

HOME LINK
11·1

Buying Art Supplies

**Family Note**

In today's lesson, your child solved number stories involving money amounts. Ask your child to explain to you how he or she solved each of the addition problems below. Challenge your child to find the total cost of 3 or 4 items. Encourage your child to use estimation before solving each problem. Ask such questions as: *Is the total cost of the crayons and glitter more or less than \$3.00? (less)*

Please return this Home Link to school tomorrow.



Crayons



Glitter



Coloring Pencils



Glue Stick

Find the total cost of each pair of items.

1. crayons and glitter

Total cost: _____

2. glitter and coloring pencils

Total cost: _____

3. crayons and coloring pencils

Total cost: _____

4. glue stick and crayons

Total cost: _____

LESSON
11.1
Estimating Money with Ten Frames


Use \$1 bills, dimes, and a ten frame (*Math Masters*, page 422) to solve these problems.

Example: Is \$1.43 closer to \$1.00 or \$2.00?

- ◆ Forget about the pennies.
- ◆ Make \$1.40 with \$1 bills and dimes.
- ◆ Place the dimes in the ten frame (one to each box).

\$1

Ⓣ	Ⓣ	Ⓣ	Ⓣ	

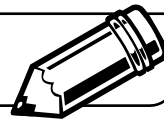
- ◆ Look at the ten frame. Is it more than half-filled or less than half-filled? Less
 - ◆ Because the ten frame is less than half-filled, \$1.43 is closer to \$1.00. \$1.43 is closer to \$1.00.
1. Is \$1.78 closer to \$1.00 or \$2.00?
 - ◆ Forget about the pennies.
 - ◆ Make \$1.70 with \$1 bills and dimes.
 - ◆ Place the dimes in the ten frame.
 - ◆ Is the ten frame more or less than half-filled? _____
 - ◆ \$1.78 is closer to _____.
 2. Is \$1.62 closer to \$1.00 or \$2.00? _____

Try This

3. Is \$2.25 closer to \$2.00 or \$3.00? _____
4. Is \$4.53 closer to \$4.00 or \$5.00? _____

LESSON
11•1

Magic Squares



The sum of each row, column, and diagonal must be the same.

Find the missing numbers. Write them in the blank boxes.

Write the sum above the Magic Square.

1.

\$6	\$7	\$2
	\$5	\$9
\$8	\$3	

2.

	\$2.00	\$7.50
\$5.00	\$6.00	
	\$10.00	\$3.50

3.

\$4.75	\$0.50	
	\$3.50	\$3.00
	\$6.50	

4.
\$15.75

\$8.25		\$6.50
\$3.50		

HOME LINK
11·2

Comparing Costs


Family Note

In today's lesson, your child solved subtraction number stories involving money amounts. Ask your child to explain how he or she solved each of the subtraction problems below.

Encourage your child to use estimation before solving each problem. Ask such questions as: *Is the difference in cost between the crayons and glitter more or less than \$1.00? (less)*

Please return this Home Link to school tomorrow.



In Problems 1–4, circle the item that costs more.

Then find how much more.

- 1.** glue stick or crayons

How much more? _____

- 3.** glitter or coloring pencils

How much more? _____

- 5.** Carlos bought a glue stick. He paid with a \$1 bill. How much change should he get?
- _____

- 2.** glue stick or glitter

How much more? _____

- 4.** coloring pencils or crayons

How much more? _____

- 6.** Solve.

$$\$1.47 + \$0.75 = \underline{\hspace{2cm}}$$

LESSON
11•2**Differences on the Number Grid**

Use *Math Masters*, page 417 to solve the problems below.
Show your work on the number grid.

Example:

Circle 13 and 39. Find the difference between 13 and 39.
Use a pencil to mark the number grid to show what you did.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

The difference between 13 and 39 is 26.

- 1.** Circle 12 and 34. Find the difference between 12 and 34.
Use a pencil to mark the number grid to show what you did.

The difference between 12 and 34 is _____.

- 2.** Circle 45 and 63. Find the difference between 45 and 63.
Use a pencil to mark the number grid to show what you did.

The difference between 45 and 63 is _____.

- 3.** Circle 76 and 91. Find the difference between 76 and 91.
Use a pencil to mark the number grid to show what you did.

The difference between 76 and 91 is _____.

Trade-First Subtraction



Family Note

Today your child learned about subtracting multidigit numbers using a procedure called the trade-first method. Your child also used “ballpark estimates” to determine whether his or her answers made sense.

The **trade-first** method is similar to the traditional subtraction method that you may be familiar with. However, all the “regrouping” or “borrowing” is done before the problem is solved—which gives the method its name, “trade-first.”

Example:

longs		cubes
10s		1s
4		6
– 3		9

- ◆ Are there enough tens and ones to remove exactly 3 tens and 9 ones from 46? (*No; there are enough tens, but there aren't enough ones.*)

- ◆ Trade 1 ten for 10 ones.

longs		cubes
10s		1s
3		16
4		6
– 3		9

- ◆ Solve. 3 tens minus 3 tens leaves 0 tens. 16 ones minus 9 ones leaves 7 ones. The answer is 7.

longs		cubes
10s		1s
3		16
4		6
– 3		9
		7

- ◆ Make a ballpark estimate to see whether the answer makes sense: 46 is close to 50, and 39 is close to 40. $50 - 40 = 10$. 10 is close to the answer of 7, so 7 is a reasonable answer.

The trade-first method is one of many ways people solve subtraction problems. Your child may choose this method or a different procedure. What is most important is that your child can successfully solve subtraction problems using a method that makes sense to him or her.

Please return the **second page** of this Home Link to school tomorrow.



Trade-First Subtraction *cont.*

Make a ballpark estimate for each problem and write a number model for your estimate.

Use the trade-first method of subtraction to solve each problem.

Example: Ballpark estimate:

$$30 - 20 = 10$$

longs 10s	cubes 1s
/	/6
2	6
- 1	8
	8

Answer

8

1. Ballpark estimate:

longs 10s	cubes 1s
7	3
- 4	2

Answer

2. Ballpark estimate:

longs 10s	cubes 1s
4	9
- 2	6

Answer

3. Ballpark estimate:

longs 10s	cubes 1s
8	5
- 5	6

Answer

4. Ballpark estimate:

longs 10s	cubes 1s
3	2
- 1	5

Answer

5. Ballpark estimate:

$$34 - 18$$

Answer

LESSON
11•3
Subtraction with Base-10 Blocks


Use base-10 blocks to help you subtract.



1.	longs 10s	cubes 1s
	3	7
	– 2	2

2.	longs 10s	cubes 1s
	4	3
	– 3	1

3.	longs 10s	cubes 1s
	2	4
	– 1	8

4.	longs 10s	cubes 1s
	6	2
	– 3	9

5.	longs 10s	cubes 1s
	5	5
	– 4	6

6.	longs 10s	cubes 1s
	4	7
	– 2	9

7. Write a problem of your own. Record what you would do with base-10 blocks to solve your problem.

Multiplication Stories

**Family Note**

In today's lesson, your child solved multiplication number stories in which he or she found the total number of things in several equal groups. Observe the strategies your child uses to solve the problems below. The "multiplication diagram" is a device used to keep track of the information in a problem.

To solve Problem 1, your child would identify the known information by writing a 6 under *cans* and a 3 under *tennis balls per can*. To identify the unknown information, your child would write a ? under *tennis balls in all*.

Please return this Home Link to school tomorrow.



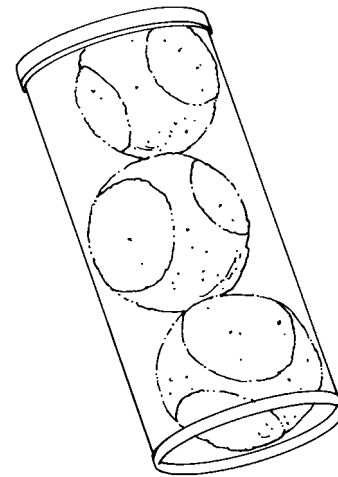
Show someone at home how to solve these multiplication stories.

Fill in each multiplication diagram.

Use counters or draw pictures or arrays to help you.

- The store has 6 cans of tennis balls.
There are 3 balls in each can.
How many tennis balls are there in all?

cans	tennis balls per can	tennis balls in all



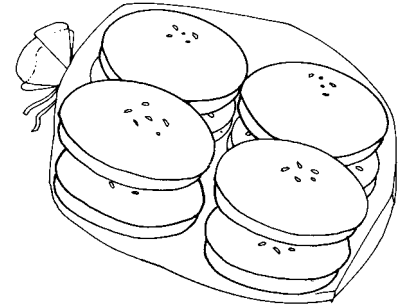
Answer: _____ tennis balls

Number model: _____ \times _____ = _____

Multiplication Stories *continued*



2. Hamburger buns come in packages of 8.
 You buy 4 packages.
 How many buns are there in all?



packages	buns per package	buns in all

Answer: _____ buns

Number model: _____ \times _____ = _____

3. Make up and solve a multiplication number story below.

_____	per _____	in all

Answer: _____

Number model: _____ \times _____ = _____

LESSON
11•4

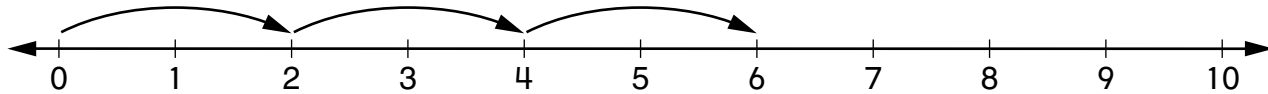
Equal Groups on a Number Line



Look at the example. Then follow the directions for each problem.

Example: $3 \times 2 = ?$

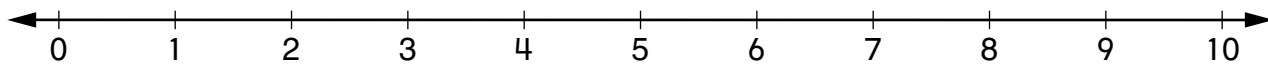
Start at 0. Show 3 hops of 2.



Where did you land? 6 Number model: $3 \times 2 = 6$

1. $3 \times 3 = ?$

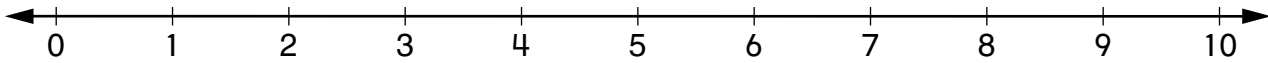
Start at 0. Show 3 hops of 3.



Where did you land? _____ Number model: _____

2. $4 \times 2 = ?$

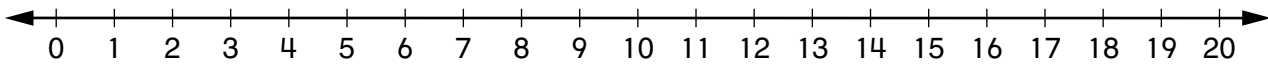
Start at 0. Show 4 hops of 2.



Where did you land? _____ Number model: _____

3. $5 \times 3 = ?$

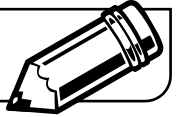
Start at 0. Show 5 hops of 3.



Where did you land? _____ Number model: _____

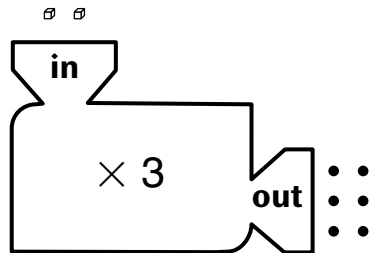
LESSON
11.4

Making Multiples



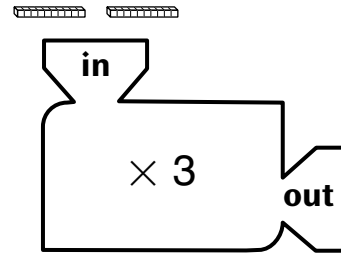
Use base-10 blocks to solve the problems. For each problem, draw the base-10 blocks that come out of the machine and write a number model to show what happened. Look for a pattern.

Example:



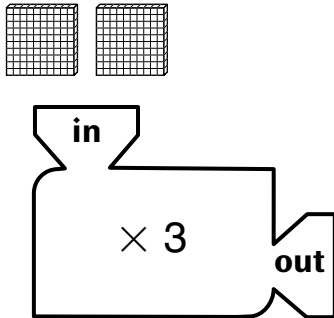
Number model: $2 \times 3 = 6$

1.



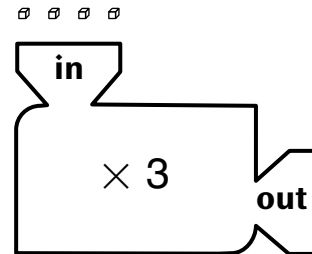
Number model: _____

2.



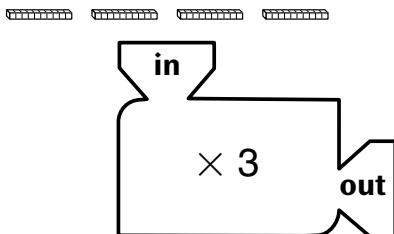
Number model: _____

3.



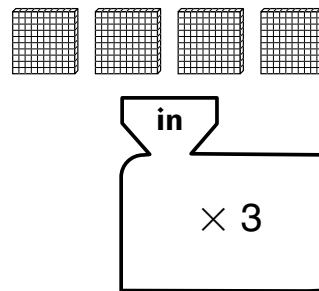
Number model: _____

4.



Number model: _____

5.



Number model: _____

Division Number Stories

**Family Note**

Today your child solved division number stories about equal sharing and equal groups. The diagram used for multiplication can also be used for division number stories to identify known and unknown information. Your child will write a number model for each problem below. A number model is the symbolic representation of a number story. For example, in Problem 1, the number model is $18 \div 3 \rightarrow 6 R0$. This model is read as *18 divided by 3 gives 6, remainder 0*. An arrow is used instead of an equals (=) sign because the result of a division problem can be two whole numbers: the quotient and remainder.

Please return this Home Link to school tomorrow.



Show someone at home how to solve these division stories.
Use counters or draw pictures or diagrams to help you.

- 1.** Our group needs 18 pens. There are 3 pens in each package. How many packages must we buy?

packages	pens per package	pens in all

Answer: _____ packages

Number model: _____ \div _____ \rightarrow _____ R _____

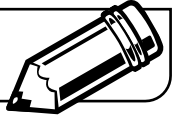
- 2.** Four children are playing a game with 25 cards. How many cards can the dealer give each player?

children	cards per child	cards in all

Answer: _____ cards

Number model: _____ \div _____ \rightarrow _____ R _____

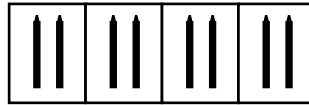
- 3.** Make up and solve a division story on the back of this sheet.

LESSON
11.5**Exploring Equal Shares**

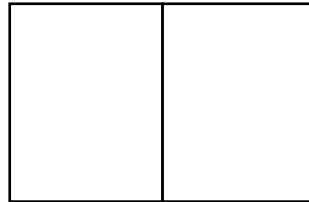
Use counters and quarter-sheets of paper to solve each problem. Record your work in the rectangles.

Example:

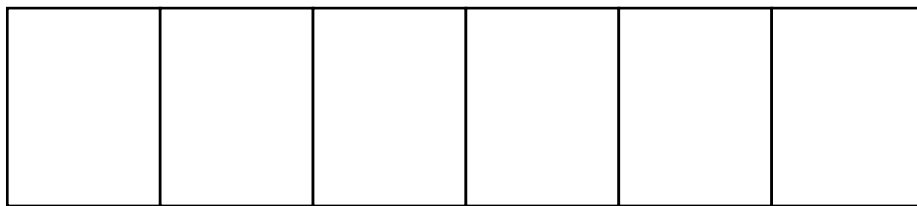
Nomi had 8 crayons. She gave the crayons to 4 of her friends. Each friend got the same number of crayons. Draw the number of crayons each friend gets.



1. Latrell shared 10 marbles with his best friend. Draw the number of marbles each boy had.



2. Melissa had 6 bags of treats for her birthday party. She had a total of 12 treats in her bags. Draw the number of treats in each bag.



3. Make up your own problem. Draw your solution.

Multiplication Facts

**Family Note**

In this lesson, your child has been learning multiplication facts and has used arrays to represent those facts. The first factor in a multiplication fact tells the number of rows in the array, and the second factor tells the number of columns in the array. In Problem 1, for example, an array with 2 rows of 6 dots is used for the multiplication fact $2 \times 6 = 12$.

Please return this Home Link to school tomorrow.

Show someone at home how you can use arrays to find products. Use •s.

<p>1. $2 \times 6 =$ _____</p> <p style="text-align: center;">● ● ● ● ● ● ● ● ● ● ● ●</p>	<p>2. $6 \times 2 =$ _____</p>	<p>3. $1 \times 10 =$ _____</p>
<p>4. $1 \times 9 =$ _____</p>	<p>5. $2 \times 7 =$ _____</p>	<p>6. $3 \times 4 =$ _____</p>

7. 2 nickels = _____ cents

$2 \times 5 =$ _____

6 nickels = _____ cents

$6 \times 5 =$ _____

8. 4 dimes = _____ cents

$4 \times 10 =$ _____

7 dimes = _____ cents

$7 \times 10 =$ _____

9. double 6 = _____

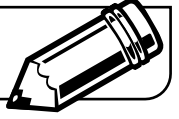
$2 \times 6 =$ _____

double 9 = _____

$2 \times 9 =$ _____

LESSON
11.6

Calculator Counts



- 1.** Use your calculator to count by 1s. Complete the table below.

Count by 1s.	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
	1	1s	1s	1s	1s	1s	1s	1s	1s	1s
Display	1									

- 2.** Clear your calculator. Use your calculator to count by 2s. Complete the table below.

Count by 2s.	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
	2	2s	2s	2s	2s	2s	2s	2s	2s	2s
Display	2									

- 3.** Clear your calculator. Use your calculator to count by 5s. Complete the table below.

Count by 5s.	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten
	5	5s	5s	5s	5s	5s	5s	5s	5s	5s
Display	5									

- 4.** How can counting on your calculator help you learn your multiplication facts?

Multiplication Facts

**Family Note**

In today's lesson, your child practiced multiplication facts by using a table and discussed patterns in multiplication facts. For example, any number multiplied by 1 is that number; any number multiplied by 0 is 0; and if the order of the factors in a multiplication fact is reversed, the product remains the same. Observe the strategies your child uses to find the answers below. Counting by 2s, 5s, 10s, and so on is one strategy to look for. Another strategy is drawing pictures. Some children may be able to solve some multiplication facts mentally, but this is not expected until the end of third grade.

Please return this Home Link to school tomorrow.

1. Show someone at home what you know about multiplication facts. You can use arrays or pictures to help solve the problems.

$0 \times 9 = \underline{\quad}$	$8 \times 0 = \underline{\quad}$	$4 \times 0 = \underline{\quad}$	$0 \times 7 = \underline{\quad}$
$1 \times 3 = \underline{\quad}$	$3 \times 1 = \underline{\quad}$	$1 \times 8 = \underline{\quad}$	$10 \times 1 = \underline{\quad}$
$2 \times 8 = \underline{\quad}$	$3 \times 2 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$
$10 \times 4 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$10 \times 6 = \underline{\quad}$

2. Explain to someone at home why it is easy to solve the following multiplication problems.

a.
$$\begin{array}{r} 99 \\ \times 1 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 502 \\ \times 1 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 37 \\ \times 0 \\ \hline \end{array}$$

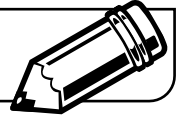
d.
$$\begin{array}{r} 15,461 \\ \times 0 \\ \hline \end{array}$$

3. Make up and solve some multiplication problems of your own on the back of this page.

Practice

4. $84 - 29 = \underline{\quad}$

5. $93 - 67 = \underline{\quad}$

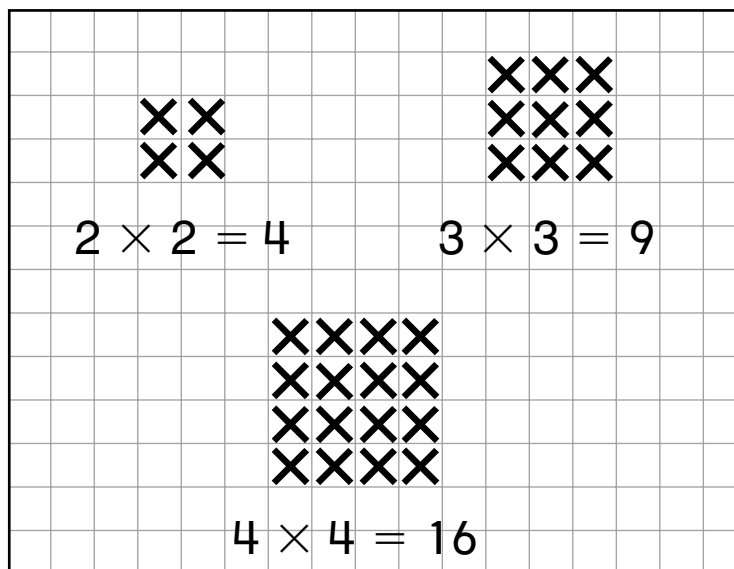
LESSON
11·7**Square Products**

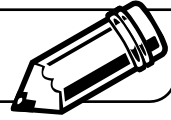
Work in a small group.

- Materials**
- centimeter grid paper (*Math Masters*, p. 434)
 - centimeter cubes or pennies (or both)
 - tape

Directions

1. Each person chooses a different number from 2 to 10.
2. Build an array that shows your number multiplied by itself. Use pennies or centimeter cubes.
3. Draw each array on centimeter grid paper. Write a number model under each array.

Example:

LESSON
11·7**Square Products** *continued*

4. Make and record a few more arrays. On a blank sheet of paper, make a table like the one below. Begin with the smallest factors. Record them in order: 2×2 , 3×3 , 4×4 , and so on.

Array (factors)	Total (product)
2×2	4
3×3	9
4×4	16

5. Continue working together. Build arrays with cubes or pennies for larger and larger numbers. Draw the arrays on grid paper. You may need to tape pieces of grid paper together for the larger arrays.
6. Record the factors and products for the larger numbers in your table. Look for number patterns in the list of products.

×, ÷ Fact Triangles**Family Note**

Fact Triangles are tools for building mental arithmetic skills. You might think of them as the *Everyday Mathematics* version of the flash cards that you may remember from grade school. Fact Triangles, however, are more effective for helping children memorize facts because they emphasize fact families.

A **fact family** is a collection of related facts made from the same three numbers. For the numbers 4, 6, and 24, the multiplication/division fact family consists of $4 \times 6 = 24$, $6 \times 4 = 24$, $24 \div 6 = 4$, and $24 \div 4 = 6$.

Please help your child cut out the Fact Triangles attached to this letter.

To use Fact Triangles to practice multiplication with your child, cover the number next to the dot with your thumb. The number you have covered is the product.

Your child uses the numbers that are showing to tell you one or two multiplication facts:
 $3 \times 5 = 15$ or $5 \times 3 = 15$.

To practice division, use your thumb to cover a number without a dot.

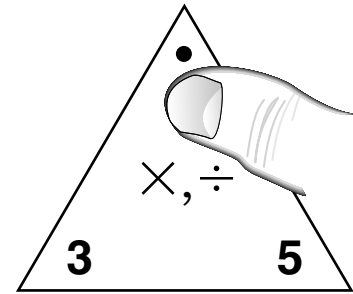
Your child uses the numbers that are showing to tell you the division fact $15 \div 5 = 3$.

Now cover the other number without a dot. Your child tells you the other division fact, $15 \div 3 = 5$.

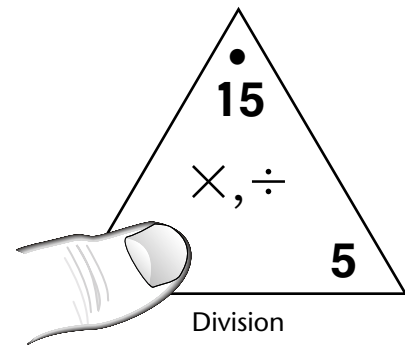
If your child misses a fact, flash the other two fact problems on the card and then return to the fact that was missed.

Example: Your child can't answer $15 \div 3$. Flash 3×5 , then $15 \div 5$, and finally $15 \div 3$ a second time.

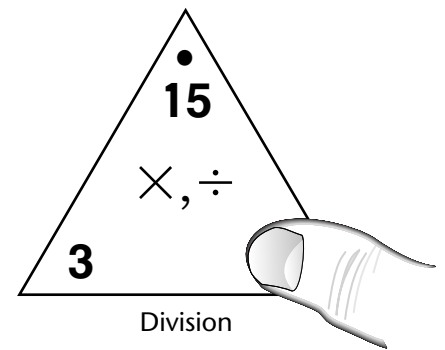
Make this activity brief and fun. Spend about 10 minutes each night. The work you do at home will support the work your child is doing at school.



Multiplication



Division

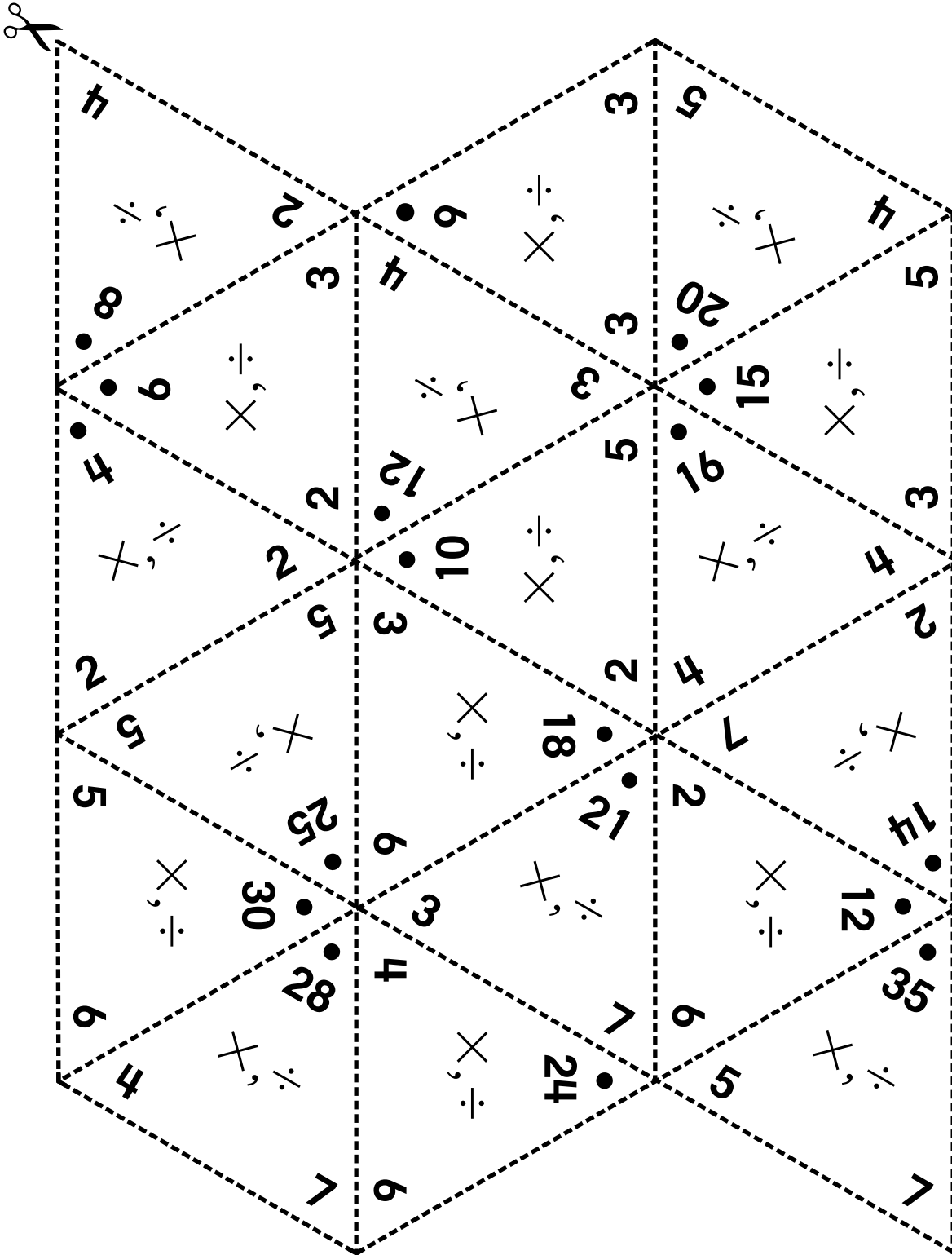


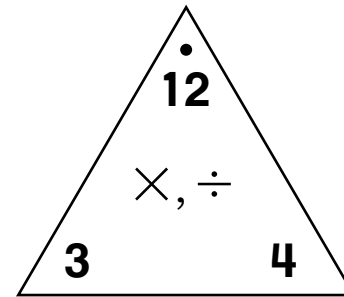
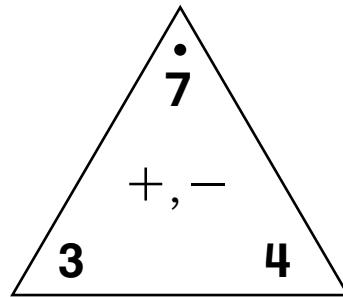
Division



HOME LINK
11•8
×, ÷ Fact Triangles *continued*


Cut out the Fact Triangles. Show someone at home how you can use them to practice multiplication and division facts.

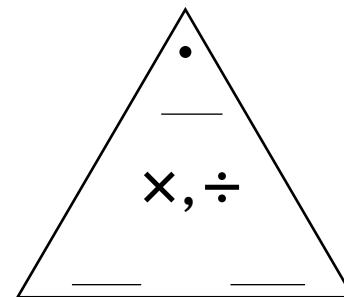
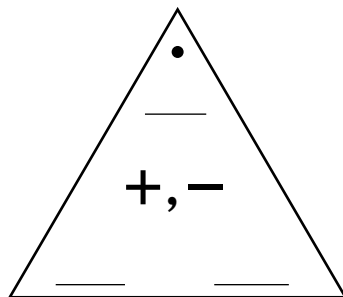


LESSON
11·8
Exploring Fact Triangles


1. Write two ways the Fact Triangles above are alike.

2. Write two ways the Fact Triangles above are different.

3. Fill in the blank addition/subtraction and multiplication/division Fact Triangles below so that they have the same numbers.
 [Hint: Look for numbers that, when added together, have a sum that is the same as when they are multiplied together. It is a square number.]



Fact Families

**Family Note**

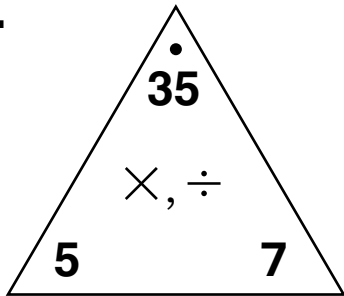
Today your child continued to practice multiplication and division facts by playing a game called *Beat the Calculator* and by using Fact Triangles. Observe as your child writes the fact family for each Fact Triangle below. Use the Fact Triangles that your child brought home yesterday. Spend about 10 minutes practicing facts with your child. Make the activity brief and fun. The work you do at home will support the work your child is doing at school.

Please return this Home Link to school tomorrow.



Write the fact family for each Fact Triangle.

1.



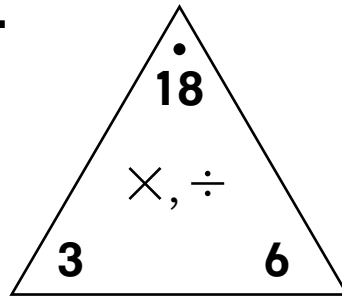
$$\underline{5} \times \underline{7} = \underline{35}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{35} \div \underline{5} = \underline{7}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

2.



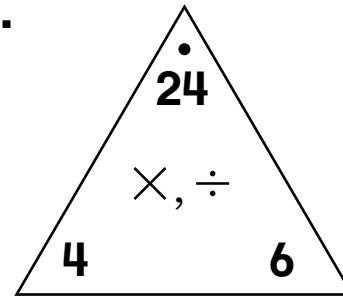
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

3.



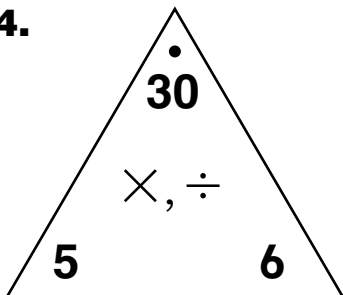
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

4.



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

LESSON
11•9**Ten Frames**

LESSON
11•9**A Paper-Folding Problem**

Imagine folding a piece of paper in half. You would get 2 rectangles. If you fold it in half again, you would get 4 smaller rectangles.

Predict how many small rectangles you would get if you fold a piece of paper in half 6 times. _____

After you have made your prediction, try it out and check your answer.

Keep track of your results after each fold to see if there is a pattern.

LESSON
11•9**A Paper-Folding Problem**

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Year-End Reviews and Extensions

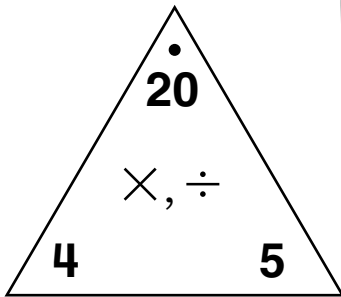
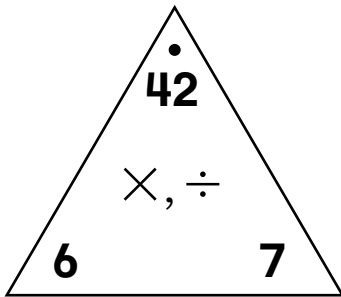
Rather than focusing on a single topic, Unit 12 reinforces some of the main topics covered in second grade.

Children will begin the unit by reviewing time measurements—telling time on clocks with hour and minute hands; naming time in different ways; using larger units of time, such as centuries and decades; and keeping track of time in years, months, weeks, and days.

Children will also work with computation dealing with multiplication facts and the relationship between multiplication and division.

Finally, children will display and interpret measurement data, with special attention to the range, median, and mode of sets of data.

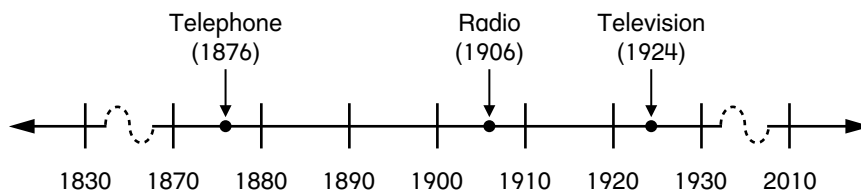
Please keep this Family Letter for reference as your child works through Unit 12.



Vocabulary

Important terms in Unit 12:

timeline A *number line* showing when events took place. For example, the timeline below shows when the telephone, radio, and television were invented.



mode The value or values that occurs most often in a set of data.

Building Skills through Games

In Unit 12, your child will practice adding and subtracting numbers by playing the following games:

Addition Card Draw

Each player draws the top 3 cards from a deck, records the numbers on the score sheet, and adds the 3 numbers. After 3 turns, players check each other's work with a calculator and add their 3 answers. The player with the higher total wins.

Name That Number

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

Game 1

1st turn:
___ + ___ + ___ = ___

2nd turn:
___ + ___ + ___ = ___

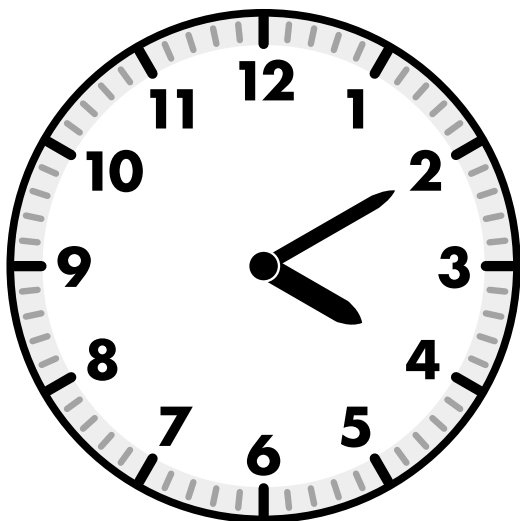
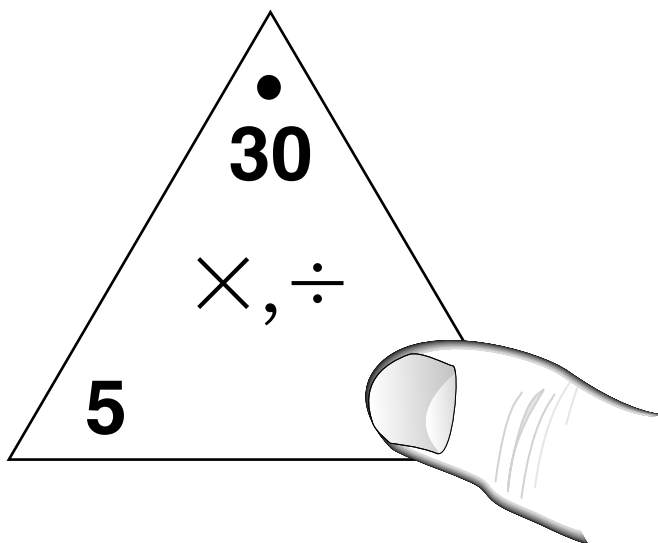
3rd turn:
___ + ___ + ___ = ___

Total: _____

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. Together, make up multidigit addition and subtraction number stories. Solve them. Share solution strategies.
2. Make timelines of your lives. In addition to personal information, mark various dates of events that interest you, such as events in music, art, sports, or politics.
3. Continue to ask the time. Encourage your child to name time in different ways, such as *twenty to nine* for 8:40 and *half-past two* for 2:30.
4. Continue to review and practice basic facts for all operations, emphasizing the multiplication facts.



FEBRUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

As You Help Your Child with Homework

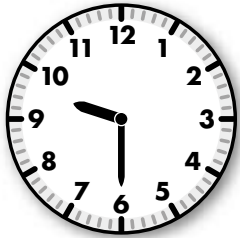
As your child brings home assignments, you may want to go over the instructions together, clarifying them as necessary. The answers listed below will guide you through this unit's Home Links.

Home Link 12•1

- | | |
|----------------------|---------------------|
| 1. $9 \times 2 = 18$ | 2. $1 \times 8 = 8$ |
| $2 \times 9 = 18$ | $8 \times 1 = 8$ |
| $18 \div 2 = 9$ | $8 \div 1 = 8$ |
| $18 \div 9 = 2$ | $8 \div 8 = 1$ |
3. $5 \times 8 = 40$ 4. 184
 $8 \times 5 = 40$ 5. 60
 $40 \div 8 = 5$ 6. 243
 $40 \div 5 = 8$ 7. 181

Home Link 12•2

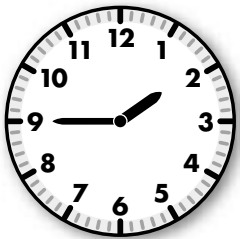
1. 4:10 2. 8:15 3. 10:45
 4.



5.



6.



7. 169 8. 142 9. 91 10. 47

Home Link 12•3

2. 531 3. 280

Home Link 12•5

- | | | | |
|-------|-------|-------|-------|
| 1. 7 | 2. 6 | 3. 7 | 4. 3 |
| 5. 4 | 6. 4 | 7. 4 | 8. 5 |
| 9. 7 | 10. 8 | 11. 7 | 12. 9 |
| 13. 6 | 14. 9 | | |

Home Link 12•6

- | | | | | |
|--|------------------------|--------|-------|--------|
| 1. 30 years | 2. dolphins and humans | | | |
| 3. 10 years | 4. ostrich | | | |
| 5. squirrel, house cat, lion, horse, ostrich, dolphin, human | | | | |
| 6. 30 years | 7. 130 | 8. 156 | 9. 29 | 10. 87 |

Home Link 12•7

- | | |
|-------------|----------------------|
| 1. a. 1,450 | b. 1,750 |
| 2. a. 2,000 | b. 1,300 c. 700 |
| 3. 1,450 | |
| 4. 1,450 | |