

LETTER HOME

Explore Three-Dimensional Shapes

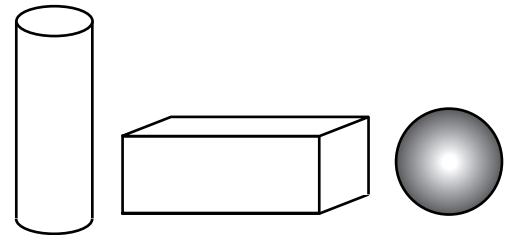
Dear Family Member:

In Unit 2 *Explore Shapes*, your child explored properties of two-dimensional shapes such as circles, triangles, rectangles, and squares. In this unit, your child will investigate some familiar three-dimensional shapes.

We will work with shapes such as cylinders, rectangular prisms (boxes), and spheres. Children will identify examples of these shapes in their environment, and will describe and compare them using their properties.

As we explore three-dimensional shapes and their properties in the classroom, you can help at home.

- **Find Cylinders, Boxes, and Spheres.** Your child will have several homework assignments to look for examples of different three-dimensional shapes in your home. Please assist your child in finding cylinders and boxes to bring to school.
- **Sort Groceries.** After your next trip to the supermarket, invite your child to sort some of the groceries according to these three-dimensional shapes: cylinders, rectangular prisms, and spheres.
- **Read at Home.** Your child may enjoy finding books about shapes at the library and reading them with you. Two suggested books about shapes are *Shapes, Shapes, Shapes* and *Cubes, Cones, Cylinders, & Spheres* by Tana Hoban.



cylinder rectangular prism sphere

Familiar three-dimensional shapes found in children's everyday world

Math Facts and Mental Math

This unit continues the development of the addition facts, focusing on the addition and related subtraction facts in Group E: $5 + 7$, $8 + 4$, $8 + 5$, $9 + 3$, $9 + 4$, $9 + 5$, $10 + 1$, $10 + 2$, $10 + 3$.

As you practice these facts at home, encourage your child to use good strategies to figure them out. Good strategies for the facts in Group E:

Making Ten, Using Ten, and Thinking Addition. $8 + 5 = (8 + 2) + 3 = 10 + 3 = 13$; to solve $14 - 9$, I think 9 plus what number equals 14. Since $9 + 5 = 14$, I know $14 - 9 = 5$.

Please feel free to contact me with any questions, concerns, or comments.

Sincerely,