINK**  
**10•2****How Much?****Family Note**

In today's lesson, your child practiced reading and writing money amounts using dollars and cents. Ask your child to read each amount aloud. Remind your child that the digits before the decimal point stand for whole dollars; the digits after the decimal point stand for cents. When reading amounts such as "3 dollars and fifty-seven cents," the word "and" is used to denote the decimal point.

*Please return this Home Link to school tomorrow.*



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

1.  $\boxed{\$1}$   $\boxed{\$1}$   $\boxed{\$1}$   $\textcircled{Q}$   $\textcircled{Q}$   $\textcircled{N}$   $\textcircled{P}$   $\textcircled{P}$       \$\_\_\_\_\_.

2.  $\boxed{\$1}$   $\boxed{\$1}$   $\textcircled{Q}$   $\textcircled{Q}$   $\textcircled{Q}$   $\textcircled{Q}$   $\textcircled{D}$   $\textcircled{D}$   $\textcircled{D}$   $\textcircled{N}$   $\textcircled{N}$   $\textcircled{N}$   $\textcircled{N}$   $\textcircled{N}$       \$\_\_\_\_\_.

3.  $\textcircled{Q}$   $\textcircled{D}$   $\textcircled{D}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$       \$\_\_\_\_\_.

4.  $\textcircled{N}$   $\textcircled{P}$   $\textcircled{P}$   $\textcircled{P}$       \$\_\_\_\_\_.

5. Use  $\boxed{\$1}$ ,  $\textcircled{Q}$ ,  $\textcircled{D}$ ,  $\textcircled{N}$ , and  $\textcircled{P}$  to draw \$2.64 in two different ways.

**Practice**

Solve.

6.  $123 + 57 = \underline{\hspace{2cm}}$

7.  $84 - 29 = \underline{\hspace{2cm}}$

**LESSON**  
**10•2**

**10 × 5 Grid**




← Paste/tape to here to create a 10 × 10 grid. →

# Coin Values

**Family Note**

In today's lesson, your child used a calculator to enter amounts of money and find totals. For Problem 2, help your child collect and find the total value of each type of coin. Then find the grand total. If you wish to use a calculator, help your child enter the amounts. Remind your child that amounts like \$1.00 and \$0.50 will be displayed on the calculator as "1." and "0.5" because the calculator doesn't display ending zeros.

*Please return this Home Link to school tomorrow.*

**1.** Complete the table.

Coins	Number of Coins	Total Value
Ⓟ	6	\$ ____ . ____
Ⓝ	10	\$ ____ . ____
ⓓ	13	\$ ____ . ____
Ⓠ	6	\$ ____ . ____
Grand Total		\$ ____ . ____

**2.** Ask someone at home to help you collect pennies, nickels, dimes, quarters, and, if possible, half-dollars. Use the coins in your collection to complete the table below.

Coins	Number of Coins	Total Value
Ⓟ		
Ⓝ		
ⓓ		
Ⓠ		
Half-dollar		
Grand Total		

**Practice**

Solve.

**3.**  $250 + 53 = \underline{\hspace{2cm}}$

**4.**  $250 - 53 = \underline{\hspace{2cm}}$



**LESSON**  
**10•3**

# Money Calculator Counts



1. Count on your calculator to determine the value of collections of dimes (10s). Complete the table below.

<b>Number of Dimes</b>	1	2	3	4	5	6	7	8	9	10	11
<b>Calculator Display</b>	.1	.2	.3								1.1

Record the total value of 11 dimes  
in dollars-and-cents notation: \$\_\_\_\_.

Show the value using Q, D, N, and P. \_\_\_\_\_

2. Clear your calculator. Count on your calculator to determine the value of collections of pennies (1s). Complete the table below.

<b>Number of Pennies</b>	1	2	3	4	5	6	7	8	9	10	11
<b>Calculator Display</b>	.01	.02	.03								.11

Record the total value of 11 pennies  
in dollars-and-cents notation: \$\_\_\_\_.

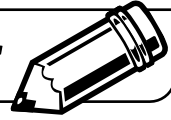
Show the value using Q, D, N, and P. \_\_\_\_\_

3. Clear your calculator. Count on your calculator to determine the value of collections of nickels (5s). Complete the table below.

<b>Number of Nickels</b>	3	4	5	6	7	8	9	10	11
<b>Calculator Display</b>	.15					.4			

Record the total value of 11 nickels  
in dollars-and-cents notation: \$\_\_\_\_.

Show the value using Q, D, N, and P. \_\_\_\_\_

**LESSON**  
**10•3****Displaying Money on the Calculator**

Lily bought a pencil and an eraser. She had her calculator with her. When she added up the price of the two items, the calculator displayed



How much could each item cost? Show your work.

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Explain how you found your answer.

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Lily had a \$5-bill. She wanted to buy a pen. When she added its cost to the calculator total of 1.3, it displayed



Did Lily have enough money? Explain your answer.

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How much did the pen cost? Show your work.

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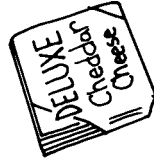
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**LESSON**  
**10•4**

**Then-and-Now Poster**



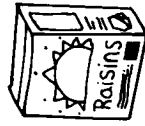
**Now**



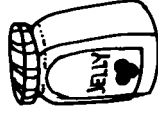
Cheddar Cheese  
8 oz ( $\frac{1}{2}$  lb)  
**\$2.99**



Crackers  
1 lb  
**\$2.49**



Raisins  
1 lb  
**\$2.39**



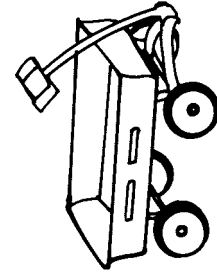
Grape Jelly  
2 lb  
**\$2.29**



Catsup  
32 oz/1 qt  
**\$2.79**



20-Inch Girl's Bicycle  
**\$119.99**



Child's Wagon  
Medium Size— $15\frac{1}{2}$ " × 34"  
**\$47.99**

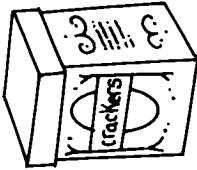


Harmonica  
Ten Double Holes  
**\$17.50**

**1897**



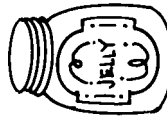
Cheddar Cheese  
 $\frac{1}{2}$  lb  
**6¢**



Crackers  
1 lb  
**6¢**



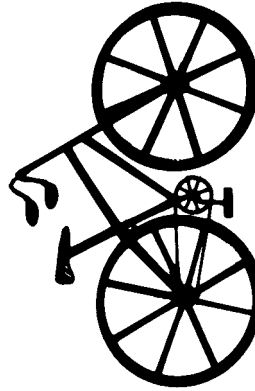
Raisins  
1 lb  
**10¢**



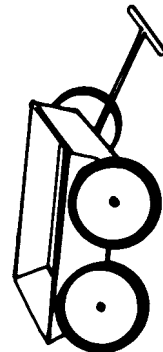
Grape Jelly  
2 lb  
**28¢**



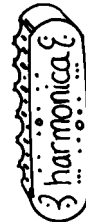
Catsup  
32 oz/1 qt  
**25¢**



20-Inch Girl's Bicycle  
**\$29.00**



Child's Wagon  
Large Size—15" × 30"  
**\$1.65**



Harmonica  
Ten Double Holes  
**45¢**

# Calculators and Money

**Family Note**

In today's lesson, your child used a calculator to solve problems with money. In Problem 2, your child will ask you or another adult to compare the cost of an item when you were a child to its current cost. There are two ways to make this type of comparison. You might describe a *difference comparison*. For example: "A bicycle costs about \$90.00 more now than it did then." You might also use a *ratio comparison*. For example, "A bicycle costs about 4 times as much now as it did then." You do not need to share the terms *difference comparison* and *ratio comparison* with your child, but it is important that your child be exposed to both types of comparisons.

*Please return this Home Link to school tomorrow.*

1. Enter the following amounts into your calculator.  
What does your calculator show?

**Enter**      **Calculator Shows**

\$1.09      \_\_\_\_\_

\$2.50      \_\_\_\_\_

98¢      \_\_\_\_\_

\$3.18      \_\_\_\_\_

6¢      \_\_\_\_\_

2. Ask an adult to think about an item that he or she remembers from when he or she was a child. Ask the adult to compare how much the item cost then and now. Record what you find out.

\_\_\_\_\_

\_\_\_\_\_

**Practice**

Solve.

3.  $37 + 39 =$  \_\_\_\_\_

4.  $49 + 23 =$  \_\_\_\_\_

5.  $73 - 29 =$  \_\_\_\_\_

6.  $56 - 38 =$  \_\_\_\_\_

**LESSON**  
**10•4****Solving a Money Problem**

Mr. Evans buys a newspaper every Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday for \$0.50 each. On Sunday, he buys a magazine for \$1.25. Use your calculator to find out how much Mr. Evans spends in 1 week.

Record your display each time you add another day. Add coins each time you enter another day to help you show and write the amount. Clear your calculator before you start. Do not clear your calculator again until you get your 1 week total.

Day	Enter	Display	Amount
Monday	.50 +	0.50	\$0.50
Tuesday	.50 +	1.	\$1.00
Wednesday	.50 +		
Thursday	.50 +		
Friday	.50 +		
Saturday	.50 +		
Sunday	1.25 =		
1 Week Total			

Mr. Evans spends \$\_\_\_\_.\_\_\_\_ per week.

How much does Mr. Evans spend in 2 weeks? Use your calculator. Show what keys you press, record your display and write your dollars-and-cents amount.

Keys You Press	Display	Money Amount
		\$____.____

**LESSON**  
**10•4****That Was Then**

In 1897, grape jelly was about 30¢.

Now the grape jelly is about \$2.30.

$$30¢ + 30¢ + 30¢ + 30¢ + 30¢ + 30¢ + 30¢ = \$2.10.$$

For 1 jar of grape jelly today, you could have bought 7 jars in 1897.

Use the Then-and-Now Poster (*Math Masters*, page 303).

Could you have bought more bottles of catsup or bicycles in 1897 for today's cost? Show your work. You can use ballpark estimates.

**HOME LINK**  
**10•5**

# Estimation to the Nearest 10¢


**Family Note**

In today's lesson, your child estimated sums by first finding the nearest ten cents for each amount of money being added and then adding the amounts for the nearest ten cents together. For Problems 1–7, ask your child how she or he arrived at each answer. If needed, use coins to show which amount is actually closer. For Problems 8–11, help your child find the totals by thinking of a problem like  $\$1.20 + \$0.60$  as  $12 + 6$  or as 120 cents + 60 cents.

*Please return this Home Link to school tomorrow.*

Write the correct answer to each question.

Talk with someone at home about your answers.

1. Is \$0.69 closer to \$0.60 or \$0.70? \_\_\_\_\_

2. Is \$2.59 closer to \$2.50 or \$2.60? \_\_\_\_\_

3. Is \$0.99 closer to \$0.90 or \$1.00? \_\_\_\_\_

4. Is \$1.31 closer to \$1.30 or \$1.40? \_\_\_\_\_

5. Is \$3.99 closer to \$3.90 or \$4.00? \_\_\_\_\_

6. Is \$1.17 closer to \$1.10 or \$1.20? \_\_\_\_\_

7. Is \$2.34 closer to \$2.30 or \$2.40? \_\_\_\_\_

Fill in the blanks and estimate the total cost in each problem.

**Example:**

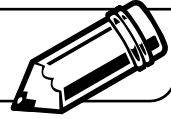
$$\$1.19 + \$0.59 \text{ is about } \underline{\$1.20} + \underline{\$0.60} = \underline{\$1.80}.$$

8.  $\$1.29 + \$0.48$  is about \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_.

9.  $\$0.79 + \$0.39$  is about \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_.

10.  $\$0.69 + \$0.89$  is about \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_.

11.  $\$1.41 + \$0.77$  is about \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_.

**LESSON**  
**10•5****Rounding Numbers**

When we round a number, we find a number that is close to it.

**1.** Here is one strategy for rounding a number:

To round 27, put your finger on 27 on the number grid.  
Move it up or down to the nearest multiple of 10.

**a.** Is it fewer steps from 27 to 30 or from 27 to 20? \_\_\_\_\_

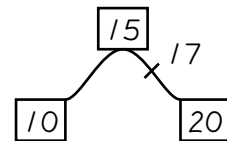
Use your number grid to round these numbers:

**b.** 22 \_\_\_\_\_      **c.** 38 \_\_\_\_\_      **d.** 51 \_\_\_\_\_      **e.** 75 \_\_\_\_\_

(Hint: If a number is halfway between, we always round to the higher number.)

**2.** Here is another way to think of rounding numbers:

**a.** To round 17, think: What would be multiples of 10 that are close to 17? \_\_\_\_\_



**b.** What number would be at the top of the hill? \_\_\_\_\_

**c.** Would 17 be heading toward 10 or toward 20? \_\_\_\_\_

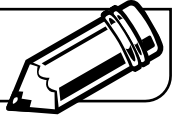
**3.** Draw a picture to show how you would round 63.

**4.** Draw a picture to show how you would round 234.



**LESSON**  
**10•5**

# Tic-Tac-Toe Addition



Draw a line through any three numbers whose sum is the target number in the square. The numbers may be in a row, in a column, or on a diagonal. Draw a line for each correct sum.

**Example:**

	\$8.27	
\$5.09	\$2.08	\$1.10
\$1.52	\$3.18	\$7.17
\$6.31	\$3.01	\$0.00

*(Note: In the example, dashed lines with arrows indicate that the numbers \$5.09, \$2.08, and \$1.10 are crossed out because their sum equals the target \$8.27.)*

**1.**

	\$14.62	
\$3.40	\$4.15	\$7.07
\$1.75	\$8.22	\$6.00
\$5.00	\$2.25	\$3.00

**2.**

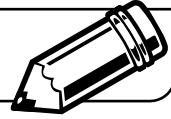
	\$18.05	
\$6.25	\$3.75	\$3.05
\$6.10	\$8.50	\$4.90
\$6.50	\$5.80	\$9.10

## Try This

Write a target number in the box. Fill in the rest of the spaces to reach the target.

**3.**


**4.**


**LESSON**  
**10•6****Math Message**

Name: \_\_\_\_\_

Write in dollars-and-cents notation:

1. 29 cents = \$ \_\_\_\_\_

2. 59¢ = \$ \_\_\_\_\_

3. 9 cents = \$ \_\_\_\_\_

4. a dollar forty-seven

= \$ \_\_\_\_\_

5. 10 dollars and 2 cents

= \$ \_\_\_\_\_

6. nine hundred thirty-three  
dollars and thirty cents

= \$ \_\_\_\_\_

**Try This**7. three thousand five hundred  
forty-six dollars and  
sixteen cents

= \$ \_\_\_\_\_

Name: \_\_\_\_\_

Write in dollars-and-cents notation:

1. 29 cents = \$ \_\_\_\_\_

2. 59¢ = \$ \_\_\_\_\_

3. 9 cents = \$ \_\_\_\_\_

4. a dollar forty-seven

= \$ \_\_\_\_\_

5. 10 dollars and 2 cents

= \$ \_\_\_\_\_

6. nine hundred thirty-three  
dollars and thirty cents

= \$ \_\_\_\_\_

**Try This**7. three thousand five hundred  
forty-six dollars and  
sixteen cents

= \$ \_\_\_\_\_

**HOME LINK**  
**10•6**

# Making Change


**Family Note**

In today's lesson, your child made change by counting up. When counting out change, encourage your child to begin with the cost of the item and count up to the amount of money that the customer has given to the clerk. For the example listed in the table below, your child could do the following:

1. Say "89 cents"—the price of the item.
2. Put a penny on the table and say "90 cents."
3. Put a dime on the table and say "\$1.00."
4. Count the coins on the table.  $1\text{¢} + 10\text{¢} = 11\text{¢}$ . The change is 11¢.

*Please return this Home Link to school tomorrow.*

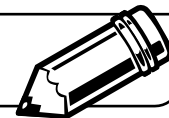
- Materials**     coins and bills (You can make bills out of paper.)  
 items with prices marked

Practice making change with someone at home. Pretend you are the clerk at a store and the other person is a customer. The customer buys one of the items and pays with a bill. You count out the change.

Record some purchases here.

Item	Price	Amount Used to Pay	Change
<i>can of black beans</i>	<i>\$0.89</i>	<i>\$1.00</i>	<i>\$0.11</i>

If possible, go to the store with someone. Buy something and get change. Count the change. Is it correct?

**LESSON  
10•6****What Did They Buy?**

Using the Good Buys Poster, find the items each child could have bought with the total they spent.

- 1.** Peter went shopping for his mom. He bought ground beef, tuna, mayonnaise, hamburger buns, and wheat bread. If he spent a total of \$9.73, what are two other items that he could have bought? Show your work.
  
- 2.** Sarah had \$10.00. She spent \$9.45 at the market. What could Sarah have bought? Show your work.

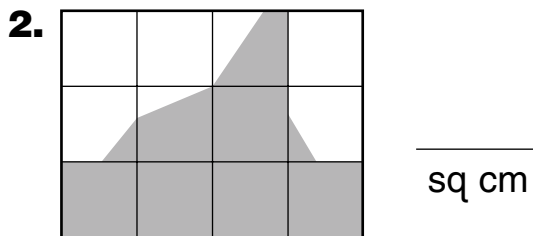
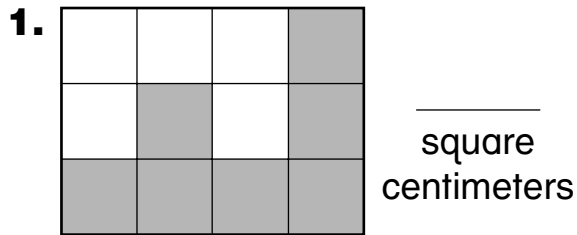
**Try This**

- 3.** Kevin had \$12.00 when he went to the market. He left the store with \$2.37 in change. What might he have bought? Show your work.

**LESSON**  
**10•7****Math Message**

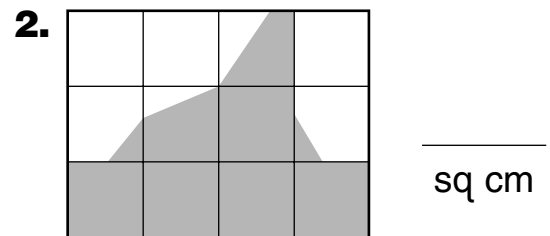
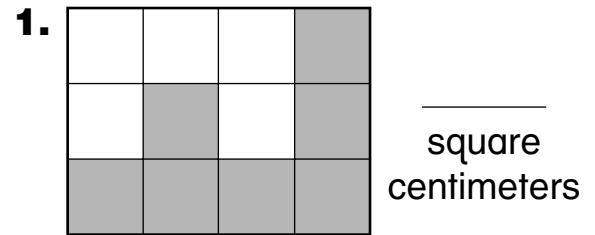
Name: \_\_\_\_\_

Count squares to find the area of each shaded figure.



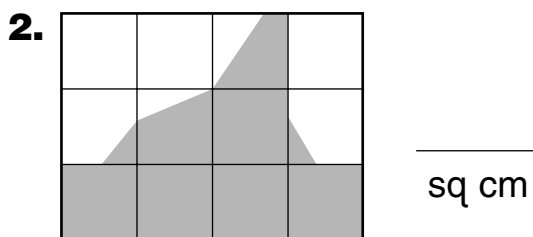
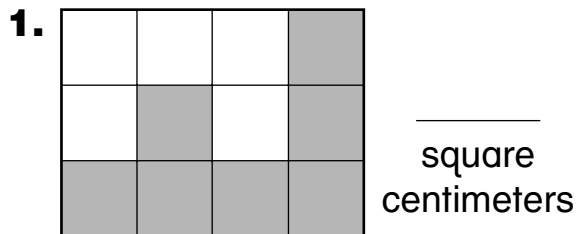
Name: \_\_\_\_\_

Count squares to find the area of each shaded figure.



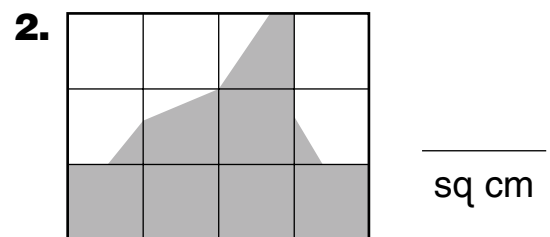
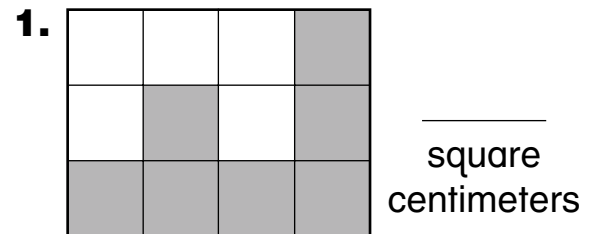
Name: \_\_\_\_\_

Count squares to find the area of each shaded figure.



Name: \_\_\_\_\_

Count squares to find the area of each shaded figure.



**LESSON**  
**10•7****My Handprint and Footprint Areas**

Work with a partner.

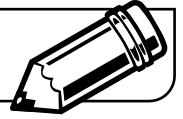
1. Trace your partner's hand onto his or her journal page 248. When your hand is traced, keep your fingers close together.
2. Count the number of whole square centimeters inside your handprint.
  - ◆ If more than half of a square centimeter is inside your handprint, count the whole square.
  - ◆ If less than half of a square centimeter is inside your handprint, do not count the square.
3. Record the area of your handprint at the bottom of that page.
4. Trace your partner's foot onto his or her journal page 249. (Keep your sock on your foot.)
5. Count to find the area of your footprint. Record the area of your footprint at the bottom of that page.
6. Exchange journals and check each other's counts. Count again if you don't agree with your partner.

**Follow-Up**

Work in a small group. Compare your hand to other group members' hands. Then compare your foot to others'. Predict the following:

- ◆ Whose hand areas are about the same? Whose are larger? Smaller?
- ◆ Whose foot areas are about the same? Larger? Smaller?

Compare your predictions to the areas you recorded.

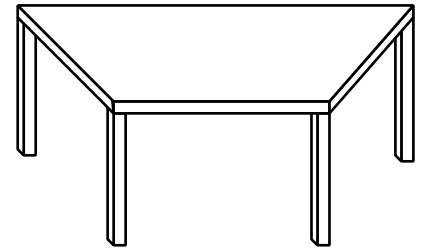
**LESSON**  
**10•7****Worktables**

Work in a group.

- Materials**
- trapezoid pattern blocks
  - Pattern-Block Template (1 per person)
  - Math Journal 2*, p. 250

Pretend that each red trapezoid pattern block is a small table.

Your teacher wants to make larger worktables by fitting these small tables together.

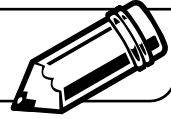


Try each of the following problems. Use a Pattern-Block Template to record the tables you make on journal page 250.

1. Make a worktable shaped like a hexagon.
2. Make a worktable shaped like a triangle.
3. Use more than 1 block to make a worktable shaped like a trapezoid.
4. Make a worktable shaped like a parallelogram.
5. Make another parallelogram worktable that has twice the area of the one you just made.
6. Make any other worktable shapes that you can with the trapezoids.

**Follow-Up**

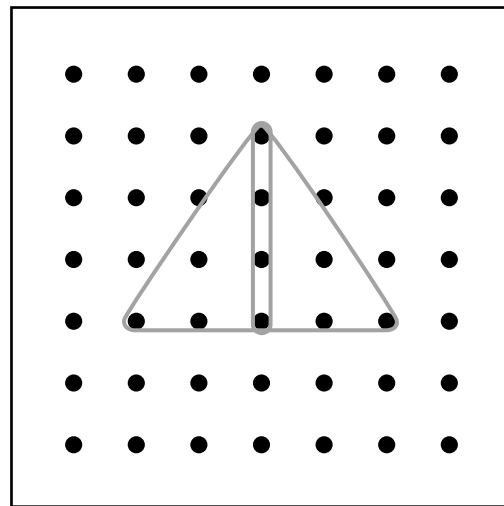
Compare your reports. Find all the different-size and different-shape worktables that your group made.

**LESSON**  
**10•7****Geoboard Fractions**

- Materials**  geoboard  rubber bands  
 *Math Journal 2*, p. 251

**Work with a partner.**

1. One partner makes a shape on the geoboard with one rubber band.
2. The other partner tries to divide the shape into equal parts using other rubber bands. The equal parts should be the same size and shape.
3. Take turns until each partner has made 3 shapes.
4. Record some of the shapes you divided on journal page 251. Show the equal parts.
5. Record some shapes on the journal page that you could not divide into equal parts.

**Example:****Work in a group.**

6. Check one another's work.
7. Discuss these questions:
  - ◆ Are shapes that can be divided equally special in some way?
  - ◆ What about the shapes that cannot be divided equally?



**HOME LINK**  
**10•7**

# Area

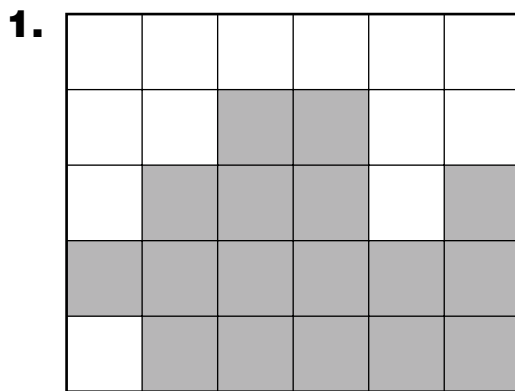

**Family Note**

In today's lesson, your child found the area of shapes by counting square centimeters. As you observe your child finding the areas below, check that he or she is counting squares that are more than  $\frac{1}{2}$  shaded as 1 square centimeter and not counting squares that are less than  $\frac{1}{2}$  shaded. For Problem 4, see if your child has a suggestion for what to do if exactly  $\frac{1}{2}$  of a square is shaded. Remind your child that area is reported in square units. Other ways to write square centimeters are **sq cm** and **cm<sup>2</sup>**.

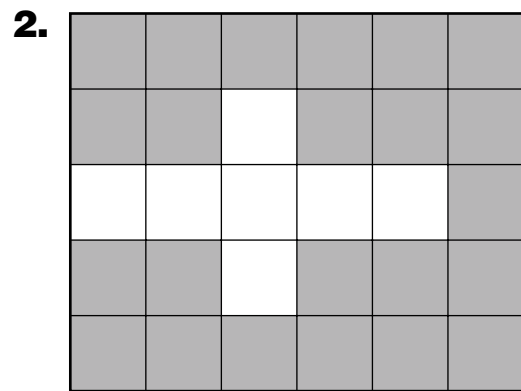
*Please return this Home Link to school tomorrow.*



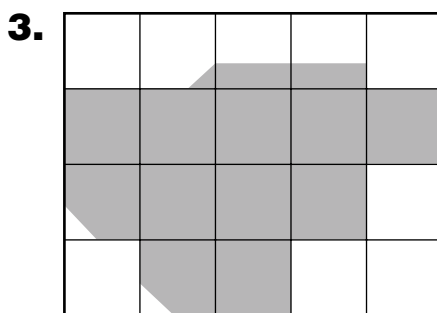
Count squares to find the area of each shaded figure.



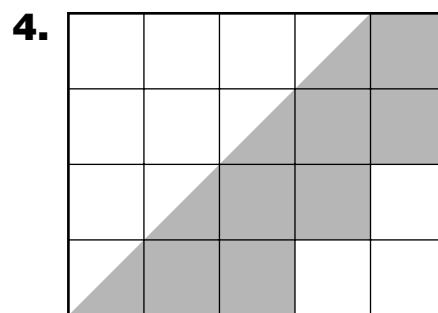
\_\_\_\_\_ sq cm



\_\_\_\_\_ cm<sup>2</sup>



\_\_\_\_\_ square cm



\_\_\_\_\_ cm<sup>2</sup>

**Practice**

**5.**    56  
       + 29  
 \_\_\_\_\_

**6.**    88  
       - 59  
 \_\_\_\_\_

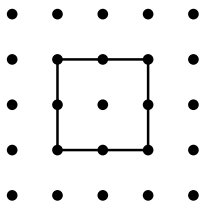
**LESSON**  
**10•7**

# Equal Parts

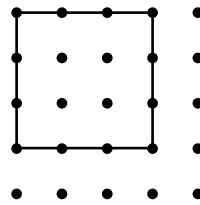


Use a geoboard to solve each problem. Record what you did below.

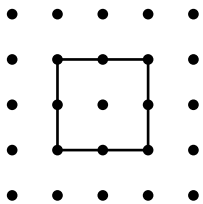
1. Make the square below on your geoboard. Divide the square in half with a rubber band. Record what you did on the square below.



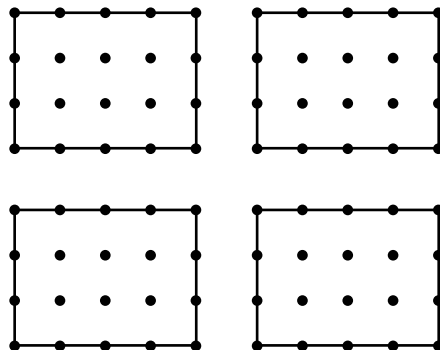
2. Make the square below on your geoboard. Divide the square into 3 equal parts with rubber bands. Record what you did on the square below.



3. Make the square below on your geoboard. Divide the square into 4 equal parts with rubber bands. Record what you did on the square below.



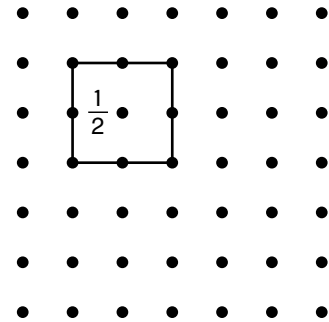
4. Show four ways you can divide this rectangle into equal parts on a geoboard. Record your work below.



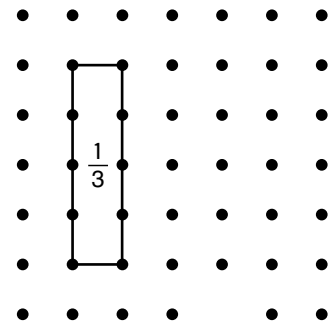
**LESSON**  
**10•7**
**Fractional Parts**


Find the WHOLE for each fractional part shown. Record your work on the geoboards for each problem.

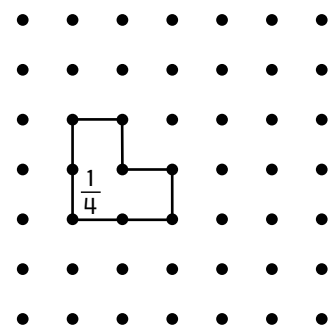
1. This shape is worth  $\frac{1}{2}$  of the whole shape.  
 Draw the rest of the shape.



2. This shape is worth  $\frac{1}{3}$  of the whole shape.  
 Draw the rest of the shape.

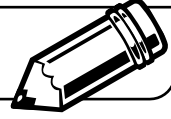


3. This shape is worth  $\frac{1}{4}$  of the whole shape. Draw the rest of the shape.





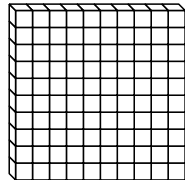
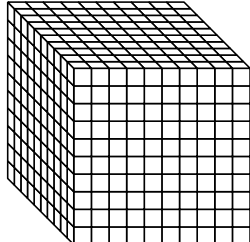
**LESSON**  
**10•8**

# Place-Value Chart



<b>Ten- Thousands</b>	<b>Thousands</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>

**LESSON**  
**10•8****Place-Value Mat**

<p>Ⓟ pennies</p> <p> 1s</p>	
<p>Ⓧ dimes</p> <p> 10s</p>	
<p>Ⓢ dollars</p> <p> 100s</p>	
<p>Ⓢ10</p> <p> 1,000s</p>	

# Place Value

**Family Note**

In this lesson, your child has been studying place value, or the value of digits in numbers. Listen as your child reads the numbers in Problems 1–6. You might ask your child to pick a few of the numbers and tell you the place value of each of the digits. For example, in 462, the value of 4 is 400, the value of 6 is 60, and the value of 2 is 2.

*Please return this Home Link to school tomorrow.*



- In each number:
- ◆ Circle the digit in the hundreds place.
  - ◆ Underline the digit in the thousands place.

**Example:** 9, ③42

1. 4 6 2

2. 1 , 3 2 6

3. 5 , 0 0 6

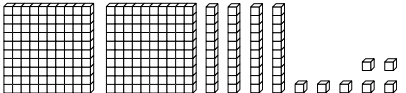
4. 8 6 9

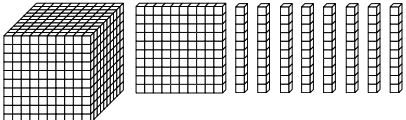
5. 2 , 3 0 4

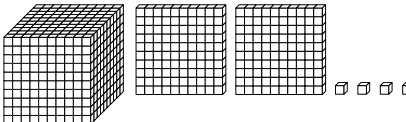
6. 4 , 5 6 7

7. Read the numbers in Problems 1–6 to someone at home.

Write the numbers represented by the base-10 blocks.

8.  = 247

9.  = \_\_\_\_\_

10.  = \_\_\_\_\_

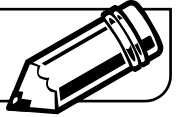
**Practice**

Solve.

11.  $134 + 24 =$  \_\_\_\_\_

12.  $152 + 36 =$  \_\_\_\_\_


13.  $67 - 38 =$  \_\_\_\_\_

**LESSON**  
**10•9****Place-Value Book**

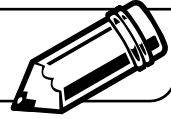
You will make a Place-Value Book that looks like the one below.

<b>Place-Value Book</b>				
Tool-Kit Number _____				
Ten-Thousands	Thousands	Hundreds	Tens	Ones

Cut out the pages of the Place-Value Book on *Math Masters*, pages 323–326. Cut on the dashed lines. Your teacher will show you how to make the book.



<b>Place-Value Book</b>				
Tool-Kit Number _____				
<b>Page 1</b>				

**LESSON**  
**10•9****Place-Value Book** *continued*

Page 2

0	0	0	0	0
---	---	---	---	---

Page 3

1	1	1	1	1
---	---	---	---	---

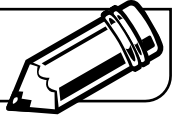
Page 4

2	2	2	2	2
---	---	---	---	---

Page 5

3	3	3	3	3
---	---	---	---	---



**LESSON**  
**10•9****Place-Value Book** *continued*

Page 6

4	4	4	4	4
---	---	---	---	---

Page 7

5	5	5	5	5
---	---	---	---	---

Page 8

6	6	6	6	6
---	---	---	---	---

Page 9

7	7	7	7	7
---	---	---	---	---

**LESSON**  
**10•9****Place-Value Book** *continued*

Page 10

8	8	8	8	8
---	---	---	---	---

Page 11

9	9	9	9	9
---	---	---	---	---

Page 12

Ten-Thousands

Thousands

Hundreds

Tens

Ones

**LESSON**  
**10•9**

**Digit Cards**



**4**

**9**

**3**

**8**

**2**

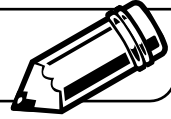
**7**

**1**

**6**

**0**

**5**

**LESSON**  
**10•9****Place-Value Labels**

Ten- Thousands
Thousands
Hundreds
Tens
Ones

Ten- Thousands
Thousands
Hundreds
Tens
Ones

Ten- Thousands
Thousands
Hundreds
Tens
Ones



Ten- Thousands
Thousands
Hundreds
Tens
Ones

Ten- Thousands
Thousands
Hundreds
Tens
Ones

Ten- Thousands
Thousands
Hundreds
Tens
Ones

**LESSON**  
**10•9**

# Place-Value Card Holder

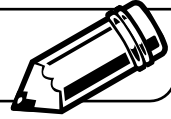


Ten-Thousands	Thousands	Hundreds	Tens	Ones
---------------	-----------	----------	------	------

↑ \_\_\_\_\_ ↓  
Fold back on dotted line.

**LESSON**  
**10•9**

# Place-Value Book Cover



**Place-Value Book**

**Tool-Kit Number** \_\_\_\_\_

Page 1

--	--	--	--	--	--

**LESSON**  
**10•9**

**Place-Value Book 0 and 1**



Page 2

0

0

0

0

0

Page 3

1

1

1

1

1

**LESSON**  
**10•9**

**Place-Value Book 2 and 3**



Page 4

2

2

2

2

2

Page 5

3

3

3

3

3



**LESSON**  
**10•9**

**Place-Value Book 4 and 5**



Page 6

4

4

4

4

4

Page 7

5

5

5

5

5

**LESSON**  
**10•9**

**Place-Value Book 6 and 7**



Page 8

6

6

6

6

6

Page 9

7

7

7

7

7

**LESSON**  
**10•9**

**Place-Value Book 8 and 9**



Page 10

8

8

8

8

8

Page 11

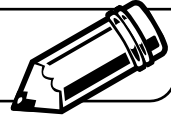
9

9

9

9

9

**LESSON**  
**10•9****Place Values for the Place-Value Book**

Page 12

Ones

Tens

Hundreds

Thousands

Ten-Thousands

**HOME LINK**  
**10•9**

# Counting by 10s, 100s, and 1,000s


**Family Note**

In this lesson, your child used place value to count by 10s, 100s, and 1,000s. For Problems 1 and 2, listen carefully to find out if your child counts quickly and accurately. Help your child complete the table in Problem 3. If necessary, have your child use a calculator to find the answers. Ask your child to describe any patterns he or she sees in the completed table.

*Please return this Home Link to school tomorrow.*



- 1.** Show someone at home how to count by 100s from 0 to 1,000. Record your counts.

---



---

- 2.** Now count by 1,000s from 0 to 10,000. Record your counts.

---



---

- 3.** Complete the table.

Number	10 More	100 More	1,000 More
32	42	132	1,032
146			
309			
1,468			
<b>Try This</b>			
10,037			

**LESSON**  
**10•9****Doing Digit Discovery**

For each problem, use your number cards to model and solve the problem. Record your answers in the spaces at the bottom of the page.

Hundreds (100s)	Tens (10s)	Ones (1s)

1. Use your cards to make the number that has a 4 in the tens place, a 6 in the ones place, and a 3 in the hundreds place. Record the number you made: \_\_\_\_\_
2. Replace one digit and make a number that is 30 more than the number you made in Problem 1. Record the new number you made: \_\_\_\_\_ Circle the new digit. What place is this digit in? \_\_\_\_\_
3. Replace one digit and make a number that is 30 more than the number you made in Problem 2. Record the new number you made: \_\_\_\_\_ Circle the new digit. What place is this digit in? \_\_\_\_\_

**Try This**

4. Make up your own riddle. Record the answer to your riddle: \_\_\_\_\_

**HOME LINK**  
**10•10**

# 4-Digit and 5-Digit Numbers

**Family Note**

In this lesson, your child read and displayed 4- and 5-digit numbers. Listen to your child read numbers to you. Remind your child not to say “and” when reading numbers such as the ones below. (In reading numbers, “and” indicates a decimal point. For example, 7.9 is read as “seven and nine tenths.”) However, do not overcorrect your child if he or she inserts “and” occasionally.

*Please return this Home Link to school tomorrow.*



1. Read these numbers to someone at home.

3,426; 6,001; 9,864; 13,400; 29,368; 99,999

2. Write other 4- and 5-digit numbers. Read your numbers to someone at home. \_\_\_\_\_

**Try This**

3. Write a number that has:

4 in the hundreds place.

6 in the tens place.

2 in the thousands place.

7 in the ten-thousands place.

9 in the ones place.

\_\_\_\_\_, \_\_\_\_\_

4. Use the number in Problem 3.

What number is

100 more? \_\_\_\_\_

3,000 more? \_\_\_\_\_

100 less? \_\_\_\_\_

3,000 less? \_\_\_\_\_

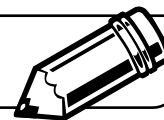
**Practice**

5.  $24 + 52 =$  \_\_\_\_\_

6.  $78 - 29 =$  \_\_\_\_\_

7. 
$$\begin{array}{r} 136 \\ + 89 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 244 \\ - 74 \\ \hline \end{array}$$

**LESSON**  
**10•10****Areas of States**

List the states in the table from largest area to smallest area.

<b>State</b>	<b>Area (sq miles)</b>
Arkansas	53,182
Florida	59,928
Georgia	58,977
Illinois	57,918
Iowa	56,276
New York	53,989

<b>State</b>	<b>Area (sq miles)</b>
largest:	
smallest:	

**LESSON**  
**10•10****Areas of States**

List the states in the table from largest area to smallest area.

<b>State</b>	<b>Area (sq miles)</b>
Arkansas	53,182
Florida	59,928
Georgia	58,977
Illinois	57,918
Iowa	56,276
New York	53,989

<b>State</b>	<b>Area (sq miles)</b>
largest:	
smallest:	



# Grouping with Parentheses

**Family Note**

In this lesson, your child has solved problems and puzzles involving parentheses. For Problems 1–4, 9, and 10, remind your child that the calculations inside the parentheses need to be done first. In Problem 1, for example, your child should first find  $7 - 2$  and then add that answer (5) to 4. For Problems 5–8, observe as your child adds parentheses. Ask your child to explain what to do first to obtain the number on the right side of the equal sign.

*Please return this Home Link to school tomorrow.*

Solve problems containing parentheses.

1.  $4 + (7 - 2) = \underline{\quad}$

2.  $(9 + 21) - 15 = \underline{\quad}$

3.  $6 + (12 - 5) = \underline{\quad}$

4.  $(15 + 5) - 14 = \underline{\quad}$

Put in parentheses to solve the puzzles.

5.  $13 - 9 + 2 = 2$

6.  $28 - 8 - 4 = 16$

7.  $150 - 70 - 40 = 40$

8.  $800 - 200 + 300 = 300$

Cross out the names that don't belong in the name-collection boxes.

9.

**15**

$25 - (15 + 5)$

$(25 - 15) + 5$

$(17 - 9) + 7$

$17 - (9 + 7)$

$(3 + 6) + 6$

$3 + (6 + 6)$

10.

**100**

$(50 + 150) - 100$

$50 + (150 - 100)$

$400 - (300 - 200)$

$(400 - 300) + 200$

**LESSON**  
**10•11****Exploring the Order of Operations**

Julio and Marissa were both working on the following problem:

$$7 + 2 - 3 + 4 = \underline{\hspace{2cm}}$$

Julio said the answer is 10.

Marissa said the answer is 2.

How do you think each person found the answer to the problem?

---

---

---

---

---

---

**LESSON**  
**10•11****Number Sentences with Parentheses**

Sue and Lee were playing *Name That Number*.  
Here were the cards they drew and the target number.

2	6	5	8	3
---	---	---	---	---

1
---

target

Try to write at least 3 different number sentences that “hit” the target. Use both addition and subtraction in each number sentence.

Insert parentheses to show what step to do first.

# Unit 11: Family Letter



## Whole-Number Operations Revisited

In the beginning of Unit 11, children will solve addition and subtraction stories with dollars and cents. Children will use estimation to examine their answers and determine whether the answers make sense.

Children will also review the uses of multiplication and division and begin to develop multiplication and division fact power, or the ability to automatically recall the basic multiplication and division facts.

Children will work with shortcuts, which will help them extend known facts to related facts. For example, the **turn-around rule for multiplication** shows that the order of the numbers being multiplied (the factors) does not affect the product;  $3 \times 4$  is the same as  $4 \times 3$ . Children will also learn what it means to multiply a number by 0 and by 1. Working with patterns in a Facts Table and in fact families will also help children explore ways of learning multiplication and division facts.

$\times, \div$	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Multiplication/Division Facts Table

**Please keep this Family Letter for reference as your child works through Unit 11.**

# Vocabulary

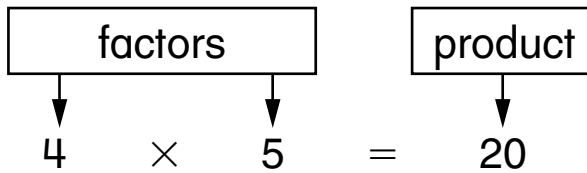
Important terms in Unit 11:

**multiplication diagram** A diagram used in *Everyday Mathematics* to model situations in which a total number is made up of equal-sized groups. The diagram contains a number of groups, a number in each group, and a total number.

<b>rows</b>	_____ <b>per row</b>	_____ <b>in all</b>

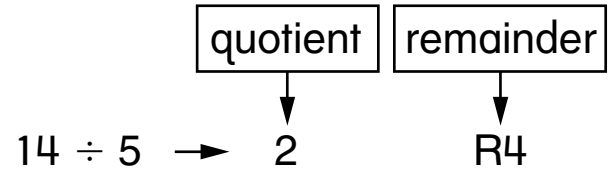
Number model: \_\_\_\_\_ × \_\_\_\_\_ = \_\_\_\_\_

**factor** Each of the two or more numbers in a product.



**product** The result of multiplying two numbers, called *factors*.

**quotient** The result of dividing one number by another.



**turn-around rule** A rule for solving addition and multiplication problems saying it doesn't matter in which order the numbers are written. For example, if you know that  $6 + 8 = 14$ , then, by the turn-around rule, you also know that  $8 + 6 = 14$ .

**range** The difference between the largest (maximum) and smallest (minimum) numbers in a set of data. For example, the range of the data below is  $38 - 32 = 6$ .

32 32 34 35 35 37 38



## Do-Anytime Activities

To work with your child on the concepts taught in this unit and in previous units, try these interesting and rewarding activities:

1. Review common multiplication shortcuts. Ask, for example: *What happens when you multiply a number by 1? By 0? By 10?* Use pennies to show that  $2 \times 3$  pennies is the same as  $3 \times 2$  pennies.
2. At a restaurant or while grocery shopping, work together to estimate the bill.
3. Take turns making up multiplication and division number stories to solve.



## Building Skills through Games

In Unit 11, your child will practice multiplication skills, mental arithmetic, and predicting the outcome of events by playing the following games:

### **Beat the Calculator**

A “Calculator” (a player who uses a calculator to solve the problem) and a “Brain” (a player who solves the problem without a calculator) race to see who will be first to solve multiplication problems.

### **Hit the Target**

Players choose a 2-digit multiple of ten as a “target number.” One player enters a “starting number” into a calculator and tries to change the starting number to the target number by adding a number to it on the calculator. Children practice finding differences between 2-digit numbers and higher multiples of tens.

### **Array Bingo**

Players roll the dice and find an *Array Bingo* card with the same number of dots. Players then turn that card over. The first player to have a row, column, or diagonal of facedown cards, calls out “Bingo!” and wins the game.

### **Name That Number**

Each player turns over a card to find a number that must be renamed using any combination of five faceup cards.

### **Soccer Spin**

Players pick which spinner will best help them make a goal.

# As You Help Your Child with Homework

As your child brings home assignments, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through this unit's Home Links.

## Home Link 11•1

1. \$2.22    2. \$4.06    3. \$3.34    4. \$1.64

## Home Link 11•2

1. glue stick; \$0.14                      2. glitter; \$0.58  
3. coloring pencils; \$1.12  
4. coloring pencils; \$1.84  
5. \$0.11                      6. \$2.22

## Home Link 11•3

1. 31;  $70 - 40 = 30$                       2. 23;  $50 - 30 = 20$   
3. 29;  $90 - 60 = 30$                       4. 17;  $30 - 10 = 20$   
5. 16;  $30 - 20 = 10$



## Home Link 11•4

1. 18 tennis balls;  $6 \times 3 = 18$   
2. 32 buns;  $4 \times 8 = 32$

## Home Link 11•5

1. 6 packages;  $18 \div 3 \rightarrow 6 R0$   
2. 6 cards;  $25 \div 4 \rightarrow 6 R1$

## Home Link 11•6

1. 12                      2. 12                      3. 10  
4. 9    ••••••••••  
5. 14    ••••••••  
6. 12    ••••  
          ••••  
7. 2 nickels = 10 cents;  $2 \times 5 = 10$   
   6 nickels = 30 cents;  $6 \times 5 = 30$   
8. 4 dimes = 40 cents;  $4 \times 10 = 40$   
   7 dimes = 70 cents;  $7 \times 10 = 70$   
9. double 6 = 12;  $2 \times 6 = 12$   
   double 9 = 18;  $2 \times 9 = 18$

## Home Link 11•7

2. a. 99    b. 502                      c. 0                      d. 0  
4. 55                      5. 26

## Home Link 11•9

1.  $5 \times 7 = 35$                                       2.  $3 \times 6 = 18$   
    $7 \times 5 = 35$                                        $6 \times 3 = 18$   
    $35 \div 5 = 7$                                        $18 \div 3 = 6$   
    $35 \div 7 = 5$                                        $18 \div 6 = 3$   
3.  $4 \times 6 = 24$                                       4.  $5 \times 6 = 30$   
    $6 \times 4 = 24$                                        $6 \times 5 = 30$   
    $24 \div 4 = 6$                                        $30 \div 5 = 6$   
    $24 \div 6 = 4$                                        $30 \div 6 = 5$