

LETTER HOME

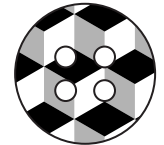
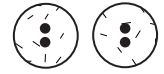
Buttons: Sorting and Counting

Dear Family Member:

Your child will use buttons in a variety of grouping, counting, and sorting activities. We will use buttons to explore mathematical concepts and skills.

For example, your child will:

- estimate the number of buttons in a collection;
- count buttons by ones or by groups of twos, fives, or tens;
- count a large number of buttons—grouping by ones, tens, and hundreds;
- sort buttons by color, size, shape, number of holes, or some other aspect of the button; and
- graph and compare data about the buttons.



We need buttons for our classroom button collection. If you have any buttons you no longer need, please send them to school with your child so that we can add them to our class collection.

We encourage you to look for mathematical opportunities at home. For example:

- **Sock Sorting.** Ask your child to sort a pile of socks in a variety of ways (by color, by size, by design) before actually finding each sock's mate.
- **Cracker Counting.** Pour a dish of small crackers and ask your child to estimate how many are in the bowl. Then invite your child to find a way to group and count the crackers before eating them. Repeat with other objects such as popcorn or cereal.
- **Fall Cleaning.** Invite your child to help you sort through a drawer that might need cleaning. Encourage your child to sort like objects such as pens and pencils.

Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group C to increase and maintain fluency with the facts with sums to ten and to develop strategies for those with sums larger than ten.

Group C: $1 + 9$, $2 + 7$, $2 + 8$, $2 + 9$, $3 + 6$, $3 + 7$, $3 + 8$, $4 + 6$, $4 + 7$, $5 + 5$, $5 + 6$

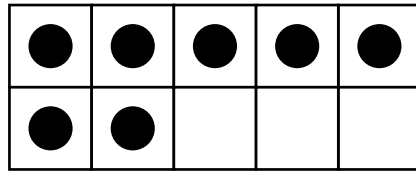
Addition Facts. You can help your child develop strategies for these facts using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly,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

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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For Facts I Need to Learn, work on strategies for figuring them out. The facts in Group C include the facts that make ten (e.g., $6 + 4$) or are close to making ten (e.g., $6 + 3$). Use the *0–10 Small Ten Frame Cards* to practice naming the numbers that make ten and finding the sums close to ten.

$7 + 3 = 10$



If $7 + 3 = 10$, then
what is $7 + 2$?

If $7 + 3 = 10$, then
what is $7 + 4$?

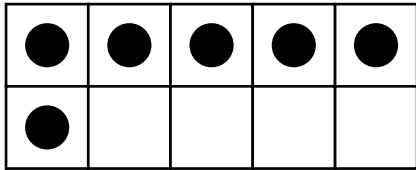
For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts: $12 + 8$ (to practice $2 + 8$) or $50 + 50$ (to practice $5 + 5$).

Related Subtraction Facts. You can help your child develop strategies for the related subtraction facts also using the flash cards or the *0–10 Small Ten Frame Cards*.

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

$6 + 4 = 10$



What is $10 - 6$?
What is $10 - 4$?

You may also ask your child to tell an addition story and a related subtraction story for a fact.

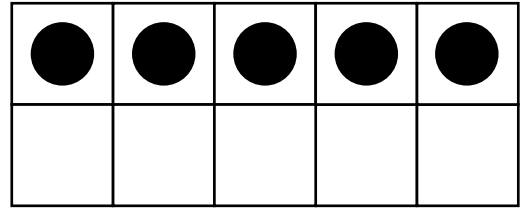
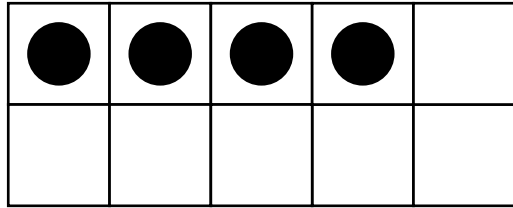
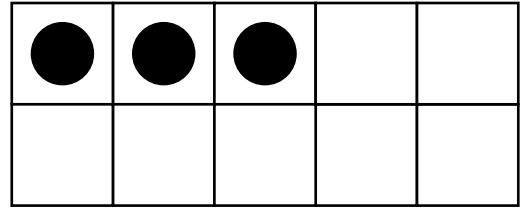
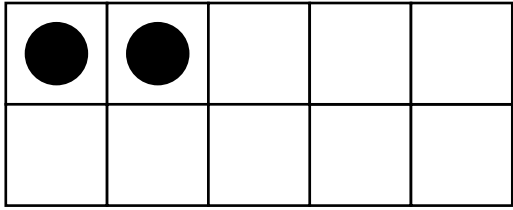
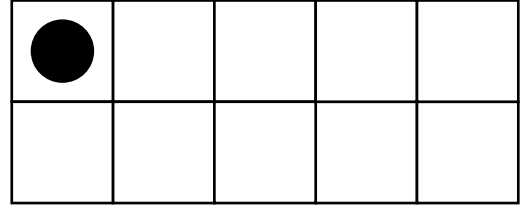
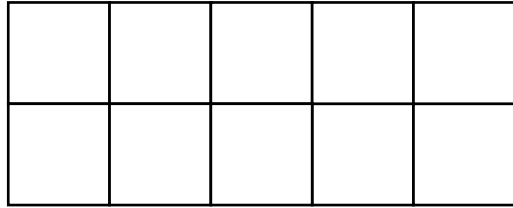
For Facts I Can Figure Out, use the flash cards to develop fluency with the related subtraction facts.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the subtraction facts: $20 - 8$ (to practice $10 - 8$) or $100 - 50$ (to practice $10 - 5$).

I look forward to working with your child as we sort, group, and count.

Sincerely,

0-10 Small Ten Frame Cards





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