HOME LINK
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Unit 8: Family Letter

Mental Arithmetic, Money, and Fractions

In Unit 8, children will examine a dollar bill and add the dollar to the money units they already know. They will continue to count and record amounts of money (using pennies, nickels, dimes, and quarters), often in more than one way. They will also begin learning how to make change.

Children will also create addition, subtraction, and comparison problems for the class to solve and will share their own problem-solving strategies. Having children share their solution strategies is emphasized in *Everyday Mathematics* and helps children feel more confident as they express their ideas.

Later in Unit 8, children will work with fractions. They will be reminded that fractions are equal parts of wholes. When dealing with fractions, it is important that children keep in mind the "whole" or the ONE to which the fraction is linked. For example, $\frac{1}{2}$ of an apple and $\frac{1}{2}$ of a dollar are not the same because they deal with different types of "wholes."
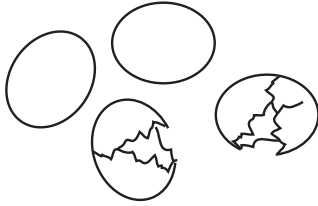
Please keep this Family Letter for reference as your child works through Unit 8.
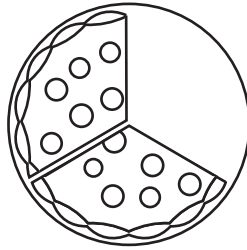
Vocabulary

Important terms in Unit 8:

fractional parts Equal parts of any whole.
For example:

Half ($\frac{1}{2}$) of the whole set of 4 eggs
are broken.

One-third ($\frac{1}{3}$) of a whole
3-slice pizza has been eaten.

near doubles A strategy derived from the "doubles addition facts." For example, a child might solve $3 + 4$ by noting that $3 + 3 = 6$, so $3 + 4$ must be 1 more than 6, or 7.

Do-Anytime Activities

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

1. Continue to review addition and subtraction facts.

2. Ask questions like the following:

 ◆ I want to buy an airplane that costs 27 cents. If I give the clerk 3 dimes, how much change will I get back?

 ◆ How can you show 14 cents using exactly 6 coins? (Have the actual coins available.)

 ◆ How many different ways can you show 14 cents? (Have the actual coins available.)

3. Count out 8 pennies (or any type of counter, such as buttons or paper clips). Ask your child to show you $\frac{1}{2}$ of the pennies and then $\frac{1}{4}$ of the pennies. Do this with a variety of different numbers.

4. Encourage your child to count various collections of coins you may have accumulated.

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Building Skills through Games

In Unit 8, your child will practice addition, subtraction, place value, and money skills by playing the following games:

Addition Top-It

See *My Reference Book*, pages 122–123. Players turn over two cards and call out the sum. The player with the higher sum keeps all the cards. The player with more cards at the end wins.

Base-10 Exchange

Players roll the dice and put that number of cubes on their Place-Value Mats. Whenever possible, they exchange 10 cubes for 1 long. The first player to make an exchange for a flat wins.

flat   long   cube

1 flat   =   10 longs = 100 cubes
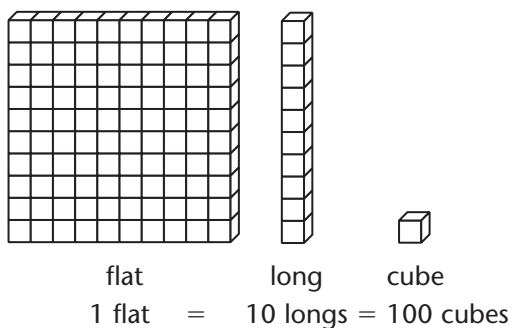
One-Dollar Exchange

See *My Reference Book*, pages 144–145. Players roll the dice and put that number of cents on their Place-Value Mats. Whenever possible, they exchange 10 pennies for 1 dime. The first player to make an exchange for a $1 bill wins.

3, 2, 1, Game

See *My Reference Book*, pages 150–151. Players take turns subtracting 1, 2, or 3 from a given number. The first player to reach 0 exactly is the winner.

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 in this unit.

Home Link 8·1

1. Sample answer: Your child should mark 2 dimes, 3 nickels, and 2 pennies.

2. Your child should mark 1 quarter, 4 dimes, and 1 nickel.

3. 52 **4.** 61 **5.** 96 **6.** 88

7. < **8.** > **9.** =

Home Link 8·2

1. Sample answer: $1 $1 Ⓠ Ⓠ Ⓠ Ⓓ

2. Sample answer: $1 $1 $1 Ⓓ Ⓓ Ⓟ Ⓟ Ⓟ Ⓟ

3. 111¢, $1.11; Ⓠ Ⓠ Ⓠ Ⓠ Ⓓ Ⓟ

4. 8, even

Home Link 8·3

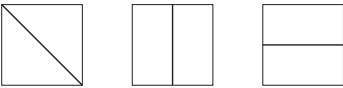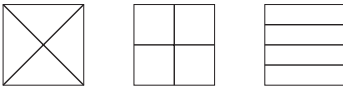**1.** 569 **2.** 483 **3.** 709 **4.** Grant; 9¢

Home Link 8·4

1. Your child should tape or glue a picture to the page or back of the page, tell a number story, and write a number model that goes with his or her story.
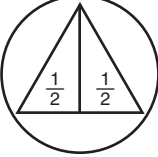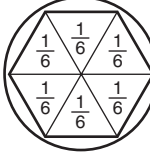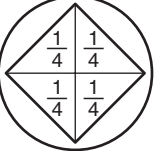
2. 12 **3.** 9 **4.** 11 **5.** 13
6. 10 **7.** 12

Home Link 8·5

1. 3, 4 **2.** 1, 5 **3.** +5; 20, 25
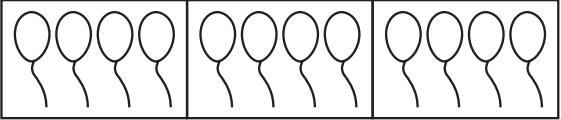
Home Link 8·6

1. Sample answer:

2. Sample answer:

3. 18, 19, 22

Home Link 8·7

1.

2.

3.

4. 453

Home Link 8·8

1. Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ ; 5

2.

 ; 4

3. 4

4. Sample answer: 26, even

Home Link 8·9

1. 4 + 6 = 10 **2.** 9 + 1 = 10 **3.** 9 + 9 = 18

4. 7 + 3 = 10 **5.** 4 + 4 = 8 **6.** 6 + 1 = 7
   3 + 7 = 10   8 − 4 = 4   1 + 6 = 7
   10 − 3 = 7   7 − 6 = 1
   10 − 7 = 3   7 − 1 = 6

7. Sample answers: