

## Homework Notes

### How Many People Counted?

#### *Session 1*

**Math Content:** Skip counting by multiples of 25, 50, or 100; exploring relationships among numbers

**Materials:** Student Sheet 1, pencil

In class, we have been skip counting by numbers (such as 100, 200, and 25) and comparing strategies for predicting what the final number will be if each person in the class says one number. For homework, your child will determine how many people have counted in different classrooms given the starting number, the ending number, and the number by which they skip-counted. Your child will explain their thinking on Student Sheet 1.

### What's In Between?

#### *Session 2*

**Math Content:** Approximating 4- and 5-digit numbers; finding and ordering numbers

**Materials:** Student Sheet 3, pencil

In class, students have been solving counting puzzles which gave them starting and ending numbers, and a clue about how many numbers have been counted. For example:

I started counting at 0.

I stopped counting at 180.

I said fewer than 12 numbers when I counted.

Each puzzle had several solutions and students shared their strategies for solutions with one another. For homework, your child will solve more puzzles using knowledge about factors and multiples to find three numbers that fit each puzzle. Your child might want to investigate exactly how many answers each puzzle has.

### Different Ways to Count

#### *Sessions 3–4*

**Math Content:** Relating repeated addition (or skip counting) to multiplication; finding and using patterns to solve multiplication and division problems

**Materials:** Student Sheet 4, pencil

In class, we created a tower of multiples of 21 and looked for patterns in it. Students used the tower and what they discovered about multiples of 21 to solve problems. For homework, your child will find three numbers to count by in order to get from one number (Start) to another (End).

### Using Multiples to Solve Problems

#### *Sessions 3–4*

**Math Content:** Solving multiplication and/or division problems using multiples of 21

**Materials:** Student Sheet 5, pencil

We have spent two class sessions working with multiples of 21. Students have discovered patterns in the list of multiples of 21 and have used that list to solve division and multiplication problems. For homework, your child will solve the problems on Student Sheet 5 without using a calculator or standard algorithm. Your child should record the work so that someone looking at it could understand how each problem was solved.