Unit 6: Family Letter

Addition Fact Strategies

In Unit 6, children continue to work with addition facts and develop strategies for solving more difficult facts. For example, many children quickly learn the doubles addition facts: $1 + 1 = 2$; $2 + 2 = 4$; $3 + 3 = 6$; and so on. Using doubles facts, they learn to solve nearby facts using the *near doubles* strategy. A child who knows $4 + 4$ can use it to solve $5 + 4$ by thinking of it as a double plus 1, or $3 + 4$ by thinking of it as a double minus 1. These "helper facts" are a useful tool for solving other addition facts.

Children also gain experience with an important strategy for mentally adding numbers. *Making 10* is a strategy that involves breaking apart one addend, making a ten, and then adding what remains to 10. For example, children learn to add $8 + 6$ by breaking apart the 6: $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$. This strategy takes advantage of properties of addition that can help children add more efficiently.

Also in Unit 6, children apply their skills with number stories and place value to continue building strategies for solving 2-digit addition problems.
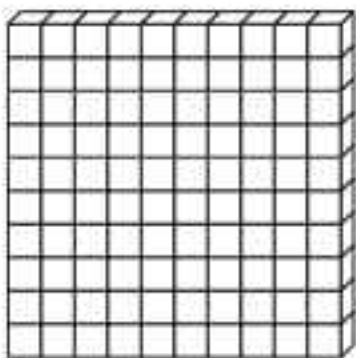
Children also begin telling time to the hour on analog clocks. Digital clocks and time to the half hour will be introduced in the next unit.

Please keep this Family Letter for reference as your child works through Unit 6.

Vocabulary   Important terms in Unit 6:

flat In *Everyday Mathematics*, a base-10 block that represents 100.

making 10 A method or strategy of mentally adding two numbers by breaking apart one addend to make ten, then adding what remains to 10. For example,
$7 + 4 = 7 + 3 + 1 = 10 + 1 = 11$.

name-collection box In *Everyday Mathematics*, a diagram that is used for collecting equivalent names for numbers.

15	
$8 + 7$	$10 + 5$
$25 - 10$	$3 + 2 + 10$
$5 + 5 + 5$	$16 - 1$
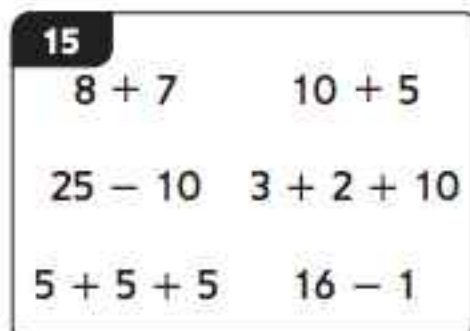
near doubles An addition strategy that involves using a known doubles fact to solve a nearby fact. For example, $5 + 4 = 9$ is *near* the doubles $4 + 4 = 8$ and $5 + 5 = 10$, so either double could be used to find the sum of $5 + 4$.

Do-Anytime Activities

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

1. Have your child tell number stories that fit given equations, such as $8 + 5 = 13$ and $7 + 7 = 14$.

2. Fill in name-collection boxes. Begin with a number, such as 20, and have your child provide at least five equivalent names.

3. Encourage your child to show you how to use the "making 10" strategy to solve $7 + 5$. Have him or her suggest other facts that could be solved using this strategy.

4. Ask your child to tell time to the hour using analog clocks.

Building Skills through Games

Your child will play these games and others in Unit 6:

Fishing for 10

Each player draws 5 number cards. The object is to "fish" for pairs of numbers that add to 10.

Penny-Dime-Dollar Exchange

Players roll two 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.

Roll and Record Doubles

Players roll a die and make a double with that number. The first player to fill a column on the record sheet wins.

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 6-1

5. 14 stickers; $7 + 4 + 3 = 14$

Home Link 6-2

1. Answers vary.

2. Jordan's pencil

Home Link 6-3

1–2. Answers vary.

3. Sample answer: My shapes have different numbers of sides.

4. 40; 38; 55

Home Link 6-4

1.

Fact	Helper Fact	Answer
Example: $5 + 6 = ?$	$5 + 5 = 10$ or $6 + 6 = 12$	$5 + 6 = 11$
$3 + 4 = ?$	Sample answer: $3 + 3 = 6$	$3 + 4 = 7$
$5 + 4 = ?$	Sample answer: $5 + 5 = 10$	$5 + 4 = 9$
$7 + 8 = ?$	Sample answer: $7 + 7 = 14$	$7 + 8 = 15$

2. $3 = 3$; $4 = 9 - 5$; $10 + 2 = 12$

Home Link 6-5

1. 8

2. 9

3. Sample answer: I know $4 + 4 = 8$, so 1 more is 9.

4. 6; 2; 9

Home Link 6-6

1. Check your child's picture to make sure the answers are correct and it is colored correctly.

2. 10; 9; 2

Home Link 6-7

1. Answers vary.

2. 9; 7; 8

Home Link 6-8

1. 3

2. 14

3. 5

4. <; =; >

Home Link 6-9

1. $0 + 10$; $10 + 0$; $1 + 9$; $9 + 1$; $2 + 8$; $8 + 2$; $3 + 7$; $7 + 3$; $4 + 6$; $6 + 4$; $5 + 5$

2. Sample answers: $20 - 5$; $5 + 5 + 5$; $17 - 2$; $6 + 9$

3. <; >; <; =

Home Link 6-10

1. 92

2. 48

3. 9

4. $8 > 18$; $15 = 5 + 6$; $11 - 3 = 14$

Home Link 6-11

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

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

3. 111¢; $1.11

4. 17 balls, $8 + 6 + 3 = 17$

Name-Collection Boxes

People, things, and ideas often have several different names. For example, Mary calls her parents Mom and Dad. Other people may call them Linda and John, Aunt Linda and Uncle John, or Grandma and Grandpa. Mail may come addressed to Mr. and Mrs. West. All of these names are for the same two people.
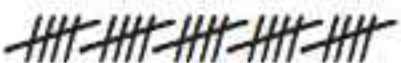
Numbers can also be called by many names. Your child is bringing home an activity with a special format for recording different number names. We call this format a **name-collection box.** The box is used by children to collect many names for a given number.

The box is identified by the name on the label. The box shown below is a 25-box, or a name-collection box for the number 25.

A name-collection box can be filled using any equivalent names. In first grade, children focus mostly on sums (20 + 5), differences (35 − 10), and combinations of operations (10 + 10 + 10 − 5). Children check whether these names are correct by writing number sentences and asking themselves whether the number sentences are true or false. For example, 20 + 5 is a name for 25 because 20 + 5 = 25 is a true number sentence. Alternatively, 40 − 10 is not a name for 25 because 40 − 10 = 25 is a false number sentence. Names can also include words (even words in other languages), tally marks, and combinations of coins.

25
$37 - 12$ $20 + 5$
卌 卌 卌 卌 卌
twenty-five veinticinco
$10 + 10 + 10 - 5$