

## KEY CONCEPT OVERVIEW

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In Lessons 1 through 5, students focus on telling time. Students learn that the **number line** can be used as a tool to help them tell time.

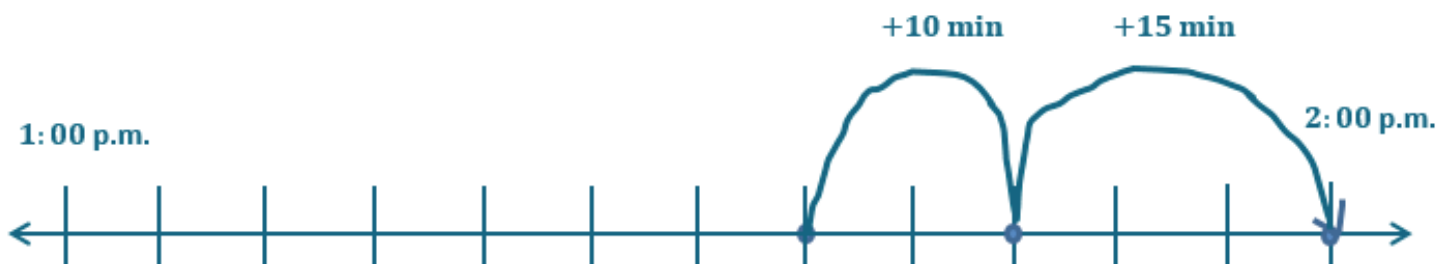
You can expect to see homework that asks your child to do the following:

- **Plot** and label given times on a number line (as shown in the sample problem below).
- Draw hands on a clock for given times.
- Read and write the time to the nearest minute using **analog** and digital clocks.
- Solve word problems involving time.

## SAMPLE PROBLEM *(From Lesson 4)*

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Luke wants to watch a movie that starts at 1:55 p.m. It takes him 10 minutes to take a shower and 15 minutes to drive to the theater. If Luke starts exercising at 1:00 p.m., can he make it on time for the movie? Explain your reasoning.



***No, Luke can't make it on time for the movie. From the number line, I can see that he will be five minutes late.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- Encourage your child to practice skip-counting forward and backward by fives (e.g., 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 45, 40, 35, 30, 25, 20, 15, 10, 5, 0).
- Ask your child to tell the time to the nearest minute using a non-digital watch or an analog clock. Play with the clock or watch hands to create different times to tell.
- Record the time your child starts an activity, such as setting the table for dinner or reading, and record the ending time. Ask your child to figure out how many minutes the activity lasted.

**TERMS**

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**Interval:** Time passed or a part on the number line.

**Plot:** To locate and label a point on the number line.

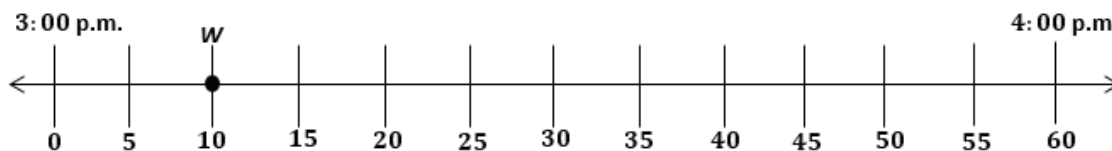
**MODELS**

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**Analog Clock**



**Number Line:** A line on which numbers are marked at equal **intervals**.



*3:10 p.m. plotted on the number line*

## KEY CONCEPT OVERVIEW

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In Lessons 6 through 11, students measure and **estimate** the weights of objects and **liquid volumes**.

You can expect to see homework that asks your child to do the following:

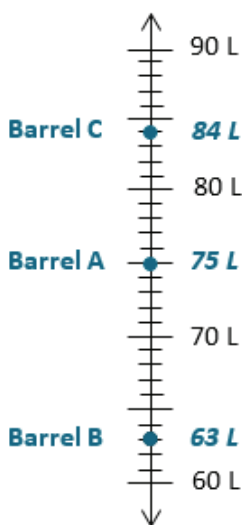
- Read and write **metric weights** (in grams or kilograms) and liquid volumes (in milliliters or liters).
- Plot **capacities** on a vertical number line (as shown in the sample problem below).
- Solve word problems involving metric weight, liquid volume, and capacity.

## SAMPLE PROBLEM (From Lesson 10)

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Label the number line to show the capacity of the 3 barrels in the chart below.

Barrel A	75 liters
Barrel B	63 liters
Barrel C	84 liters



- a. Which barrel has the greatest capacity?

***Barrel C has the greatest capacity because it is highest on the number line.***

- b. Which barrel has the smallest capacity?

***Barrel B has the smallest capacity because it is lowest on the number line.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

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- At the store, ask your child to use the food scale in the produce section. Have him guess the metric weight (in grams or kilograms) before he puts an item on the scale.
- Ask your child to use a 1-cup measure to fill up a liter bottle and then tell you about how many cups are in a liter.
- Send your child on a metric measurement scavenger hunt. Have her go through your pantry and write down quiz questions about metric weights and liquid volumes of packaged goods. She can then quiz the family, asking them to guess how many grams of garbanzo beans there are in a can or how many milliliters there are in a container of chicken stock. The closest guess gets a point. The person who gets to 3 points first wins.

**TERMS**

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**Capacity:** The amount of liquid that a particular container can hold.

**Estimate:** Approximation of the value of a quantity or number (e.g., the number 379 can be estimated to be 400).

**Liquid volume:** The amount of space taken up by a liquid (e.g., the amount of liquid in a measuring cup).

**Metric weight:** Weight measured in the metric system (e.g., using grams and kilograms).

## KEY CONCEPT OVERVIEW

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In Lessons 12 through 14, students **round** to the nearest ten or hundred, using a **vertical number line**.

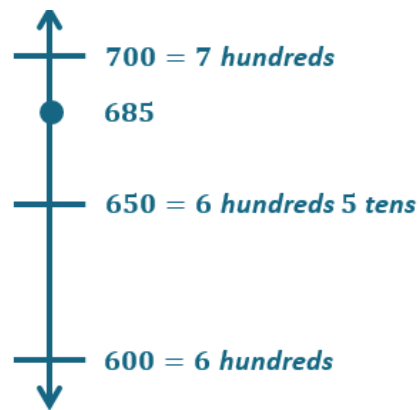
You can expect to see homework that asks your child to do the following:

- Round numbers to the nearest ten or hundred by using a vertical number line.
- Use the symbol  $\approx$  to represent rounded numbers (as shown in the Sample Problem below).
- Solve word problems involving rounding.

## SAMPLE PROBLEM (From Lesson 14)

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There are 685 people at a basketball game. Draw a vertical number line to round the number of people to the nearest hundred.



$$685 \approx 700$$

***685 rounded to the nearest hundred is 700  
because 685 is more than halfway to the next hundred.***

***About 700 people are at the basketball game.***

To LEARN MORE about rounding using the vertical number line, visit [eurmath.link/rounding-vertical-numline](http://eurmath.link/rounding-vertical-numline).

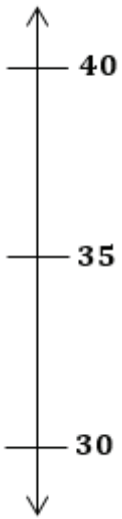
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME** \_\_\_\_\_

- Ask your child to round everyday measurements to the nearest ten or hundred. For example, after you pump gas, ask your child to round the number of gallons to the nearest ten.
- Challenge your child to list all the numbers that can be rounded to a given multiple of ten. For example, ask, “What numbers can be rounded to 20?” (15, 16, 17, 18, 19, 20, 21, 22, 23, and 24)

**TERMS** \_\_\_\_\_

**Round:** Replace a number with another of approximately the same value. For example, 73 rounded to the nearest ten is 70.

**MODELS** \_\_\_\_\_**Vertical Number Line**

## KEY CONCEPT OVERVIEW

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In Lessons 15 through 17, students focus on adding two- and three-digit numbers.

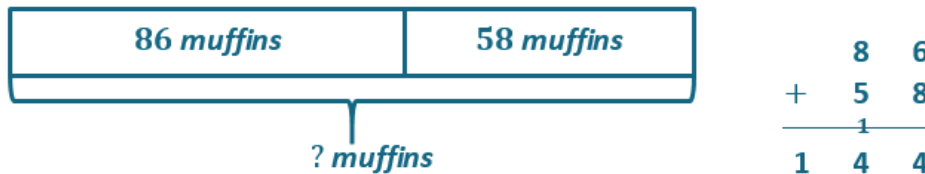
You can expect to see homework that asks your child to do the following:

- Add two- and three-digit numbers.
- Estimate **sums** by rounding (e.g.,  $29 \text{ g} + 18 \text{ g} \approx 30 \text{ g} + 20 \text{ g} = 50 \text{ g}$ ).
- Solve word problems involving addition by using the **standard algorithm**.

## SAMPLE PROBLEM (From Lesson 16)

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Sue bakes muffins for the school bake sale. After wrapping 86 muffins, she still has 58 muffins left cooling on the table. How many muffins did she bake altogether?



***Sue baked 144 muffins altogether for the school bake sale.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

## HOW YOU CAN HELP AT HOME

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- Use a deck of cards (without the 10's or face cards) to practice addition. Have your child turn over two or three cards to create a two- or three-digit number, and then have him turn over two or three more cards to create another number. Ask him to add the two numbers.

**TERMS** 

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**Sum:** The answer when numbers are added together. For example, in  $3 + 2 = 5$ , the number 5 is the sum.

**MODELS** 

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**Standard Algorithm for Addition:** A standard step-by-step procedure to solve an addition problem. For example, the process of adding vertically with regrouping is the standard algorithm for addition.

$$\begin{array}{r} 59 \text{ kg} \\ + 76 \text{ kg} \\ \hline 1 \\ 135 \text{ kg} \end{array}$$



## KEY CONCEPT OVERVIEW

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In Lessons 18 through 21, students focus on subtracting two- and three-digit numbers. They learn how to prepare the top number before they subtract (as shown in the Sample Problem below).

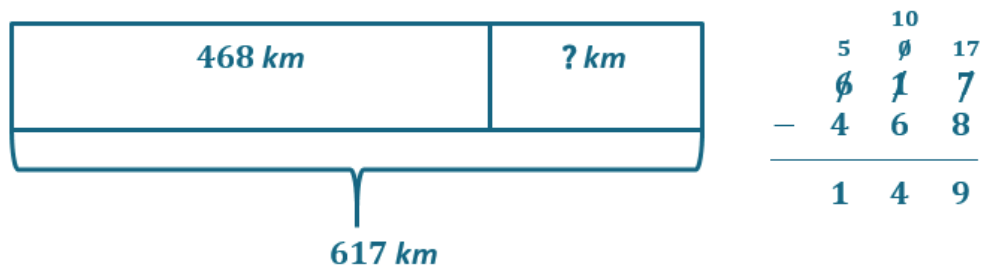
You can expect to see homework that asks your child to do the following:

- Add and subtract numbers.
- Estimate **differences** by rounding (e.g.,  $43 \text{ mL} - 29 \text{ mL} \approx 40 \text{ mL} - 30 \text{ mL} = 10 \text{ mL}$ ).
- Solve word problems involving subtraction or addition by using the **standard algorithm**.

## SAMPLE PROBLEM (From Lesson 19)

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David is driving from Los Angeles to San Francisco. The total distance is 617 kilometers. He has 468 kilometers left to drive. How many kilometers has he driven so far?



***David has driven 149 kilometers so far.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME** 

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- When you are in the car or on the go, ask your child to solve basic addition or subtraction facts, such as  $16 - 7$  or  $6 + 5$ . Make a game out of it and score points for correct answers!
- Pour liquid into a liquid measuring cup and ask your child to read the amount of liquid in milliliters or ounces. Then pour out some of the liquid, have your child read the measuring cup again, and ask him to subtract to determine how much liquid you poured out.

**TERMS** 

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**Difference:** The answer when subtracting two numbers. For example, in  $5 - 2 = 3$ , the number 3 is the difference.

**MODELS** 

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**Standard Algorithm for Subtraction:** A standard step-by-step procedure to solve a subtraction problem. For example, the process of subtracting vertically with regrouping is the standard algorithm for subtraction.

$$\begin{array}{r}
 \phantom{5} \phantom{0} \phantom{17} \\
 \phantom{5} \cancel{0} \phantom{17} \\
 \cancel{6} \phantom{1} \phantom{7} \\
 - 2 \phantom{4} \phantom{9} \\
 \hline
 3 \phantom{6} \phantom{8}
 \end{array}$$