

Change Number Stories

**Family Note**

Your child has learned about a device called a “change diagram” shown in the example below. Diagrams like this can help your child organize the information in a problem. When the information is organized, it is easier to decide which operation (+, −, ×, ÷) to use to solve the problem. Change diagrams are used to represent problems in which a starting quantity is increased or decreased. For the number stories on this Home Link, the starting quantity is always increased.

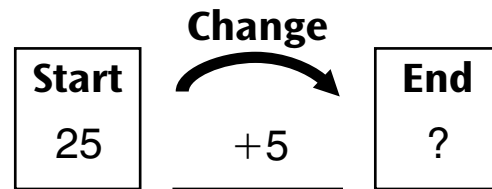
Please return the **second page** of this Home Link to school tomorrow.



Do the following for each number story on the next page:

- ◆ Write the numbers you know in the change diagram.
- ◆ Write “?” for the number you need to find.
- ◆ Answer the question.
- ◆ Write a number model.

Example: Twenty-five children are riding on a bus.
At the next stop, 5 more children get on.
How many children are on the bus now?



The starting number of children has been increased.

Answer: There are 30 children on the bus now.

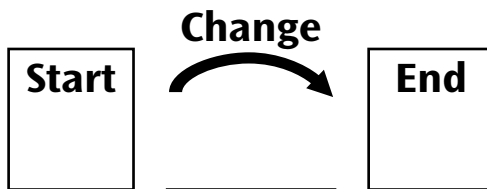
Possible number model: $25 + 5 = 30$

HOME LINK
4•1

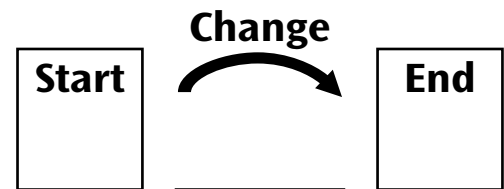
Change Number Stories *continued*



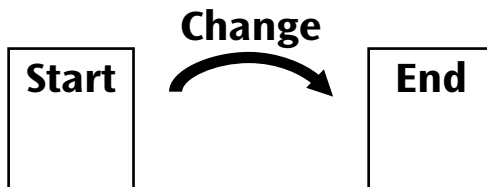
- 1.** Becky ate 11 grapes.
 Later in the day she ate
 7 more grapes.
 How many grapes did she
 eat in all? ____ grapes


 Number model:

- 2.** Bob has 30 baseball cards.
 He buys 8 more.
 How many baseball
 cards does Bob
 have now? ____ cards


 Number model:

- 3.** A large fish weighs
 42 pounds.
 A small fish weighs
 10 pounds.
 The large fish swallows the
 small fish.
 How much does the large
 fish weigh now? ____ pounds


 Number model:

Practice

Add or subtract.

4. $20 + 7 = \underline{\quad}$

5. $\underline{\quad} = 40 + 40$

6. $3 + 80 = \underline{\quad}$

7. $30 - 20 = \underline{\quad}$

8. $47 - 30 = \underline{\quad}$

9. $50 + 20 = \underline{\quad}$

10. $\underline{\quad} = 90 - 60$

11. $86 - 20 = \underline{\quad}$

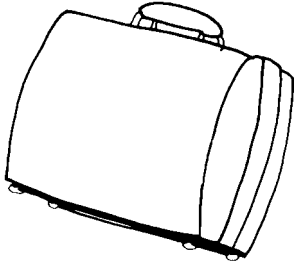
12. $\underline{\quad} = 83 - 3$

Parts-and-Total Number Stories

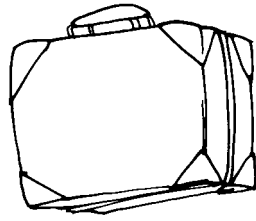
**Family Note**

Today your child learned about another device to use when solving number stories. We call it a parts-and-total diagram. Parts-and-total diagrams are used to organize the information in problems in which two or more quantities (parts) are combined to form a total quantity.

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

**Large Suitcase**

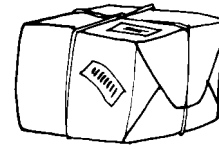
45 pounds

**Small Suitcase**

30 pounds

**Backpack**

17 pounds

**Package**

15 pounds

Use the weights shown in these pictures. Then do the following for each number story on the next page:

- ◆ Write the numbers you know in each parts-and-total diagram.
- ◆ Write “?” for the number you want to find.
- ◆ Answer the question.
- ◆ Write a number model.

Example: Twelve fourth graders and 23 third graders are on a bus. How many children in all are on the bus?

The parts are known. The total is to be found.

Answer: 35 children

Possible number model: $12 + 23 = 35$

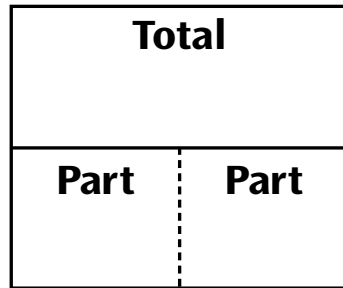
Total	
?	
Part	Part
12	23

HOME LINK
4•2

Number Stories *continued*

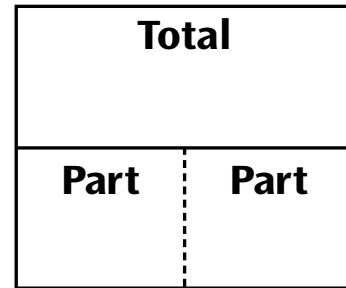


1. You wear the backpack and carry the small suitcase. How many pounds do you carry in all? ____ pounds



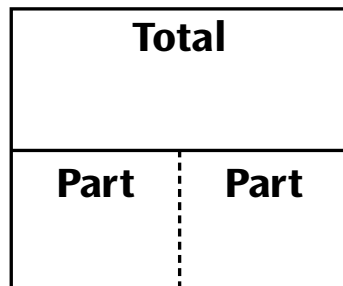
Number model:

2. You carry the large suitcase and the small suitcase. How many pounds do you carry in all? ____ pounds



Number model:

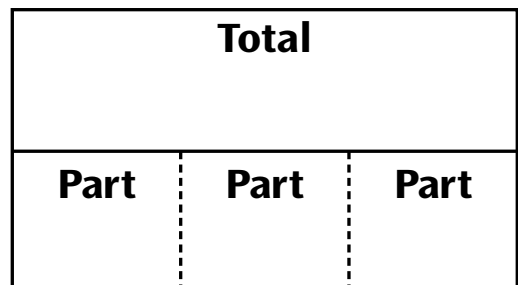
3. You carry the package and the large suitcase. How many pounds do you carry in all? ____ pounds



Number model:

Try This

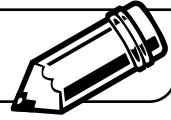
4. You wear the backpack and carry both of the suitcases. How many pounds do you carry in all? ____ pounds



Number model:

LESSON
4•2

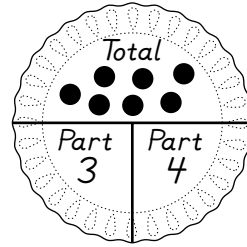
Solving Parts-and-Total Problems



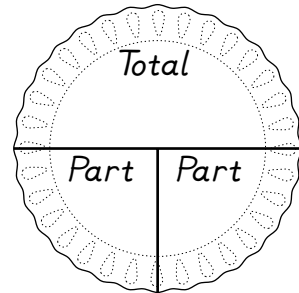
Solve. Record what you did.

Example:

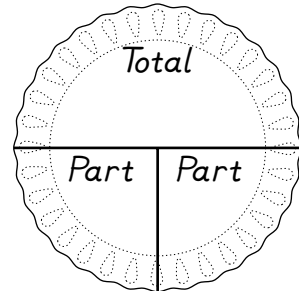
Serena had 3 marbles, Sonya had 4 marbles. When they put them together, how many did they have? 7 marbles



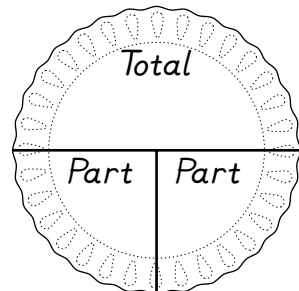
1. 6 birds were sitting in a tree. 3 birds were sitting on the ground. How many birds were there all together? _____



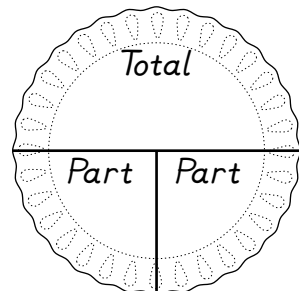
2. There are 8 red flowers and 7 blue flowers. How many flowers are there all together? _____

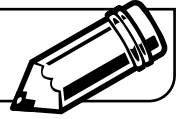


3. Marco had 29¢ and Jamila had 46¢. How much money did they have all together? _____



4. Yuri wants to buy a pencil for 18¢ and an eraser for 33¢. How much money does she need? _____

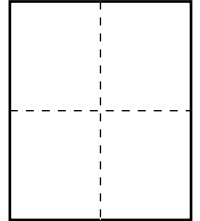


LESSON
4•3**Coin-Stamp Booklets**

Work with a partner.

Materials coin stamps stamp pad stapler
 scissors sheets of plain paper slates

1. Each partner folds a sheet of paper into 4 parts.
2. Cut the sheet along the folds.
3. Put aside 2 pieces of paper. Use them later for a book cover.
4. Stamp a group of coins on one side of each of the other six pieces of paper.
5. Write the total value of the coins on the other side of the paper. Use a dollar sign and a decimal point: \$0.00. Check your partner's work.
6. Stack the pieces. Put the sides with the coins faceup.
 - ◆ Put 1 blank piece of paper on top of the stack.
 - ◆ Put the other blank piece at the bottom.
 - ◆ Staple the pieces together to make a small book.
 - ◆ Write your names on the cover of the book.

**Follow-Up**

- ◆ Take turns. One partner counts the value of the coins on a page and writes the total value on a slate. The other partner checks that the value is correct.
- ◆ Work together. Make up a story about the coins on a page and write it on a piece of paper.

LESSON
4•3**Attribute Sorts**

Work in a small group.

Materials set of attribute blocks
 paper for recording

- 1.** Work together to sort the blocks by color.
 - ◆ One way to do the sorting is to use a different sheet of paper for each color. Label each sheet with a different color.
 - ◆ Record how you sorted the blocks. On each sheet, write words or draw pictures to show which blocks belong with that color.

- 2.** Sort the blocks again. Sort them by size.
 - ◆ Remember to label each sheet with a different size.
 - ◆ Record how you sorted the blocks by writing words or drawing pictures.

- 3.** Sort the blocks once more. This time sort them by shape.
 - ◆ Did you label each sheet with a different shape?
 - ◆ Did you make a record of your work?

HOME LINK
4•3

Reading a Thermometer


Family Note

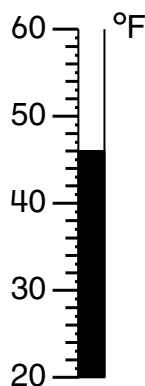
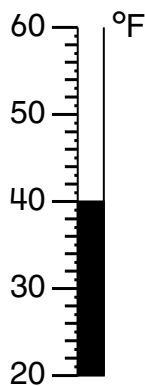
In today's lesson, your child read temperatures on a real thermometer and on a thermometer pictured on a poster. The thermometers on this page show three different-size degree marks. The longest marks show 10-degree intervals, the medium-size marks show even-number degree intervals, and the shortest marks show odd-number degree intervals.

Help your child find the temperature shown by each thermometer by starting at a degree mark showing tens, counting the medium-size marks by 2s, and, if the temperature is at a short mark, counting 1 more.

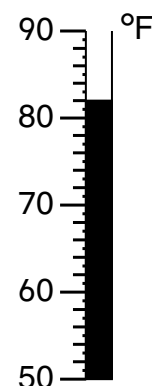
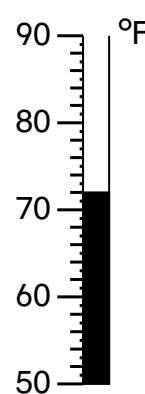
Please return this Home Link to school tomorrow.

Circle the thermometer that shows the correct temperature.

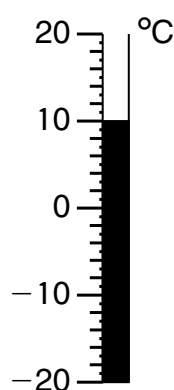
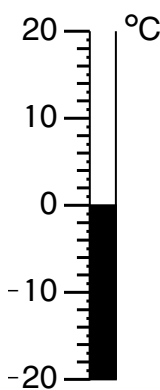
1. 40°F



2. 82°F



3. 10°C


Practice

4. a. $6 + 8 = \underline{\quad}$

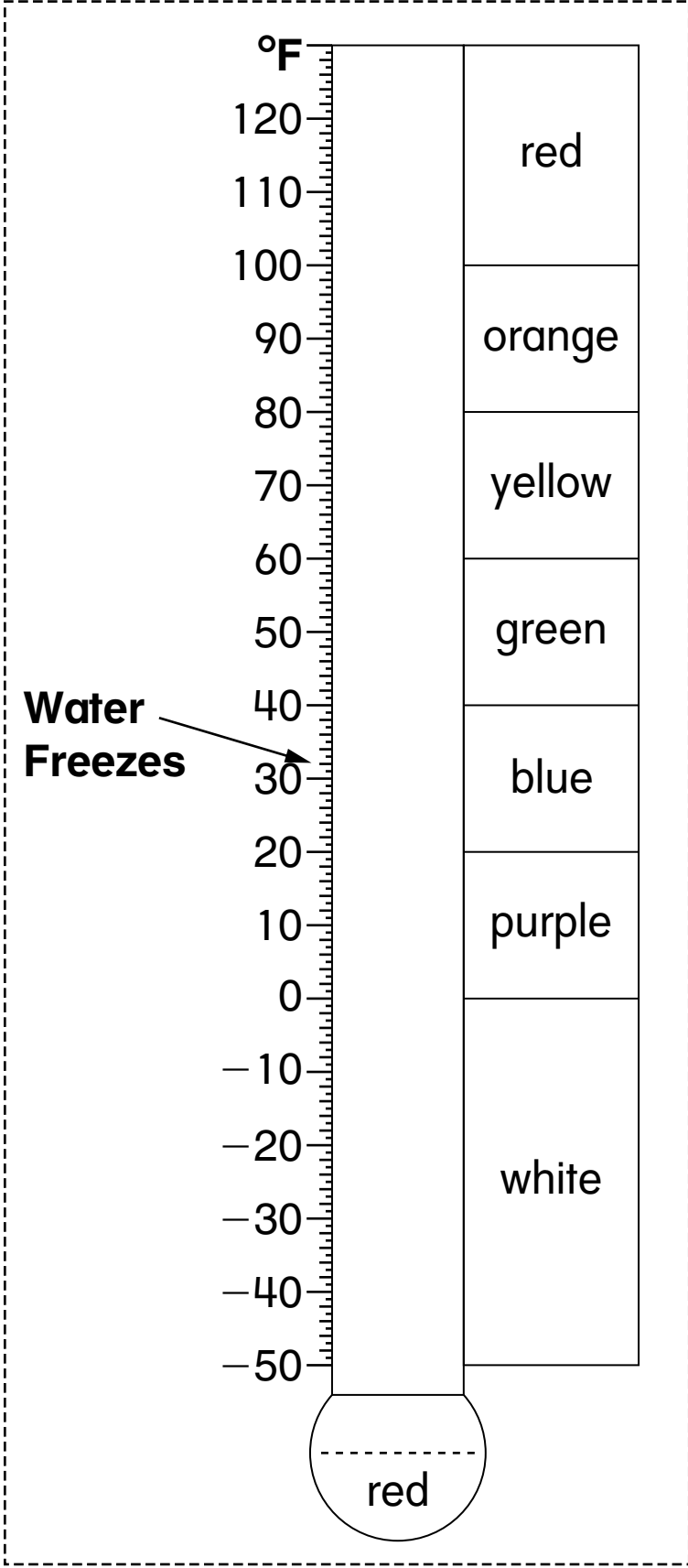
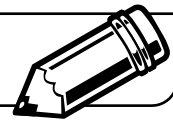
b. $7 + 6 = \underline{\quad}$

c. $9 + \underline{\quad} = 15$

d. $\underline{\quad} = 8 + 7$

LESSON
4•3

Thermometer



Color this red.

HOME LINK
4•4

Temperature

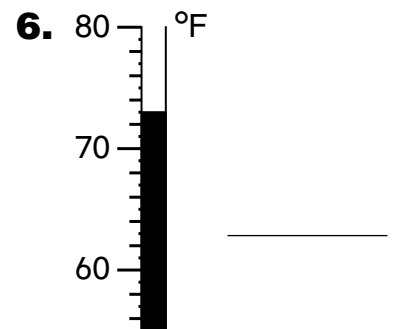
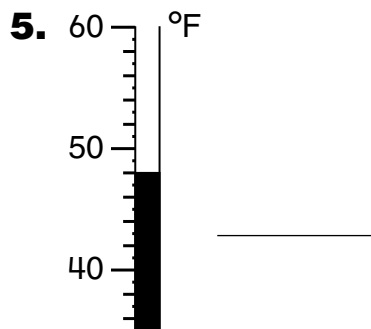
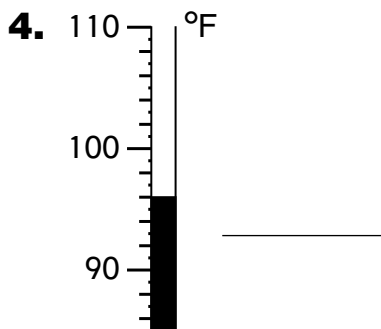
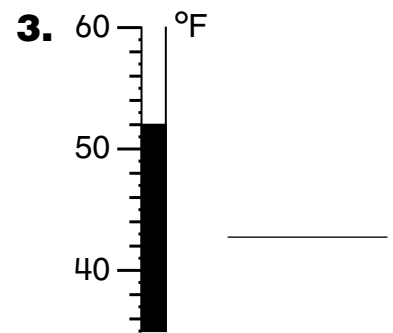
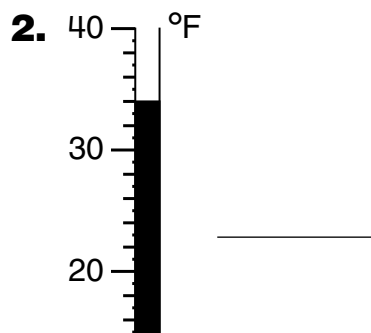
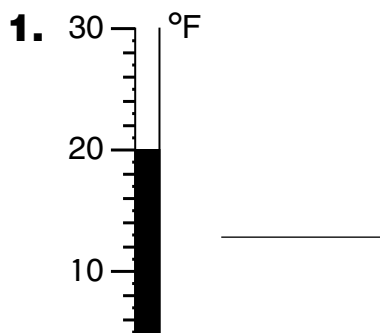

Family Note

In today's lesson, your child solved problems involving temperatures. On the thermometers on this Home Link, the longer degree marks are spaced at 2-degree intervals. Point to these degree marks while your child counts by 2s; 40, 42, 44, 46, 48, 50 degrees.

Problems 6 and 12 involve temperatures that are an odd number of degrees. Help your child use the shorter degree marks to get the correct answers.

Please return this Home Link to school tomorrow.

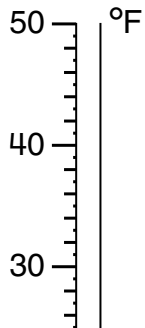
Write the temperature shown on each thermometer.



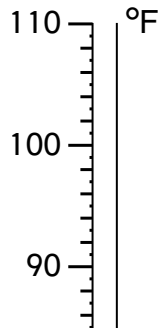


Fill in each thermometer to show the temperature.

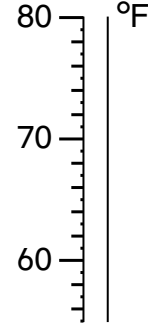
7. Show 44°F .



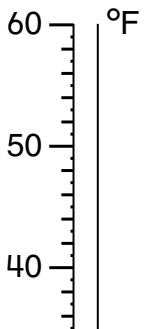
8. Show 102°F .



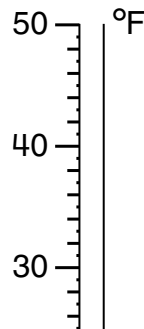
9. Show 60°F .



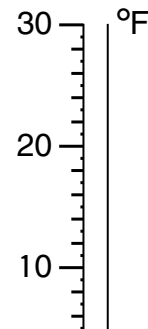
10. Show 56°F .



11. Show 38°F .



12. Show 27°F .



Practice

Add or subtract.

13. $30 + 40 = \underline{\quad}$

14. $75 - 40 = \underline{\quad}$

15. $\underline{\quad} = 7 + 90$

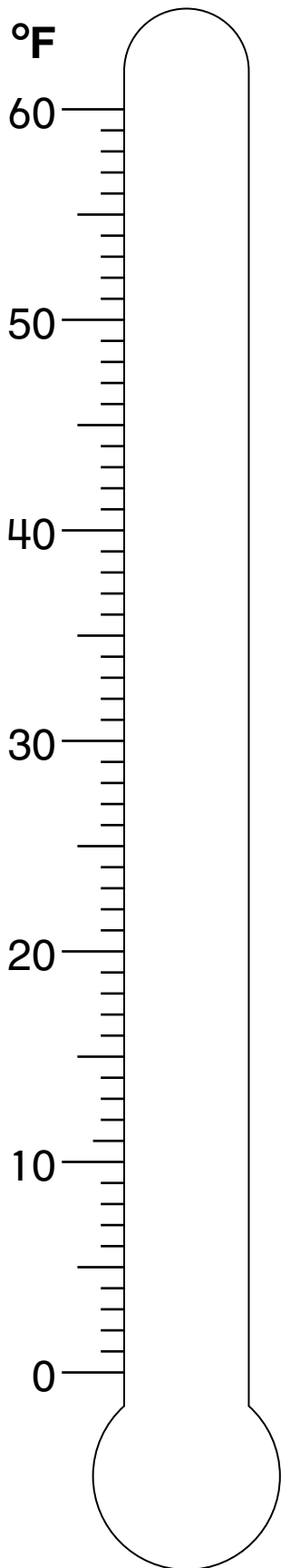
16. $\underline{\quad} = 46 - 20$

17.
$$\begin{array}{r} 53 \\ - 3 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 60 \\ + 8 \\ \hline \end{array}$$

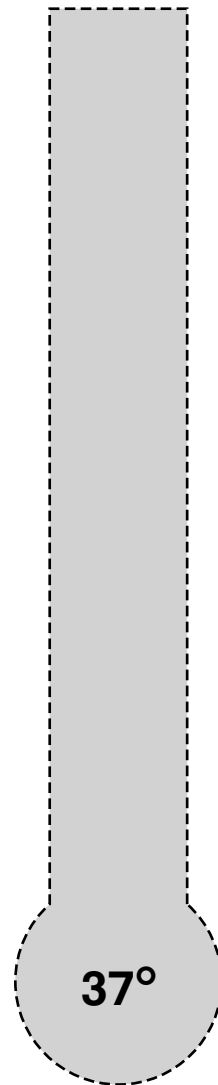
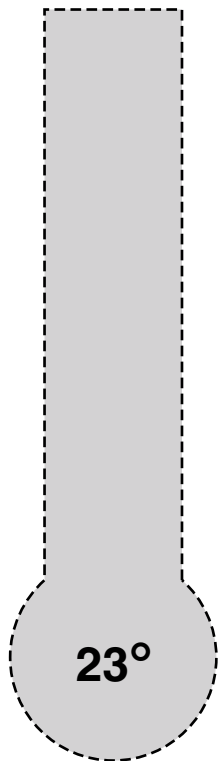
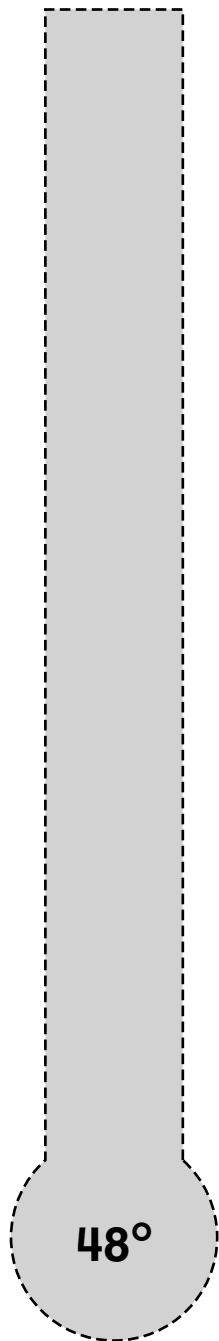
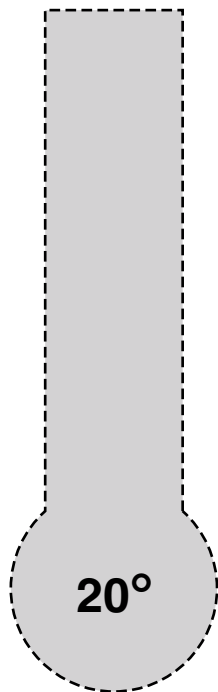
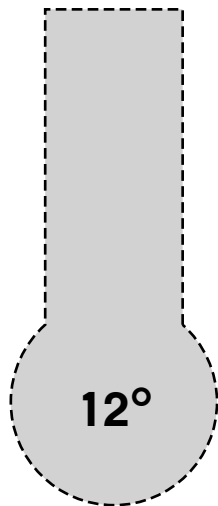
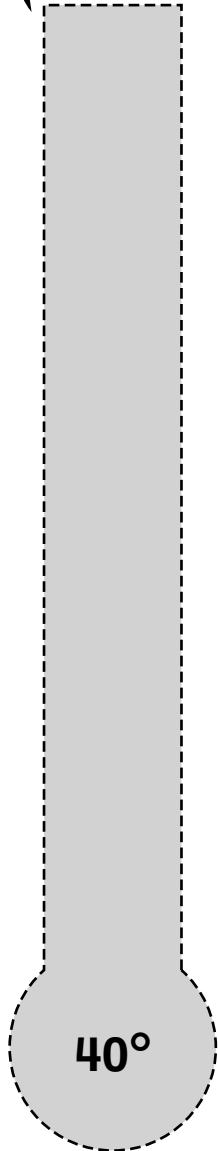
LESSON
4•4

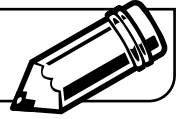
Comparing Temperatures



LESSON
4•4

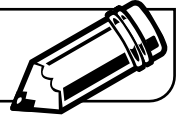
Thermometer



LESSON
4•4**Comparing Temperatures**

Solve the following problems. Use the thermometer and temperature bars to help you.

1. Find the difference between 20° and 50° . _____
2. Find the difference between 12° and 30° . _____
3. Find the difference between 23° and 60° . _____
4. If it was 37° in the morning and 43° by lunch time, how much did the temperature go up? _____

LESSON
4•4**Comparing Temperatures**

Solve the following problems. Use the thermometer and temperature bars to help you.

1. Find the difference between 20° and 50° . _____
2. Find the difference between 12° and 30° . _____
3. Find the difference between 23° and 60° . _____
4. If it was 37° in the morning and 43° by lunch time, how much did the temperature go up? _____

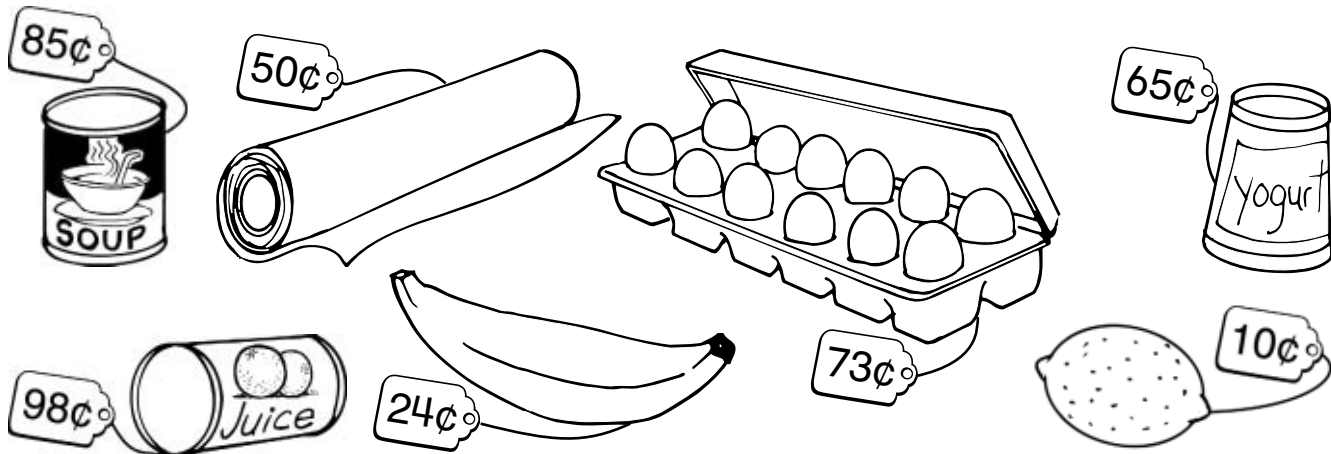
HOME LINK
4•5

Shopping at the Grocery Store

**Family Note**

Many problems in and out of the classroom require estimates rather than exact answers. In Problems 1–5 below, you need to know only whether the total cost is greater than \$1.00 or less than \$1.00; you do not need to know the exact total cost. In Problem 1, for example, help your child notice that the price of the can of frozen orange juice (98¢) is almost \$1.00. Since a lemon is 10¢, your child could not buy both items.

Please return this Home Link to school tomorrow.



You have \$1.00 to spend at the grocery store. Use estimation to answer each question.

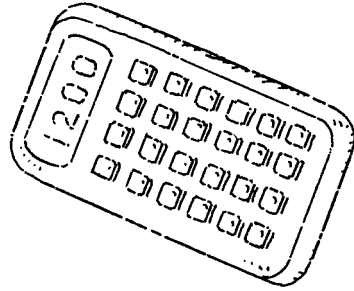
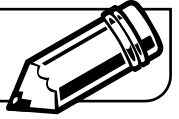
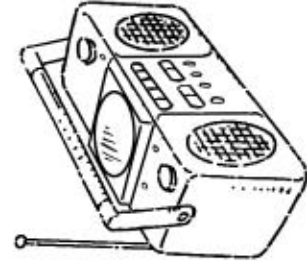
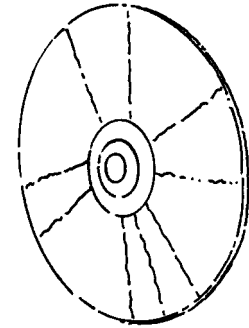
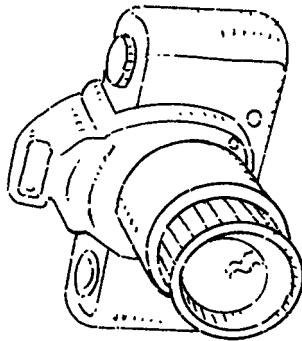
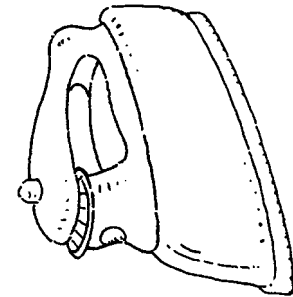
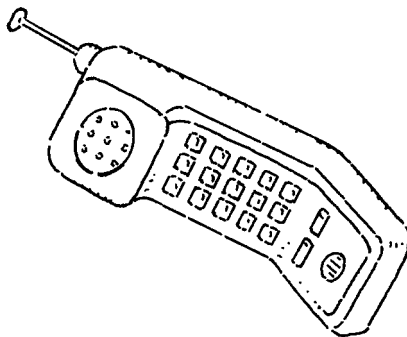
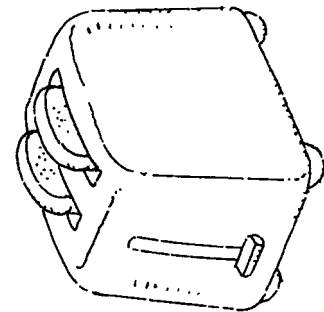
Can you buy:**Circle yes or no.**

- | | | |
|---|-----|----|
| 1. a can of frozen orange juice and a lemon? | yes | no |
| 2. a banana and a dozen eggs? | yes | no |
| 3. a container of yogurt and a roll of paper towels? | yes | no |
| 4. a lemon and a can of soup? | yes | no |

Practice

Add or subtract.

5. $50 + 50 = \underline{\quad}$ **6.** $\underline{\quad} = 6 + 40$ **7.** $\underline{\quad} = 67 - 20$

LESSON
4•6**Shopping Cards****Calculator**
\$17**Radio**
\$38**CD Player**
\$25**CD**
\$14**Camera**
\$43**Iron**
\$32**Telephone**
\$46**Toaster**
\$29

HOME LINK
4•6

Addition Number Stories

**Family Note**

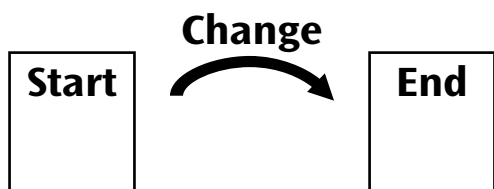
In today's lesson, your child solved problems by adding 2-digit numbers mentally. For example, to find $34 + 23$, you might first add the tens: $30 + 20 = 50$. Then add the ones: $4 + 3 = 7$. Finally, combine the tens and ones: $50 + 7 = 57$.

Please return this Home Link to school tomorrow.



Try to solve Problems 1 and 2 mentally. Fill in the diagrams. Then write the answers and number models.

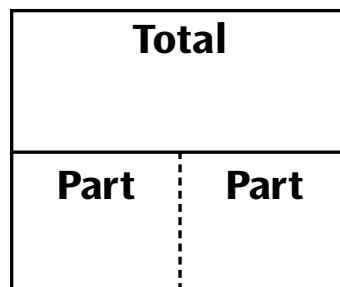
1. Ruth had 20 marbles in her collection. Her brother gave her 10 more. How many marbles does Ruth have now?



Answer: _____
(unit)

Number model:

2. Tim baked 30 ginger snaps and 24 sugar cookies. How many cookies did he bake?



Answer: _____
(unit)

Number model:

Practice

Try to do each problem mentally. Then write the answer.

3. _____ = $40 + 60$

4. $90 + 50 =$ _____

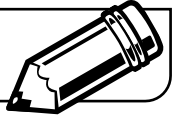
5. _____ = $70 + 9$

6. $80 + 3 =$ _____

7. $30 + 64 =$ _____

8. _____ = $27 + 50$

Unit

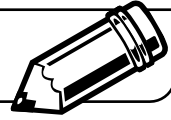
LESSON
4•7**What's My Attribute?**

Work with a small group.

- Materials**
- Math Journal 1*, p. 103
 - Attribute Rule Cards (*Math Masters*, p. 109)
 - scissors
 - 2 sheets of paper
 - 1 set of attribute blocks: triangles, circles, squares (large and small; red, yellow, and blue)
 - red, yellow, and blue crayons

Directions

1. Cut apart the Attribute Rule Cards on *Math Masters*, page 109.
2. Mix the cards. Stack them facedown.
3. Label one sheet of paper “These Fit the Rule.”
4. Label another sheet “These Do Not Fit the Rule.”
5. Take turns being the Rule Maker.
6. The Rule Maker takes the top card from the stack.
7. The Rule Maker puts the card faceup for everyone to see.
8. Group members take turns choosing a block.

LESSON
4•7**What's My Attribute?** *continued*

9. If the block fits the rule on the card, place it on the paper that says “These Fit the Rule.”
10. If the block does not fit the rule, place it on the paper that says “These Do Not Fit the Rule.”
11. Repeat Steps 6–10 until everyone has been the Rule Maker.

Follow-Up

- ◆ Write one of the rules on journal page 103.
- ◆ Draw or describe all of the blocks that fit the rule.
- ◆ Draw or describe all of the blocks that do not fit the rule.

Try This

Make up two rules of your own. Write them on the two blank cards given on *Math Masters*, page 109.

LESSON
4•7**Attribute Rule Cards**

small blue shapes	large red shapes	large shapes, but not triangles	circles, but not red
blue and yellow shapes, but not circles	red and yellow small shapes	not triangles or squares	large triangles, but not yellow
large circles, but not red	large circles or squares		

HOME LINK
4•7

Measuring to the Nearest Inch

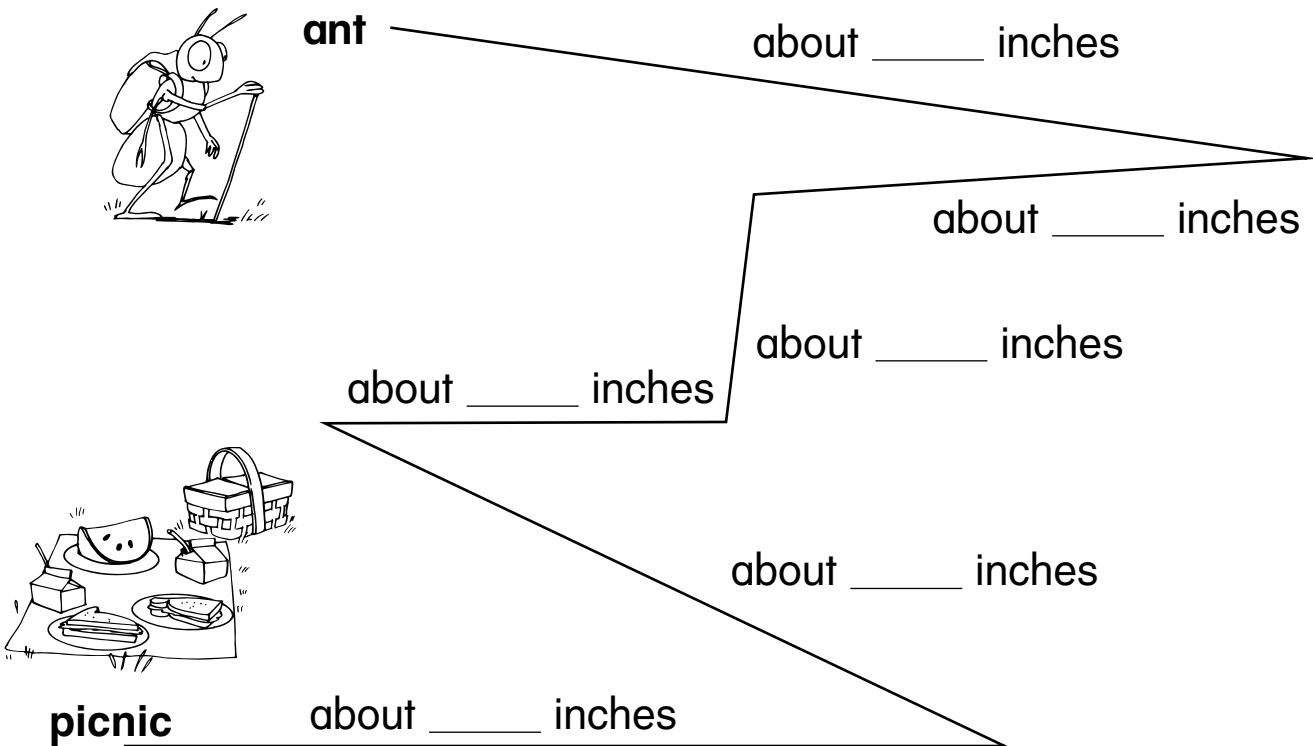


Family Note In today's lesson, your child measured the length, width, or height of objects to the nearest inch and centimeter. In later lessons, your child will make more precise measurements (such as measuring to the nearest half-inch).

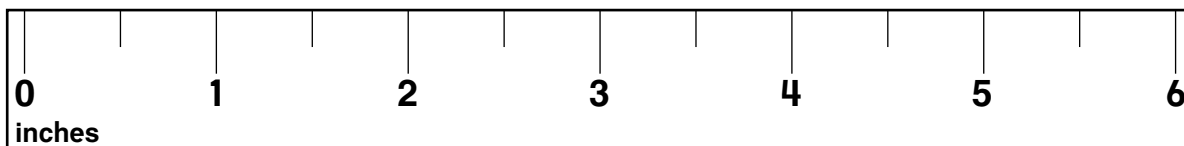
Ask your child to show you how to measure the sections of the path on this page. Encourage your child to measure objects in your home.

Please return this Home Link to school tomorrow.

- The ant will take this path to get to the picnic. Measure each part of the path to the nearest inch. If you do not have a ruler at home, cut out and use the ruler at the bottom of the page.



- What is the total length of the path? about ____ inches



Addition Strategies



Family Note

Everyday Mathematics encourages children to use a variety of strategies to solve computation problems. By doing so, children are developing a sense for numbers and operations rather than simply memorizing a series of steps.

We suggest that you give your child an opportunity to explore and choose addition strategies that he or she feels comfortable using. At some point, you may want to share the method that you know from your own school experience; please allow your child some time to use his or her own methods before doing so.

Below are three examples of methods that your child might use to solve 2-digit addition problems.

Counting On

$47 + 33 = ?$ ← "My problem"
 $47 \ 57 \ 67 \ 77$ ← "Start at 47. Count up 30 more."
 $\begin{array}{r} + 3 \\ 80 \end{array}$ ← "Add on 3 more."
 80 ← "The answer is 80."

Combining Groups (1s, 10s, ...) Separately

$29 + 37 = ?$ ← "My problem"
 $20 + 30 = 50$ ← "Add the tens."
 $9 + 7 = 16$ ← "Add the ones."
 66 ← "Put these together. The answer is 66."

Adjusting and Compensating

$52 + 29 = ?$ ← "My problem"
 30 ← "30 is close to 29, just 1 more."
 $52 + 30 = 82$ ← "52 plus 30 is 82."
 $\begin{array}{r} - 1 \\ 81 \end{array}$ ← "Take away 1, because I added 30 instead of 29."
 81 ← "The answer is 81."

Encourage your child to use a ballpark estimate as a way to check whether an answer to a computation problem makes sense. For example, in $34 + 59$, 34 is close to 30 and 59 is close to 60. $30 + 60 = 90$ is your ballpark estimate. "90 is close to my answer 93, so 93 is a reasonable answer."

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

HOME LINK
4•8
Addition Strategies *continued*

Practice
Unit

Add.

1. $40 + 36 = \underline{\quad}$ **2.** $20 + 80 = \underline{\quad}$ **3.** $\underline{\quad} = 53 + 30$

4. $60 + 60 = \underline{\quad}$ **5.** $\underline{\quad} = 50 + 48$ **6.** $\underline{\quad} = 70 + 20$

Write a number model to show your ballpark estimate.

Add. Show your work in the workspaces.

Check your work.

7. Ballpark estimate:

$$\begin{array}{r} 34 \\ + 59 \\ \hline \end{array}$$

8. Ballpark estimate:

 $17 + 68 =$

9. Ballpark estimate:

 $46 + 25 =$

10. Ballpark estimate:

 $56 + 27 =$

11. Ballpark estimate:

 $123 + 46 =$

12. Ballpark estimate:

$$\begin{array}{r} 318 \\ + 226 \\ \hline \end{array}$$

HOME LINK
4•9

Place Value


Family Note

Your child is learning a method for addition that focuses on place value. The child is asked to first find a ballpark estimate. (For more on ballpark estimates see page 92 in the *My Reference Book*.)

Find $68 + 24$

Ballpark estimate: $70 + 20 = 90$

10s		1s
6		8
+ 2		4
8		0
+ 1		2
9		2

Add the tens ($60 + 20 = 80$) and write the sum.

Add the ones ($8 + 4 = 12$) and write the sum.

Combine the tens and ones ($80 + 12 = 92$) to find the final sum.

Encourage your child to use the correct place-value language when using this method. For example, when adding tens in the example, say “ $60 + 20 = 80$,” not “ $6 + 2 = 8$.” We only recently introduced this method, so allow plenty of time for practice before expecting your child to be able to use it easily.

Please return this Home Link to school tomorrow.



Write a number model for your ballpark estimate.

Find each sum.

Unit

- 1.** Ballpark estimate: **2.** Ballpark estimate: **3.** Ballpark estimate:

$$\begin{array}{r} 53 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 81 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 38 \\ \hline \end{array}$$

Try This

- 4.** Ballpark estimate: **5.** Ballpark estimate: **6.** Ballpark estimate:

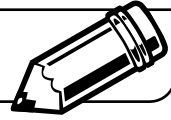
$$\begin{array}{r} 18 \\ + 76 \\ \hline \end{array}$$

$$\begin{array}{r} 154 \\ + 31 \\ \hline \end{array}$$


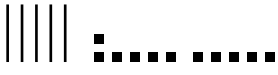
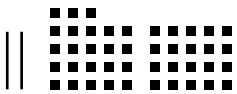
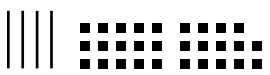


$$\begin{array}{r} 126 \\ + 237 \\ \hline \end{array}$$

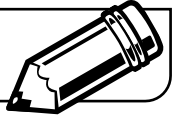
LESSON
4•9

Base-10 Blocks



For each problem, draw a new set of base-10 blocks that uses the fewest possible number of flats, longs, and cubes.

<p>1.</p> 	
<p>2.</p> 	
<p>3.</p> 	
<p>4.</p> 	
<p>5.</p> 	
<p>6.</p> 	

LESSON
4•9**Addition Strategies****Addition Strategies**

Look at the two addition strategies below. See if you can figure out how they work.

Louisa's Strategy

$$37 + 44 = ?$$

$$37 + 40 = 77$$

$$77 + 4 = 81$$

$$37 + 44 = 81$$

Li's Strategy

$$37 + 44 = ?$$

$$40 + 44 = 84$$

$$84 - 3 = 81$$

$$37 + 44 = 81$$

Now try to use either Louisa's Strategy or Li's Strategy to solve the problems below.

$$29 + 56 = ?$$

$$65 + 27 =$$

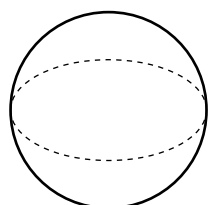
Which strategy do you think is easier? Explain. _____



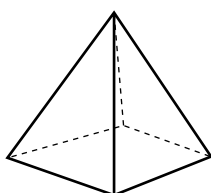
3-D and 2-D Shapes

Geometry is an important component of *Everyday Mathematics*. Studying geometry helps develop spatial sense and the ability to represent and describe the world. Instead of waiting until ninth or tenth grade, *Everyday Mathematics* introduces geometric fundamentals in Kindergarten and develops them over time. Children are thus prepared to study more advanced geometric topics later.

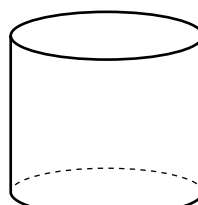
In Unit 5, children will consider five basic kinds of 3-dimensional shapes: prisms, pyramids, cylinders, cones, and spheres. To sort the shapes, children will explore similarities and differences among them. They will become familiar with both the names of shapes and the terms for parts of shapes.



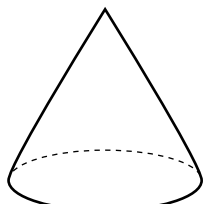
Sphere



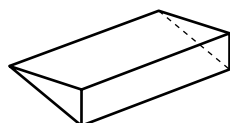
Pyramid



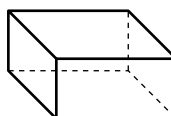
Cylinder



Cone

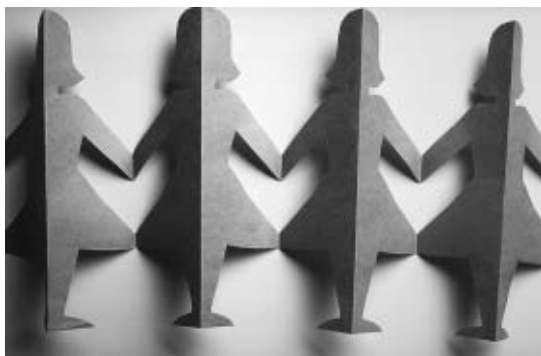


Prisms



Children will also study **polygons**, or 2-dimensional shapes that form the flat surfaces of prisms and pyramids, as they look for examples in real life.

Later in the unit, children will explore **line symmetry** as they experiment with folding 2-dimensional shapes and matching the halves. Children will also cut out shapes and look for lines of symmetry in each shape. When children are given half of a shape, they will draw the missing half. Children will be asked to find symmetrical objects at home and in other places.

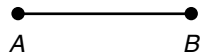


Please keep this Family Letter for reference as your child works through Unit 5.

Vocabulary

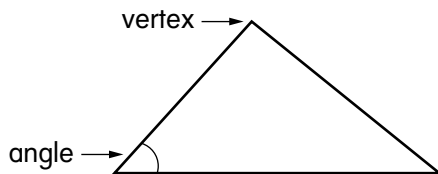
The purpose of introducing children to the various shapes is to explore the characteristics of the shapes, not to teach vocabulary. This list is presented simply to acquaint you with some of the terms your child will be hearing in context in the classroom.

line segment A straight line joining two points. The two points are called endpoints of the segment.

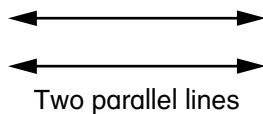


Line segment AB or BA

angle A figure formed by two rays or two line segments with a common endpoint called a vertex. The rays or segments are called the sides of the angle. The sides of a polygon form angles at each vertex.

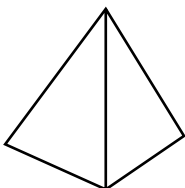


parallel lines Lines in plane that never meet. Two parallel lines are always the same distance apart.

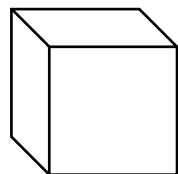


polygon A 2-dimensional figure formed by three or more line segments (*sides*) that meet only at their end points (*vertices*) to make a closed path. The sides may not cross one another.

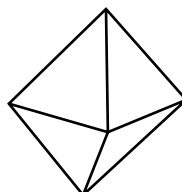
polyhedron A 3-dimensional shape formed by *polygons* with their interiors (*faces*) and having no holes. Plural is *polyhedrons* or *polyhedra*. The following shapes are regular polyhedrons:



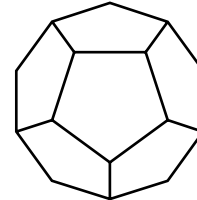
Tetrahedron



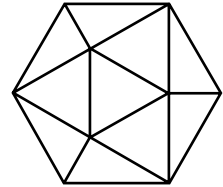
Cube



Octahedron

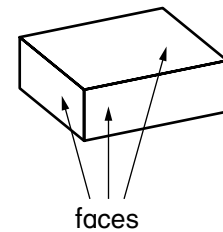


Dodecahedron

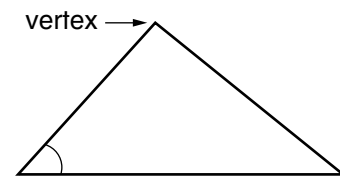


Icosahedron

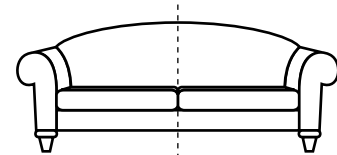
face In *Everyday Mathematics* a flat surface on a 3-dimensional shape.



vertex (corner) The point at which the ray of an angle, the sides of a polygon, or the edges of a polyhedron meet.



line symmetry A figure has line symmetry if a line can be drawn through it so that it is divided into two parts that are mirror images of each other. The two parts look alike but face in opposite directions.



ray A part of a line starting at the ray's endpoint and continuing forever in one direction.

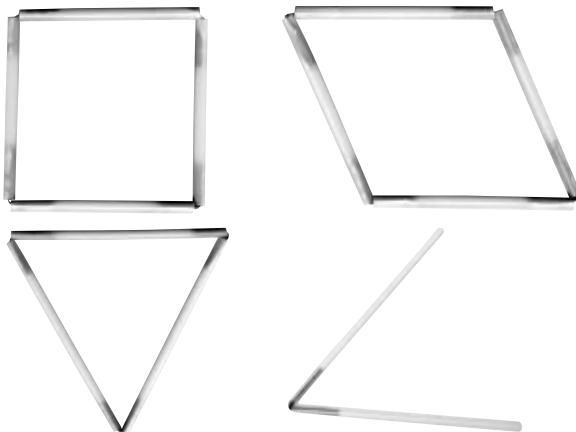
Do-Anytime Activities

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

1. Together, look for 2-dimensional and 3-dimensional shapes in your home and neighborhood. Explore and name shapes and brainstorm about their characteristics. For example, compare a soup can and a tissue box. Talk about the differences between the shapes of the surfaces.



2. Use household items, such as toothpicks and marshmallows, straws and twist-ties, sticks, and paper to construct shapes like those shown below.



3. Look for geometric patterns in tile floors, quilts, buildings, and so on.

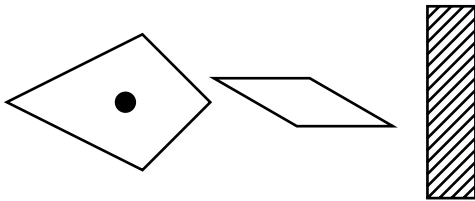


As You Help Your Child with Homework

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 5•1

1.



2. The shapes all have 4 sides. 3. Answers vary.

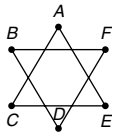
4. 66

5. 104

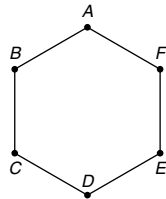
6. 58

Home Link 5•2

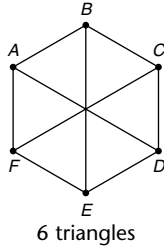
1.



2.



3.



4. Answers vary.

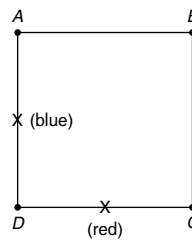
5. 43

6. 44

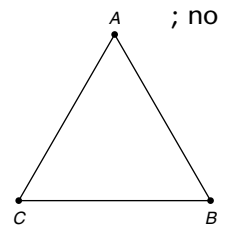
7. 75

Home Link 5•3

1.



2.



Home Link 5•5

1. the square 2. the rectangle

3. 9

4. 14

5. 3

6. 3

7. 20

8. 6

9. 97

10. 91

Home Link 5•6

1. 18

2. 27

3. 62

4. 96

Home Link 5•8

1.–3. Answers vary.

4. 12

5. 15

6. 16

7. 3

8. 5

9. 3

Building Skills through Games

In Unit 5, your child will practice addition and money skills by playing the following games:

Addition Spin

Players "spin the wheel" twice and add the two selected numbers. Players check their partners' addition with a calculator.

Dollar Rummy

Instead of three-of-a-kind, players look for two cards that will add up to \$1.00.

Beat the Calculator

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

