

Add Within 5



Dear Family,

This week your child is learning to add within 5.

This lesson includes solving addition problems with totals up to 5. It also connects story problems to pictures, objects, 5-frames, and equations. This will provide your child with a strong foundation as he or she eventually moves from solving problems shown with pictures or models to solving problems shown only with numbers.

Picture



$$2 + 1 = 3$$

5-Frame



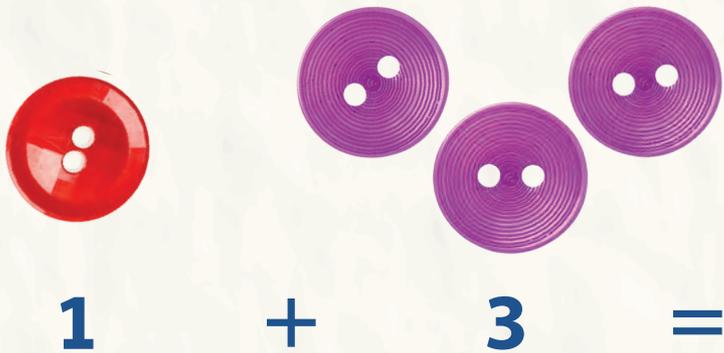
$$2 + 1 = 3$$

Activity Adding Within 5

Do this activity with your child to connect addition equations to concrete objects.

Materials 8 small objects of 2 different colors or types (such as buttons in 2 different colors or dried pasta pieces in 2 different shapes)

- Fold a sheet of paper in half.
- Write an addition equation that has a total of 5 or less across the bottom of the half-sized page. Do not include the total.
- Show your child how to place a group of objects above each number.
- Have your child count how many objects there are in all and write the total after the equal sign.
- Write other addition equations for your child to figure out on the three remaining sections of the folded paper (front and back). Each addition equation should have a total of 5 or less. Have your child use objects to find the totals.



Make a Ten to Add



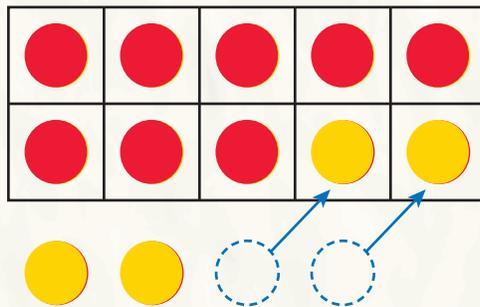
Dear Family,

This week your child is learning to use the make a ten strategy to add two numbers.

Adding two numbers can be easier when one of the numbers is 10. Using the **make a ten** strategy will help your child to quickly add two numbers that have a total greater than 10.

Look at two ways you can make a ten to find $8 + 4$.

- You can use counters to make a ten. Start with 8 counters and 4 counters. Take 2 counters from 4 to make 10.

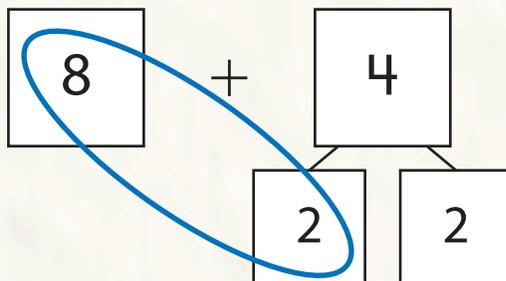


$$10 + 2 = 12$$

and

$$8 + 4 = 12$$

- You can use number bonds to make a ten.



$$10 + 2 = 12$$

and

$$8 + 4 = 12$$

Invite your child to share what he or she knows about making a ten to add by doing the following activity together.

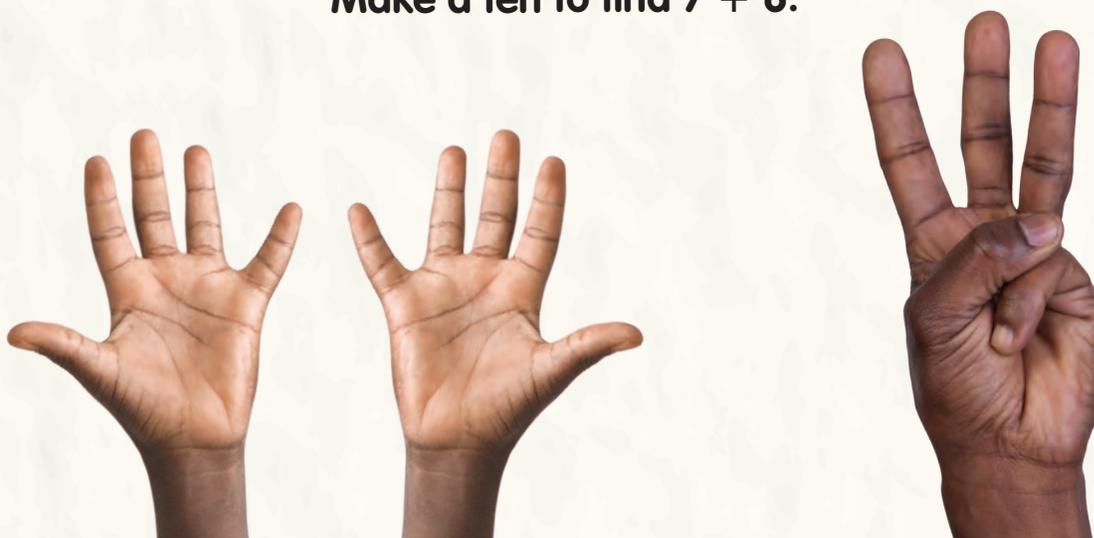
Activity Make a Ten

Do this activity with your child to explore making a ten to add.

Help your child use fingers and the make a ten strategy to find $7 + 6$.

- Have your child begin by holding up 7 fingers.
- Then he or she holds up other fingers one at a time—counting 1, 2, 3—until all 10 fingers are up.
- Your child has already added 3 to make a ten. Now, as your child continues counting to 6, raise one of your fingers for each number he or she says: 4, 5, 6.
- Ask your child how many fingers the two of you have raised altogether (13). So, $7 + 6 = 13$.

Make a ten to find $7 + 6$.



Have your child use fingers and the make a ten strategy to solve the problems below.

$7 + 5 = ? \quad 9 + 8 = ?$

$9 + 7 = ? \quad 8 + 3 = ?$

$8 + 6 = ? \quad 7 + 4 = ?$

Add Two-Digit Numbers

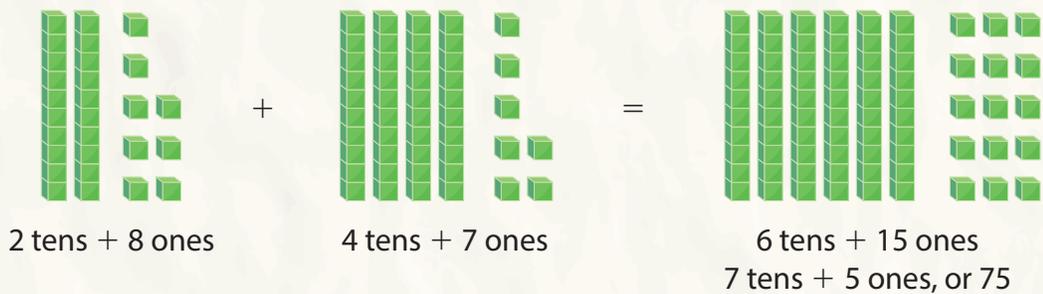


Dear Family,

This week your child is learning to use different strategies to add two-digit numbers.

Here are some ways to find the sum $28 + 47$.

- Use base-ten blocks.



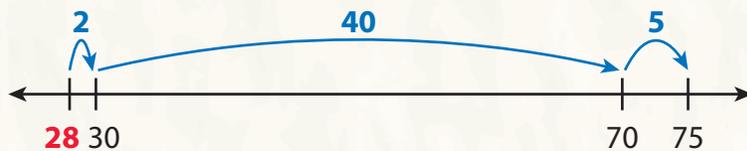
- Add tens and ones.

$$\begin{aligned} 28 &= 20 + 8 \\ 47 &= 40 + 7 \\ 60 + 15 &= 75 \end{aligned}$$

- Go to the next 10.

It is easier to add when one number has no ones. To simplify adding, go to the next ten.

$$\begin{aligned} 28 + 2 &= 30 \\ 30 + 40 &= 70 \\ 70 + 5 &= 75 \\ 28 + 47 &= 75 \end{aligned}$$



Invite your child to share what he or she knows about addition strategies by doing the following activity together.

ACTIVITY ADDITION STRATEGIES

Do this activity with your child to explore adding two-digit numbers.

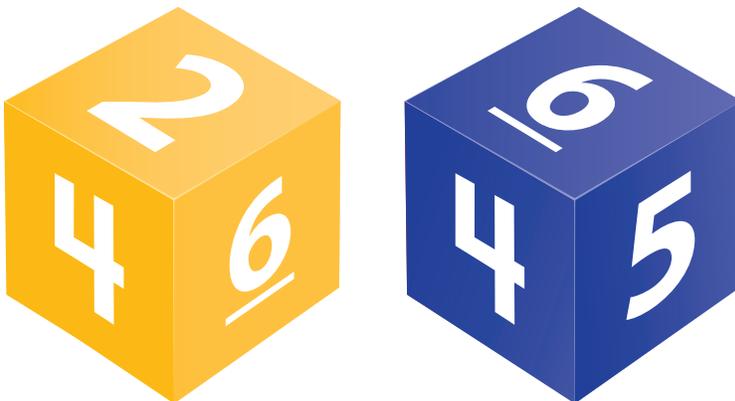
Materials 2 number cubes, pencil and paper

Explain to your child that the point of the game is to get a sum greater than 75.

- Have your child roll two number cubes.
- Ask your child to form a two-digit number from the number cubes (For example, if you roll a 2 and a 6, you can make 26 or 62.) Write the number down.
- Ask your child to add 25 to the number, using one of the addition strategies shown on the other side of this paper.
- If the sum is greater than 75, then he or she wins the round. Repeat the game three more times.

During the game, ask your child questions such as:

- *Does it matter which number you make with the two number cubes? Will you get the same sum either way?*
- *How can you pick the numbers to make sure your sum is as great as possible?*
- *What happens to my two-digit number if I use the greater digit in the tens place? In the ones place?*



Find Equivalent Fractions



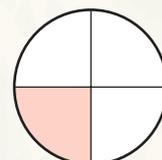
Dear Family,

This week your child is learning to find equivalent fractions.

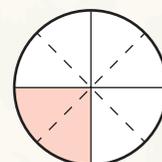
Using a model or diagram to represent equivalent fractions helps make it clear why they are equivalent.

The models to the right show that $\frac{2}{8}$ and $\frac{1}{4}$ are equivalent because they cover the same amount of same-sized circles.

The circle showing $\frac{2}{8}$ has solid lines showing fourths and dotted lines showing how each fourth was cut to make eighths. It helps you see that since eighths are smaller than fourths, you need more of them to cover the same amount.



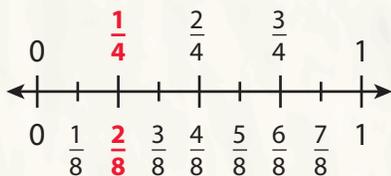
$\frac{1}{4}$



$\frac{2}{8}$

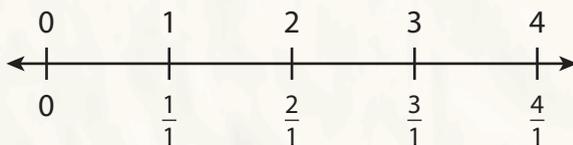
A number line is another model that can show equivalent fractions.

This number line shows both fourths and eighths. Since $\frac{1}{4}$ and $\frac{2}{8}$ are at the same point, $\frac{1}{4}$ and $\frac{2}{8}$ are equivalent.



A whole number can be written as a fraction too, with a denominator of 1.

A denominator of 1 means the whole has not been cut into parts. One whole can be written $\frac{1}{1}$, 2 wholes as $\frac{2}{1}$, and so forth.



Invite your child to share what he or she knows about finding equivalent fractions by doing the following activity together.

Add and Subtract Fractions



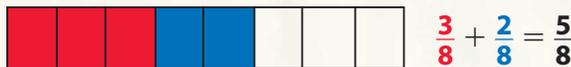
Dear Family,

This week your child is learning how to add and subtract fractions with like denominators.

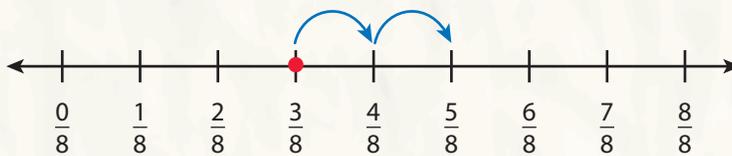
Fractions with the same number below the line have like denominators.

like denominators: $\frac{1}{4}$ and $\frac{3}{4}$ unlike denominators: $\frac{1}{2}$ and $\frac{3}{4}$

To find the sum of fractions with like denominators, understand that you are adding like units. Just as 3 apples plus 2 apples is 5 apples, 3 eighths plus 2 eighths is 5 eighths. Similarly, when you take away, or subtract, 2 eighths from 5 eighths, you have 3 eighths left.



You can also use a number line to understand adding and subtracting like fractions.



Remember that the denominator names units the same way that “apples” names units.

So, when you add two fractions with like denominators, the sum of the numerators tells how many of those units you have.

When you subtract two fractions with like denominators, the difference of the numerators tells how many of those units you have.

Invite your child to share what he or she knows about adding and subtracting fractions by doing the following activity together.

ACTIVITY ADDING AND SUBTRACTING FRACTIONS

Do this activity with your child to add and subtract fractions.

Materials bowl, measuring cup, ingredients shown in the recipe

Follow the recipe below to make a creamy cracker spread or veggie dip.

Creamy Spread

Ingredients

$\frac{5}{8}$ cup cream cheese

$\frac{2}{8}$ cup sour cream

herbs

crackers or veggies

Directions

Mix the cream cheese, sour cream, and herbs together in a medium bowl. Serve immediately with crackers or sliced fresh veggies. Enjoy!



After you have made the spread, ask your child questions such as these:

- What fraction of a cup is the total amount of spread?
- If you spread $\frac{1}{8}$ of a cup on crackers or veggies, how much spread is left?

Make up a simple recipe using fractions for someone else in the family to make!



Fractions as Division



Dear Family,

This week your child is learning how fractions and division are related.

He or she might see a problem like the one below.

Three family members equally share 4 granola bars. How much does each family member receive?

This word problem can be represented as a division problem. The family equally shares 4 granola bars among 3 people, so the division problem to solve is $4 \div 3$.

A model is a useful way to show the problem.

The model below shows 4 wholes. Each whole is divided into 3 parts.



Each family member receives $\frac{1}{3}$ of each of 4 whole bars. So, the answer to the division problem $4 \div 3$ is $\frac{4}{3}$. You can say that the fraction $\frac{4}{3}$ represents the division problem $4 \div 3$.

This shows how fractions and division are related. You can think of fractions as the division of two numbers.

Another way to write the fraction $\frac{4}{3}$ is to show it as a mixed number. So, each family member receives $\frac{4}{3}$, or $1\frac{1}{3}$, granola bars.

Invite your child to share what he or she knows about how fractions and division are related by doing the following activity together.



ACTIVITY FRACTIONS AS DIVISION

Do this activity with your child to explore fractions as division.

Work with your child to find opportunities to practice modeling a division situation as a fraction.

- Together with your child, think of things that can be shared equally among family members, such as boxes of crackers or bags of grapes.
- Choose one idea. Work together with your child to show how to equally divide a number of the items among the people in your family.

Example: 4 family members equally share 7 bags of trail mix.

- Have your child write the idea as a division problem.

Example: $7 \div 4 = \frac{7}{4}$

- Have your child explain how much of the item each family member will get.

Example: Each person will get $\frac{7}{4}$, or $1\frac{3}{4}$, bags of trail mix.

