

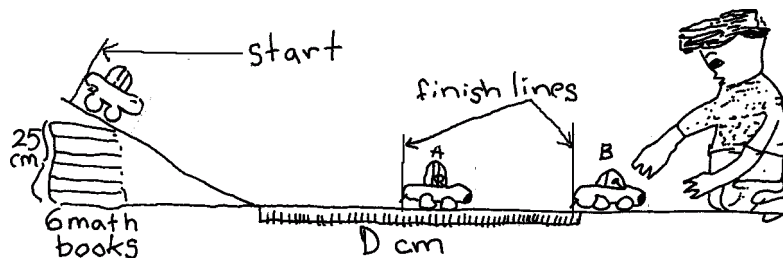
LETTER HOME

Going to Great Lengths

Dear Family Member:

Students will learn techniques for estimating and measuring lengths. They will apply measurement concepts and skills as they begin measuring with nonstandard units, palms and footprints, and then transition to standard units: inches, feet, yards, centimeters, and meters. They will measure real-life objects including stuffed animals from home, and longer lengths such as tape lines on the floor to show the length of various large animals.

Students will then apply measurement skills as they use the TIMS Laboratory Method to investigate how far different cars roll when released from the top of a ramp. This activity highlights estimating, measuring accurately, recording data, and making sure the experiment is fair.



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

Measure and Estimate at Home. Select various objects and distances at home. Ask your child what unit they think would be an appropriate unit to estimate and measure the length of the object. Use a standard unit like inches, feet, or meters or a nonstandard unit like footprints, palms, arm spans. As you estimate and measure, use words such as *long*, *tall*, *short*, *longer*, *taller*, *shorter*, *longest*, *tallest* and *shortest* where appropriate.

Roll Cars. Help your child set up a ramp similar to the one he or she used in class. Help your child roll the car down the ramp and measure how far it rolls. After several runs with one car, suggest changing one aspect, such as the height of the ramp or the car being used. Encourage your child to talk about what is happening.

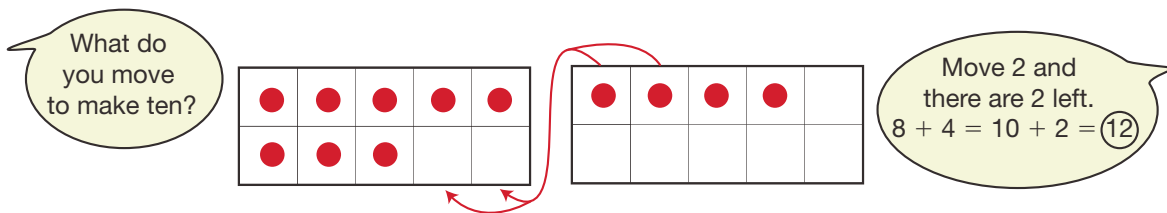
Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group E to develop strategies for those with sums larger than 10. The facts in this group involve the make-ten and use-ten strategies.

Group E: $5 + 7$, $8 + 4$, $8 + 5$, $9 + 3$, $9 + 4$, $9 + 5$, $10 + 1$, $10 + 2$, $10 + 3$

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 a small group each night. As your child goes through the facts, 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, use two sets of *0–10 Small Ten Frame Cards* to practice using the make-ten strategy to solve addition problems. Show your child two cards and ask what they would move to make ten.

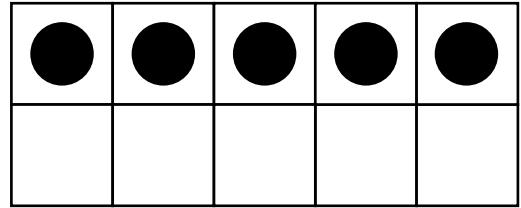
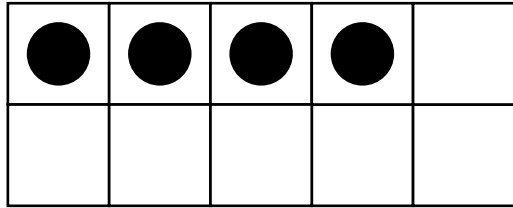
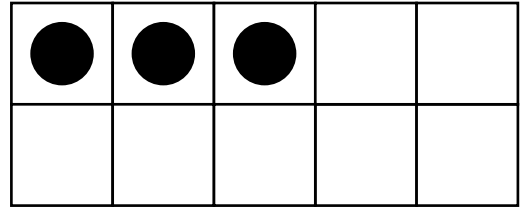
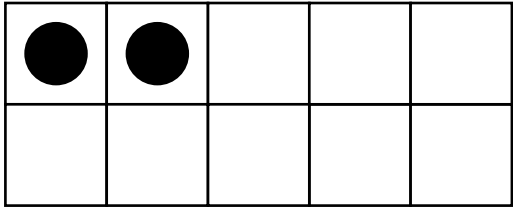
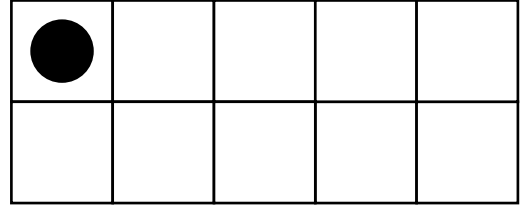
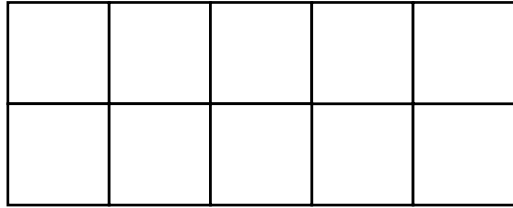


For Facts I Can Figure Out, use the flash cards to develop fluency with the addition facts.

For Facts I Know Quickly, help your child develop strategies for the related subtraction facts (e.g. “If I know that $8 + 5 = 13$, what is $13 - 8$?”).

Sincerely,

0-10 Small Ten Frame Cards





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