Name Date

HOME LINK 1•14

Unit 2: Family Letter

Everyday Uses of Numbers

In Unit 2, children will learn about three specific uses of numbers in real-world contexts: the use of numbers in telephone numbers, in telling time, and in counting money. Your child will learn how to interpret the various parts of a telephone number, how to tell time on the hour, and how to count collections of nickels and pennies.

When learning to tell time, your child will estimate the time on a clock that has no minute hand, only an hour hand. For example, when the hour hand is pointing exactly to the 4, we can say that the time is *about 4 o'clock*. When the hour hand is between the 4 and the 5, we can say that the time is *after 4 o'clock* or *between 4 and 5 o'clock*. By focusing on the hour hand, children will avoid the common mistake of giving the wrong hour reading (usually one hour off).

about 4 o'clock

between 4 o'clock and 5 o'clock

When learning to count money, it is preferred that your child use real coins. In Unit 2, the focus will be on counting nickels and pennies and on exchanging pennies for nickels. (In Unit 3, children will add dimes to their coin collections. Later, they will add quarters.)

Your child will also continue to develop counting skills with the help of a number grid, begin to do simple addition and subtraction problems, and continue to solve number stories.

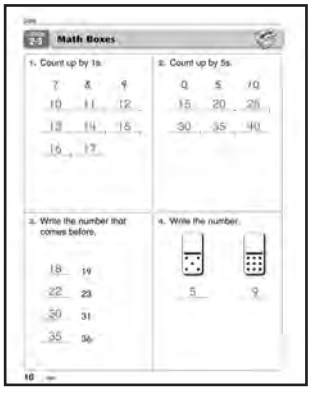
Please keep this letter for reference as your child works through Unit 2.

Vocabulary

Important terms in Unit 2:

Numbers All Around Museum A routine that promotes number awareness and is used throughout the year as the class assembles examples of numbers used at home.

Math Boxes A collection of problems to practice skills.



unit box A box displaying a unit, or label, in the problems at hand. For example, in problems involving counts of children in the class, the unit box would be as shown on the right.

Unit
children

analog clock A clock that shows the time by the positions of the hour and minute hands.

digital clock A clock that shows the time with numbers of hours and minutes, usually separated by a colon.

Do-Anytime Activities

To work with your child on the concepts taught in this unit and in Unit 2, try these interesting and rewarding activities:

1. Point out common uses of numbers, such as the numbers on clocks, phones, and in house addresses.
2. Help your child estimate the time using only the hour hand on an analog clock.
3. Help your child practice saying the telephone numbers of relatives and friends.
4. Count various sets of nickels and pennies together.

Have fun with these and all other mathematics activities!

Building Skills through Games

In Unit 2, your child will practice numeration and money skills by playing the following games:

Rolling for 50

Players roll a die to navigate their way on the number grid. The first player to reach FINISH wins the game!

Top-It

Each player turns over a card from the deck. Whoever has the higher number card keeps both cards. The winner is the one with more cards when the whole deck has been turned over.

Penny Plate

Starting with a plate and a specified number of pennies, one player turns the plate upside down, hiding some of the pennies. The other player counts the visible pennies and guesses how many pennies are hidden under the plate.

Penny-Nickel Exchange

Partners put 20 pennies and 10 nickels in a pile. Each player rolls a die and collects the number of pennies shown on the die. Whenever players have at least 5 pennies, they say "Exchange!" and trade their pennies for a nickel. The game ends when there are no more nickels left. The player with more nickels wins.

High Roller

Players roll two dice and keep the die with the greater number (the "high roller"). Players roll the other die again and count on from the "high roller" to get the sum of the two dice.

high roller

5, 6, 7
The sum is 7.

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 the Home Links for Unit 2.

Home Link 2•1

1–3. Check that your child's information is correct.

4. 11 **5.** 18 **6.** 20 **7.** 7

Home Link 2•2

1. Check that your child can count by 1s to the number he or she wrote.

2. Sample answer: 50, 40, 30, 20, 10, 0

3. Sample answer: I can count squares from left to right as I count by 1s. To count by 10s, I can start at the top of the last column and move down.

4. 9, 6, 5, 4, 2, 1

Home Link 2•3

1. Sample answers:

Number of Pennies in One Hand	Number of Pennies in Other Hand
5	5
4	6
2	8

2.

Number of Pennies in One Hand	Number of Pennies in the Other Hand
8	7
9	6
12	3

3. 20, 25, 30

Home Link 2•4

1. Sample answer:

Before	Number	After
8	9	10
2	3	4
0	1	2
4	5	6
5	6	7
8	9	10
10	11	12

2. 7, 8, 9, 10

Home Link 2•5

1. Sample answer:

	Tallies
Clocks	///
Watches	𝍸 //

Total: 10

2. Check that your child drew a picture of a clock or watch in your home.

3. 11 **4.** 15 **5.** 3

Home Link 2•6

1. Check that your child shows the hour named on his or her clock.

2. 5; 9

3.

4. 𝍸 // **5.** 𝍸 𝍸 /// **6.** 𝍸 𝍸

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 the Home Links for this unit.

Home Link 2•7

1. 6, 5, 8, 7, 10, 9

2. Your child's drawing should have the dominoes in order from 5 through 10.

3. 5, 6, 7, 8, 9, 10 **4.** 0, 2

5. 9, 10, 11 **6.** 16, 17, 18

Home Link 2•8

1. 5; 10; possible answer: I counted the pennies to get 5, and then counted 5 more to get 10.

2. 𝍸 𝍸 𝍸 𝍸 𝍸 //

3. 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸

4. 𝍸 𝍸 𝍸 //

5. 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 /

Home Link 2•9

1. Sample answer: 5, 10, 15, 20, 25, 30; 30

2. 15 **3.** 32

4. Check that your child's tally marks match his or her number.

5. 10 **6.** 21 **7.** 18 **8.** 5

Home Link 2•10

1. Ⓝ Ⓝ Ⓟ or Ⓝ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ; 11

2. Ⓝ Ⓝ Ⓟ; 11

3. 8 **4.** 30 **5.** 43 **6.** 17

Home Link 2•11

1. 17; 16; Sabine **2.** 16; 20; Tony **3.** 15

Home Link 2•12

1. 8; 11

2.

3. 21

Home Link 2•13

Check that your child has both nickels and pennies.

1. Sample answer:
2 pennies = 2¢ 3 nickels = 15¢

2. Sample answer: 17¢

3. Sample answer: Toy car and pencils are circled.

a. Sample answer: pencils **b.** 4¢

4. Sample answers: