

# LETTER HOME

## Look at 100

Dear Family Member:

In this unit, we focus on the number 100 as we explore number relationships in a variety of contexts.

Your child will use different manipulatives to “see” the number 100 and to solve addition and subtraction problems. For example, your child will group and find the value of coins and find ways of combining them to make 100. Your child will also have experiences with 100 links and the 100 Chart.

In addition, students extend their knowledge telling time to include reading and writing time to the nearest half-hour using an analog clock.

As we continue to investigate number relationships, you can provide additional support at home by doing some of the following activities:

- **Moving On the 100 Chart Game.** To develop your child’s knowledge of number relationships, he or she will play this game in school and bring it home for more practice.
- **Money Counter.** Ask your child to count your loose change each night.

Quarters



Dimes



Nickels



Pennies



50, 60, 70, 80, 85, 90, 95, 96, 97, 98, 99, 100

Using coins to make 100

### Math Facts and Mental Math

This unit continues the development of the addition facts with sums to ten and specifically focuses on the facts in Group D:  $3 + 3$ ,  $3 + 4$ ,  $4 + 4$ ,  $4 + 5$ .

**Addition Facts.** You can help your child develop strategies for these facts using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group D include the facts that use doubles (e.g.,  $4 + 4$ ) or use doubles plus one or minus one (e.g.,  $4 + 5$ ).

$$4 + 4 = 8$$



Roberto

If  $4 + 4 = 8$ ,  
what is  $4 + 5$ ?

For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts:  $14 + 4$  (related to  $4 + 4$ ) or  $30 + 30$  (related to  $3 + 3$ ).

**Related Subtraction Facts.** You can also help your child develop strategies for the related subtraction facts using the flash cards.

For Facts I Need to Learn, work on strategies for figuring them out.

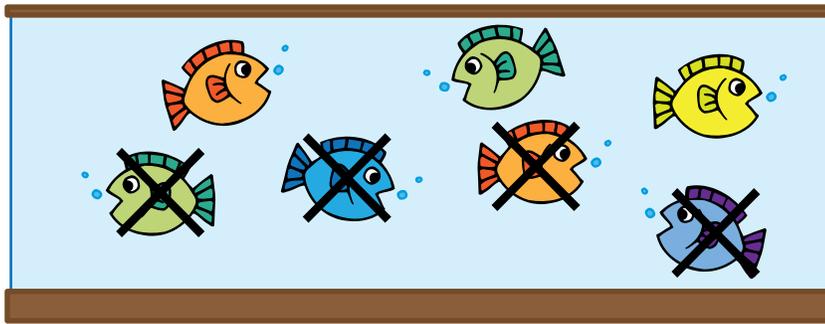
$3 + 4 = 7$   
What is  $7 - 4$ ?  
What is  $7 - 3$ ?

Mara

I think about fact families:  
 $3 + 4 = 7$   
 $4 + 3 = 7$   
 $7 - 4 = 3$   
 $7 - 3 = 4$

You may also ask your child to tell an addition story and a related subtraction story for a fact. For example, “There were 3 fish in a tank. 4 more fish were added. Now there are 7 fish.”

Related subtraction story: “There are 7 fish in a tank. 4 fish were taken out of the tank. How many fish are in the tank?”



$$7 \text{ fish} - 4 \text{ fish} = 3 \text{ fish}$$

For Facts I Can Figure Out, use the flash cards to develop fluency with the related subtraction facts:  $8 - 4$  (related to  $4 + 4 = 8$ ).

For Facts I Know Quickly, practice using mental math strategies while subtracting multiples of 10:  $90 - 40$  (related to  $4 + 5 = 9$ ).

Thank you for taking time to talk with your child about what he or she is doing in math.

Sincerely,