

# Numbers All Around Museum

**Family Note**

In the *Third Grade Everyday Mathematics* program, children *do* mathematics.

We expect that children will want to share their enthusiasm for the mathematics activities they do in school with members of their families. Your child will bring home assignments and activities to do as homework throughout the year. These assignments, called Home Links, will be identified by the symbol at the top of the page. The assignments will not take very much time to complete, but most of them involve interaction with an adult or an older child.

There are good reasons for including Home Links in the third-grade program:

- ◆ The assignments encourage children to take initiative and responsibility for completing them. As you respond with encouragement and assistance, you help your child build independence and self-confidence.
- ◆ Home Links reinforce newly learned skills and concepts. They provide thinking and practice time at each child's own pace.
- ◆ These assignments are often designed to relate what is done in school to children's lives outside school. This helps tie mathematics to the real world, which is very important in the *Everyday Mathematics* program.
- ◆ The Home Links assignments will give you a better idea of the mathematics your child is learning in school.

Generally, you can help by listening and responding to your child's requests and comments about mathematics. You can help by linking numbers to real life, pointing out ways in which you use numbers (time, TV channels, page numbers, telephone numbers, bus routes, and so on). Extending the notion that "children who are read to, read," *Everyday Mathematics* supports the belief that children who have someone do math with them will learn mathematics. Playful counting and thinking games are very helpful in promoting such learning.

The Family Note will explain what the children are learning in class. Use it to help you understand where the assignment fits into your child's learning.

# Number-Grid Puzzles



## Family Note

Today your child reviewed patterns on a number grid and completed number grid puzzles. On this Home Link, your child may use either the number grid or its patterns to complete the number grid puzzles. Ask your child to explain how he or she filled in the puzzles.



-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

When you move right, the numbers increase by 1.

When you move left, the numbers decrease by 1.

When you move down, the numbers increase by 10.

When you move up, the numbers decrease by 10.

Fill in the missing numbers. Explain the patterns to someone at home.

1.

	22
31	

2.

	175	

3. Make up your own.


## Try This

4.

1,382		

**HOME LINK**  
**1•3**

# Place-Value Practice

**Family Note**

In the last lesson, children learned how to use a number grid and how to solve number-grid puzzles. The **Try This** problems below give children more practice with what they have learned. For information about number grids and number-grid puzzles, see pages 7–9 in the *Student Reference Book*.

Please return this Home Link to school tomorrow. Also bring a clean sock tomorrow to use as an eraser with your slate.



- Have someone at home tell you a four-digit number to write down.
  - Write the number. \_\_\_\_\_
  - Circle the digit in the thousands place.
  - Put an X through the digit in the tens place.
  - Underline the digit in the ones place.
- Write the number that is 100 more than your number in Problem 1. \_\_\_\_\_
- Write the number that is 100 less than your number in Problem 1. \_\_\_\_\_

**Try This**

Use the filled-in grid on page 7 of your *Student Reference Book* to help.

4.

898	

5.

1,054	

**Practice**

Solve.

6.  $4 + 5 =$  \_\_\_\_\_

7. \_\_\_\_\_  $= 9 - 5$

8. \_\_\_\_\_  $= 5 + 4$

9.  $9 - 4 =$  \_\_\_\_\_

Unit

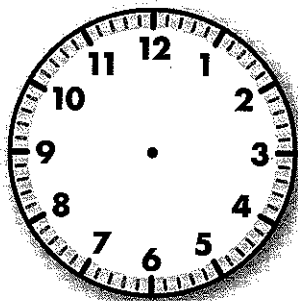
# Telling Time

**Family Note**

Today we discussed some of the tools used in mathematics. We reviewed how to read a ruler to the nearest inch and nearest centimeter and how to read a clock face to tell time to the nearest half-hour, nearest quarter-hour, and nearest 5 minutes. Help your child read and write each time.

*Please return this Home Link to school tomorrow.*

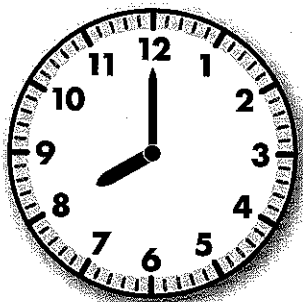
1. Draw the hour hand and the minute hand to show the time right now. Write the time.



\_\_\_\_\_ :

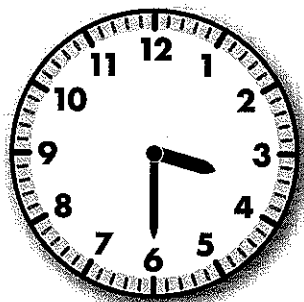
Write the time shown.

2.



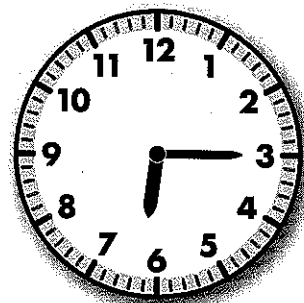
\_\_\_\_\_ :

3.



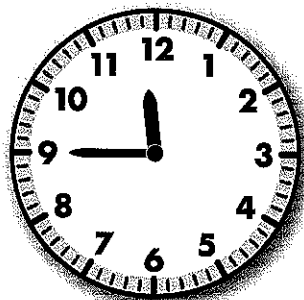
\_\_\_\_\_ :

4.



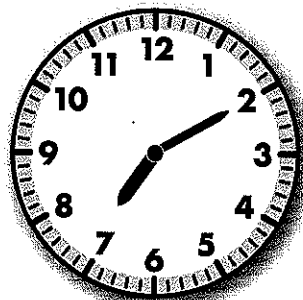
\_\_\_\_\_ :

5.



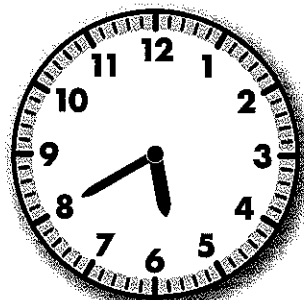
\_\_\_\_\_ :

6.



\_\_\_\_\_ :

7.



\_\_\_\_\_ :

8. Show someone at home how you solved the hardest problem on this page.

**HOME LINK**  
**1.5**

# How Much TV Did They Watch?

**Family Note**

You can find information about tally charts on pages 76–78 in the *Student Reference Book*.  
You can find information about the minimum, maximum, range, mode, and median of a set of data on pages 79 and 81.

*Please return this Home Link to school tomorrow.*



Paul asked some of his classmates how many hours they watched television over the weekend. His classmates reported the following number of hours:

1 hour      3 hours      1 hour      5 hours      0 hours      2 hours  
4 hours      3 hours      2 hours      3 hours      3 hours

1. Make a tally chart for the data.

Time Spent Watching TV	
Hours	Number of Children
0	
1	
2	
3	
4	
5	

2. What was the least (minimum) number of hours watched? \_\_\_\_\_ hours
3. What was the greatest (maximum) number of hours watched? \_\_\_\_\_ hours
4. What is the range for the data? \_\_\_\_\_ hours (Remember that *range* is the difference between the greatest number and the least number.)
5. What is the mode for the data? \_\_\_\_\_ hours (Remember that the *mode* is the number that occurs most often.)
6. What is the median for the data? \_\_\_\_\_ hours (Remember that the *median* is the number in the middle.)

# Name-Collection Boxes



## Family Note

You can find an explanation of name-collection boxes on pages 14 and 15 in the *Student Reference Book*.

Please return this Home Link to school tomorrow.



1. Write at least 10 names for the number 18 in the name-collection box. Then explain to someone at home how the box works. Have that person add another name for 18.

18

2. Three of the names do not belong in this box. Cross them out. Then write the name of the box on the tag.

~~###~~ ~~###~~

one dozen

$$7 + 5$$

number of months in 1 year

$$15 - 3$$

$$10 + 2$$

$$18 - 4$$

$$9 - 3$$

3. Make up a problem like Problem 2. Choose a name for the box but do not write it on the tag. Write 4 names for the number and 2 names that are not names for the number.

To check if the problem makes sense, ask someone at home to tell you which 2 names do not belong in the box. Have that person write the name of the box on the tag.

**Likely and Unlikely Events****Family Note**

During the next two weeks, please help your child find and cut out items in newspapers and magazines that discuss events that might or might not happen. Have your child bring these items to school to share with the class.

*Please return this Home Link to school tomorrow.*



For the next two weeks, look for items in newspapers and magazines that tell about events that **might** or **might not** happen. Get permission to cut them out and bring them to school. You might look for items like the following:

- ◆ a weather forecast (What are the chances that it will rain tomorrow?)
- ◆ the sports page (Which team is favored to win the baseball game?)
- ◆ a news story (What are the chances that people will explore distant planets in the next 20 years?)

Tell whether each event below is sure to happen, sure not to happen, or may happen, but not sure. Circle the answer.

1. You will grow taller next year.

sure to happen      sure not to happen      may happen, but not sure

2. You will live to be 200 years old.

sure to happen      sure not to happen      may happen, but not sure

3. You will watch TV next Saturday.

sure to happen      sure not to happen      may happen, but not sure

4. You will travel to the moon.

sure to happen      sure not to happen      may happen, but not sure

**Practice****Unit**

Solve.

5.  $3 + 4 = \underline{\quad}$

6.  $\underline{\quad} = 7 - 4$

7.  $\underline{\quad} = 7 - 3$

8.  $4 + 3 = \underline{\quad}$

**HOME LINK**  
**1•8**

# Finding Differences

**Family Note**

It is not expected that your child knows how to use a traditional method of subtraction to solve these problems. Formal methods will be covered in the next unit. You can find an explanation of how to find differences on a number grid on page 8 in the *Student Reference Book*.

*Please return this Home Link to school tomorrow.*



1. Fill in the numbers on the number grid below.

	132								
									150
			154						
						177			

Use the number grid above to help you answer the following questions.

2. Which is more, 154 or 131? \_\_\_\_\_ How much more? \_\_\_\_\_
3. Which is less, 177 or 148? \_\_\_\_\_ How much less? \_\_\_\_\_
4. The difference between 180 and 158 is \_\_\_\_\_.

**Try This**

5. Explain how you found your answer in Problem 4.
- \_\_\_\_\_

**Practice**

Solve.

6.  $13 = 7 + \underline{\hspace{2cm}}$

7.  $13 = 6 + \underline{\hspace{2cm}}$

8.  $6 = \underline{\hspace{2cm}} - 7$

9.  $7 = \underline{\hspace{2cm}} - 6$

**Unit**



**HOME LINK**  
**1•9**

# Large and Small Numbers

**Family Note**

We have been reviewing place-value concepts in this lesson. For more information about place value, see pages 18 and 19 in the *Student Reference Book*.

*Please return this Home Link to school tomorrow.*



You will need a die or a deck of cards numbered from 0–9, or slips of paper numbered 0–9.

1. Roll a die 4 times (or draw 4 cards).

a. Record the digit for each roll (or each card) in a blank.

\_\_\_\_\_

b. Make the largest 4-digit number you can using these digits.

\_\_\_\_\_, \_\_\_\_\_

c. Make the smallest 4-digit number you can using these digits.  
The number may not begin with a zero.

\_\_\_\_\_, \_\_\_\_\_

2. Roll a die 5 times (or draw 5 cards).

a. Record the digit for each roll (or each card) in a blank.

\_\_\_\_\_

b. Make the largest 5-digit number you can using these digits.

\_\_\_\_\_, \_\_\_\_\_

c. Make the smallest 5-digit number you can using these digits.  
The number may not begin with a zero.

\_\_\_\_\_, \_\_\_\_\_

**Practice**

Solve.

3.  $8 = \underline{\quad} + 5$

4.  $8 = 5 + \underline{\quad}$

5.  $\underline{\quad} = 8 - 3$

6.  $\underline{\quad} = 8 - 5$

**Unit**

**HOME LINK**  
**1•10**

# Ad Hunt

**Family Note**

The children have been working on dollars-and-cents notation (for example, \$4.95).  
Help your child locate ads that clearly show prices.

*Please return this Home Link to school tomorrow.*

1. Cut out four small advertisements from newspapers or magazines.  
Each ad must show the price of an item.
2. Put the ads in order from the least expensive item to the most expensive item.
3. Tape or glue your four ads in order on this page.
4. Bring extra ads to school to add to the Numbers All Around Museum.

**Practice****Unit**

5. Solve.

$$\begin{array}{r} 6 \\ + \square \\ \hline 12 \end{array}$$

$$\begin{array}{r} 12 \\ - \square \\ \hline 6 \end{array}$$

$$\begin{array}{r} \square \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} \square \\ - 5 \\ \hline 5 \end{array}$$

6.  $13 - 7 = \underline{\quad}$      $\underline{\quad} + 9 = 14$      $11 = 9 + \underline{\quad}$      $12 - 4 = \underline{\quad}$

**HOME LINK**  
**1-11**

# Shopping in the Newspaper

**Family Note**

In this activity, your child will be looking for at least five different items to buy with \$100. If any money is left over, your child can find something else to buy. If your child buys something in quantity (for example, 4 CDs), list each item and price on a separate line.

*Please return this Home Link to school tomorrow.*



1. Pretend that you have \$100 to spend. Have someone at home help you find ads for at least five different items that you can buy. List the items and their prices below. **DO NOT CALCULATE** your total. Instead, estimate the total. You do not need to spend exactly \$100.

Item	Actual Price	Estimated Price
CD	\$15.75	\$16

2. Explain to someone at home how you estimated the total price of your items.

**Practice**

Solve.

3. 
$$\begin{array}{r} 11 \\ - \square \\ \hline 7 \end{array}$$

4. 
$$\begin{array}{r} 4 \\ + 7 \\ \hline \square \end{array}$$

5. 
$$\begin{array}{r} 7 \\ + \square \\ \hline 11 \end{array}$$

6. 
$$\begin{array}{r} \square \\ - 7 \\ \hline 4 \end{array}$$

**Unit**

**HOME LINK**  
**1•12****Frames-and-Arrows****Family Note**

You can find information about Frames-and-Arrows diagrams on pages 200 and 201 in the *Student Reference Book*.

Please return this Home Link to school tomorrow.



Show someone at home how to complete these Frames-and-Arrows diagrams.

1. **Rule**  
+3¢

12¢     24¢

2. **Rule**  
-100

1,000     800

3. **Rule**

24     42   48

**Practice**

Write each amount in dollars-and-cents notation.

4. \$1 Q D N N P = \$ \_\_\_\_\_

5. D D Q N P D Q P = \$ \_\_\_\_\_

6. \$10 \$1 \$1 N P = \$ \_\_\_\_\_

7. Draw coins to show \$0.89 in at least two different ways.

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**HOME LINK**  
**1-13**

# Time Practice

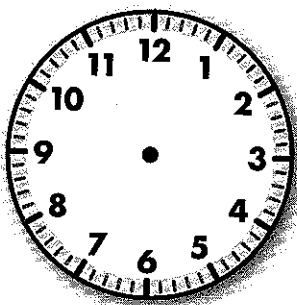
**Family Note**

Your child has been learning about elapsed time in this lesson.  
Please return this Home Link to school tomorrow.

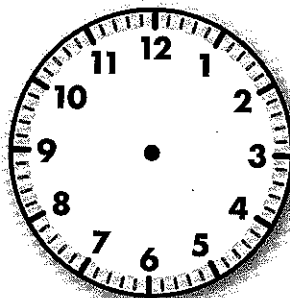


Pretend you are setting your watch. Draw the hour hand and minute hand on the clock face to show the time. Use a real watch or clock to help you.

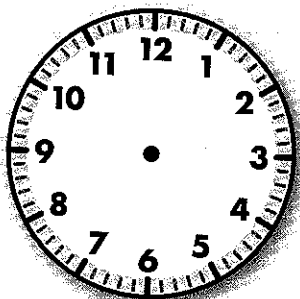
1. a. Show a quarter to 6.



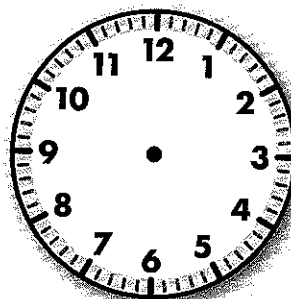
- b. Show the time 2 hours and 15 minutes later.



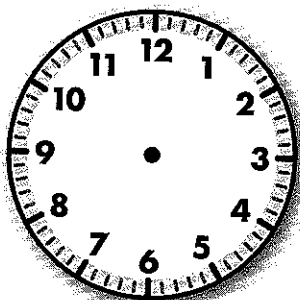
2. a. Show half-past 8.



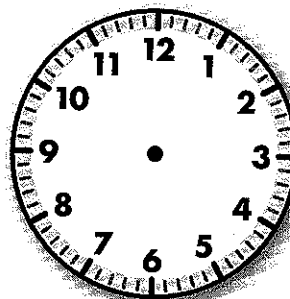
- b. Show the time 4 hours and 20 minutes earlier.



3. a. Show 25 minutes past 11.



- b. Show the time 3 hours and 40 minutes later.



## Practice

Solve.

4.  $4 + \underline{\quad} = 8$     5.  $\underline{\quad} = 8 - 4$     6.  $14 = \underline{\quad} + 7$     7.  $14 - \underline{\quad} = 7$