

How can I support my child with learning math? Parent Guide: Grades K-1 Math

Goal: You will learn strategies to support your child with learning math.

Three main take homes:

- I) Understand what your child knows and go from there.
- II) Use questioning to help clarify and deepen your child's thinking.
- III) Provide your child with additional math experiences.

I. Understand what your child knows and go from there.

Work on math problems with your child and then refer to **Attachment A: Development of Children's Strategies of Basic Facts** to determine how your child understands the problem and then work with her from there.

II. Now that you understand what she knows, use questioning to help clarify and deepen your child's thinking.

Scenario 1: She doesn't have a strategy to solve the problem yet.

See **Attachment B: Helping Tips** to learn a process that will help you facilitate a conversation to help her access and solve the problem.

Scenario 2: She has shown to you that she understands a specific strategy.

See **Attachment B: Helping Tips** to learn a process that will help you facilitate a conversation to help her clarify and deepen her understanding.

(*NOTE:* At school, your child will be exposed to a variety of strategies through classroom discussions. Each child is developmentally at different levels and will use the different strategies when they are developmentally ready. In other words, your child may not yet be ready to try a particular strategy herself.)

For additional resources, see **Attachment C: Helping your Child with Homework.**

III. Understand the math that your child is working on in class.

1) What will my child be learning this school year?

Washington State has established performance expectations (standards) for students K-12, which describe what the students should know and be able to do. A brief summary is shown in **Attachment D** and a more detailed summary is included in **Attachment E**. A complete set can be found at www.k12.wa.us/CurriculumInstruct/Mathematics/default.aspx.)

2) Find out what unit your child is working on in class by reading your child's newsletters from her teacher and by looking at her homework. You can use the strategies presented in **Attachment B: Helping Tips** to support her.

3) Count aloud with your child (easy to do when you are driving) and

K: Count by ones forward from 1 to 100 and backwards from any number in the range 10 to 1.

1: Count by ones forward from 1 to 120, starting at any number

1: Count by 2's, 5's, and 10's to 100.

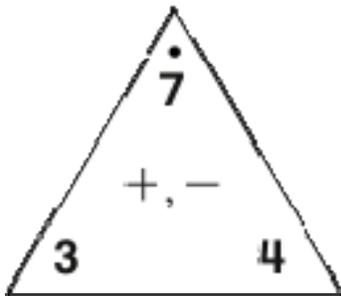
4) Count objects (e.g., beans, buttons, pennies)

K: Count objects in a set of up to 20, and count out a specific number of up to 20 objects from a larger set.

1: Group and count objects by 2's, 5's and 10's.

5) A common routine that students work on regularly are **"fact triangles"** which is a routine that helps children learn their number facts with speed and accuracy. Fact triangles are based on sets of related facts called "fact families" which helps students memorize facts more effectively than flash cards.

1: Quickly recall addition facts and related subtraction facts for sums equal to 10.



6) See **Attachment F: Do Anytime Activities** for grade 1, which includes activities that you can do throughout the year. It can also be accessed at:
https://www.mheonline.com/parent_connection_em/tips_activities

III. Provide her with additional math experiences.

Playing games with your child is an important way for your child to learn math.

1) For card games, see **Attachment G: Games**

2) For on-line games, see **Attachment H: Getting Started Using Everyday Math on-line.** (Your child's teacher will provide you will your child's username and password).

For Kindergarten,

- select "Early Childhood": Plus and Minus Game, Build a Train and Disappearing Game, Coin Exchange, Monster Squeeze, One Dollar Game, Paper Money Exchange Game, Spin a Number, Addition Top It
- select "Grades 1-3": Number Grid Game, Base-Ten Exchange

For 1st grade,

- select "Grades 1-3": games listed above and Exchange Game, Top It, Basketball Addition, Penny Cup, Dime Nickel Penny Grab, Name That Number

3) Some board games that involve mathematical thinking include: (*Note: Math and Stuff has a great selection of games. Mention Pathfinder and our school gets credit*)

- Counting, Adding, and Subtracting: Chutes and Ladders, Hi Ho Cheery O, Trouble, Sorry, Uno
- Attributes, Patterns, and Geometry: Crazy Eights (card game), Guess Who?, Guess Where?, jigsaw puzzles, tangrams
- Strategy and Spatial Perception: checkers, chess, Clue Jr, Jenga, mancala, memory (matching face down pictures or numbers), legos

DEVELOPMENT OF CHILDREN'S STRATEGIES FOR BASIC FACTS

ATTACHMENT A

| PROBLEM | DIRECT MODELING | COUNTING | DERIVED FACTS | RECALL |
|---|--|--|--|----------------------|
| 5 + 7 = ? Join Result Unknown | Makes a set of 5 counters and a set of 7 counters. Pushes the two sets together and counts all the counters. | Counts "5 [pause], 6, 7, 8, 9, 10, 11, 12," extending a finger with each count. "The answer is 12" [The counting sequence may also begin with the larger number] | "Take 1 from the 7 and give it to the 5. That makes 6 + 6, and that's 12." | 5 plus 7 is 12. |
| 12 - 5 = ? Separate Result Unknown | Makes a set of 12 counters and removes 5 of them. Then counts the remaining counters. | Counts back "12, 11, 10, 9, 8 [pause], 7. It's 7." Uses fingers to keep track of the numbers of steps in the counting sequence. | "12 take away 2 is 10, and take away 3 more is 7." | 12 take away 5 is 7. |
| 4 + ? = 11 Join Change Unknown | Makes a set of 4 counters. Makes a second set of counters, counting "5, 6, 7, 8, 9, 10, 11," until there is a total of 11 counters. Counts the 7 counters in the second set. | Counts "4 [pause], 5, 6, 7, 8, 9, 10, 11," extending a finger with each count. Counts the 7 extended fingers. "It's 7." | "4 + 6 is 10 and 1 more is 11. So it's 7." | 4 and 7 make 11. |
| 5 x 7 = ? | Makes 7 groups of 5 counters and counts them all. | 5, 10, 15, 20, 25, 30, 35 | 5 times 5 is 25 and 10 more is 35. | 5 times 7 is 35. |
| 56 ÷ 8 = ? | Counts out 56 counters. Pulls out groups of 8 until 7 groups are made. | 8, 16, 24, 32, 40, 48, 56 | 8 times 8 is 64. 8 less is 56. So that's 7. | 8 x 7 is 56. |

ATTACHMENT B

Helping Tips

I) To help your child think about a problem, use a K-W-H (Know-What-How) strategy.

- 1) “What do you **know**?”
- 2) “**What** are you trying to find out?”
- 3) “**How** can you solve it?” (Make sure you give them time to think and process their ideas)

A) She doesn’t know what to do yet. *(Note: Please avoid teaching your child the strategy that you know. Be assured she will be exposed to a variety of strategies during in-class discussions).*

1) Question:

- “Have you solved similar problems that would help?”
- “What terms do you understand or not understand?”
- “Can you make a drawing to show what you know?”
- “Can you describe a strategy we could try?”

2) Make it concrete: draw a picture OR use manipulatives (e.g., beans, pennies = 1, dimes = 10) and begin counting OR use a number line or 100’s grid OR

3) Give her a simpler problem

4) Return to the original problem and apply the same strategy. Go through the problem with your child, have her explain it back to you, step by step. If she can’t explain all of it, go through it again together, and have her explain it again.

B) She solves a problem correctly or incorrectly and you want to clarify and deepen her thinking.

- “How did you solve it?”
- “Help me understand this part...”
- “How does the math in this problem relate to other problems you have seen?”
- “Can you explain/show why this is true?”
- “How can you convince me your answer makes sense?”
- “Does your answer seem reasonable? Why or why not?”
- “That’s great that you can solve it like that, I’m wondering if you can think of a another way to solve it?”
- What if you had started with...rather than...?

Helping Your Child With Homework

In helping your child learn, one goal is to assist them in figuring out as much as they can for themselves. Good questions and good listening will help make sense of mathematics, build self-confidence, and encourage mathematical thinking and communication. Here are some questions you can use to guide your child's thinking:

Getting Started

- What do you need to find out?
- What do you need to know?
- What terms do you understand or not understand?
- Have you solved similar problems that would help? Let's look at your notebook.

Working on the Problem

- How can you organize the information?
- Do you see any patterns or relationships that will help solve this?
- Can you describe a strategy you can use to solve this?
- Can you make a drawing to explain your thinking?
- What would happen if. . . ?

Reflecting On a Solution

- Has the question been answered?
- How do you know your solution is reasonable?
- How can you convince me your answer makes sense?
- What mathematical skills and ideas did you use to solve the problem?
- What did you try that did not work?

Clarifying and Extending Thinking

- Help me understand this part. . .
- Can you explain it in a different way?
- Is there another possibility or strategy that would work?
- How is this connected to other ideas that you have learned?

Helping Your Child Become Organized

Find a Study Place If possible, arrange for a quiet area. Have available materials such as graph paper, notebook paper, a ruler with both metric and standard units, a calculator (graphing for 7th–12th grade), and a dictionary.

Develop a System Help your child develop a system for writing down assignments and keeping track of progress. Check to make sure your child does so consistently.

Develop Note Taking Skills Help your child develop a system for taking meaningful notes. Frequently, note taking is taught during class, so it may just be a matter of seeing if your child is properly taking notes.

Organize Your Notebook Many children need assistance in organizing and maintaining a notebook. Routinely check to see if your child is correctly following the program's guidelines for keeping notebooks.

Foster Time Management Skills Encourage and expect your child to get work done on time, to stay caught up, to get help in a timely manner, and to correct errors in work. You may want to help your child go over incorrect or incomplete work and talk about how the work could be improved.

Master the Needed Skills It is generally expected that middle school students know whole number addition, subtraction, multiplication, and division. If your child is not proficient with these basic skills, help them master the needed skills.

Find Study Buddies Encourage your child to identify study buddies or another student they can call to work with on assignments, get clarification, or find out about makeup work.

Doing More Math at Home

Two important goals for all students are that they learn to value mathematics and become confident in their ability to do mathematics. Parents can help them develop a "can do" disposition toward math, by nurturing their curiosity and providing support and encouragement.

Point Out Real-World Mathematics Mathematics is everywhere, yet many children don't see it. Point out and reinforce mathematics skills at home. For example:

- Talk about how you use math at work or home.
- Involve your child in tasks that require computing, measuring, estimating, building, problem solving, and reasoning.
- Look for activities that require your child to use their mathematical skills such as building scale models, cooking, planning trips, and playing logic games.

Have Your Child Explain What They Learned Invite your child to explain what was learned in class. It gives them an opportunity to clarify their thinking, to practice new skills, and to communicate mathematically.

Look for Games Using games and activities is another way of teaching and/or reinforcing mathematics skills and thinking.

Look for Articles Many articles have data that might interest your child (e.g., sports statistics, data on teenage smoking, facts about natural disasters). Share them and talk about what the numbers mean.

Share Strategies Have your child share their strategies for problem solving, mental computation, and estimation. Share your strategies with them.

Look for Software If your child has access to a computer, look for software that reinforces and teaches mathematical concepts.

ATTACHMENT D

Washington State has established performance expectations (standards) for students K-12, which describe what the students should know and be able to do. A brief summary is shown below and a more detailed summary is included in **Attachment E**. A complete set can be found at www.k12.wa.us/CurriculumInstruct/Mathematics/default.aspx.

By the end of Kindergarten

Number Sense: Develop basic notions of numbers and use numbers to think about objects. Practice counting objects in sets; think about how numbers are ordered by showing the numbers on the number line. Learn what it means to add and subtract by joining and separating sets of objects. Use patterns to strengthen understanding of addition and subtraction.

Geometry: Develop basic ideas related to geometry; name simple two- and three-dimensional figures and find these shapes in and out of classroom. Describe where people and objects are. Sort and match shapes.

Processes: Develop mathematical communication skills by participating in discussions involving questions like “How did you get that?” and “Why is that true?”

By the end of 1st Grade

Number Sense: Use whole numbers to quantify objects; consider how numbers relate to one another. Develop critical place value concepts of ones and tens. Begin adding and subtracting two-digit numbers, thinking of ten ones as one ten and vice versa. Learn how and when to add and subtract, and how addition and subtraction relate to each other and undo each other. Notice patterns involving addition and subtraction.

Geometry: Sort, compare, contrast and name two- and three-dimensional geometric figures according to their characteristics.

Measurement: Begin measuring length using everyday objects. Learn that units of measure must be equal in size and that standard-sized units exist.

Statistics: Collect and visually represent data.

Processes: Develop mathematical communication skills by participating in mathematical discussions with questions like “How did you get that?”; “Why did you do that?”; and “How do you know that?”

ATTACHMENT E

| KINDERGARTEN MATH STANDARDS | | | | | |
|----------------------------------|--|---|---|---|--|
| List of Performance Expectations | Core Content #1: Whole Numbers | Core Content #2: Patterns and Operations | Core Content #3: Objects and Their Locations | Core Content #4: Additional Key Content | Core Processes #5: Reasoning, Problem Solving, and Communication |
| A | Count by ones forward from 1 to 100 and backward from any number in the range of 10 to 1. | Copy, order, draw, and create simple repetitive patterns. | Identify, name, and describe by location, using one, two, or three objects, shapes, and spaces. | Make direct comparisons using measurable attributes such as length, weight, and volume. | Identify the question(s) asked in a problem. |
| B | Read aloud numerals from 0 to 31. | Translate a pattern among sounds, symbols, movements, and physical objects. | Sort shapes using a sorting rule, and explain the sorting rule. | | Identify the given information that can be used to solve a problem. |
| C | Fluently compare and describe numbers to 5. | Model addition by joining sets of objects that have 10 or fewer total objects when joined and model subtraction by separating a set of 10 or fewer objects. | Describe the location of one object relative to another object using words such as in, out, over, under, almost, beside, between, next to, behind, and in front of. | | Recognize when additional information is required to solve a problem. |
| D | Order numerals from 1 to 10. | Describe a situation that involves the actions of joining (addition) or separating (subtraction) using words, pictures, objects, or numbers. | | | Select from a variety of problem-solving strategies and use one or more strategies to solve a problem. |
| E | Count objects in a set of less than 20, and count out a specific number of up to 20 objects from a larger set. | | | | Answer the question(s) asked in a problem. |
| F | Compare two sets of up to 10 objects each and say whether the number of objects in one set is equal to, greater than, or less than the number of objects in the other set. | | | | Describe how a problem was solved. |
| G | Locate numbers from 1 to 31 on the number line. | | | | Determine whether a solution to a problem is reasonable. |
| H | Describe a number from 1 to 9 using 5 as a benchmark number. | | | | |

1ST GRADE MATH STANDARDS

| List of Performance Expectations | Core Content #1: Whole Number Relationships | Core Content #2: Addition and Subtraction | Core Content #3: Geometric Attributes | Core Content #4: Concepts of Measurement | Core Content #5: Additional Key Content | Core Processes #6: Reasoning, Problem Solving, and Communication |
|----------------------------------|--|---|---|---|---|--|
| A | Count the objects in a set and label the count. Understand that the cardinality of any set is a whole number that represents the number of objects in the set. | Recognize that equal groups of objects can be represented by a multiplication equation. | Compare and sort a variety of two-dimensional shapes. | Recognize that objects and shapes can be classified by length, weight, and capacity. | Represent data using a bar graph. | Identify the question asked in a problem. |
| B | Name the number that is one less or one more than any number given verbally up to 120. | Use the equal sign (=) and the word equals to indicate that two expressions are equivalent. | Identify and name two-dimensional figures, including those in real-world contexts, regardless of size or orientation. | Use a variety of non-standard units to measure length. | Ask and answer comparison questions about data. | Identify the given information that can be used to solve a problem. |
| C | Read and write numbers in base ten to 1,000. | Represent, with objects, subtraction problems involving the number 10. | Combine two-dimensional shapes to create new shapes and describe those shapes and their attributes. | Compare length using the standard units. | | Recognize which information is needed to solve a problem. |
| D | Order objects or events using ordinal numbers. | Demonstrate the inverse relationship between addition and subtraction by undoing an addition problem with subtraction and vice versa. | | Use non-standard units to compare objects according to their capacities or weights. | | Select from a variety of problem-solving strategies and use one or more strategies to solve a problem. |
| E | Write a number, and order the numbers in a set. | Add three or more objects to solve a problem. | | Use the number line to solve a problem. | | Answer the question asked in a problem. |
| F | Fluently compose and decompose numbers to 10. | Apply and explain strategies to compute addition facts and related subtraction facts for sums to 18. | | Name the days of the week and the months of the year, and use a calendar to determine a day or month. | | Describe how a problem was solved. |
| G | Classify objects by their attributes. | Use addition to solve word problems. | | | | Determine what information is needed to solve a problem. |
| H | Group and count objects by tens, fives, and twos. | Solve and create word problems that match addition or subtraction equations. | | | | |
| I | Classify objects by their attributes. | Represent addition and subtraction problems. | | | | |

Do-Anytime Activities for Grade 1



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

| | |
|--------|--|
| Unit 1 | <ul style="list-style-type: none"> ◆ Have your child help create a number line (0–15) outside with sidewalk chalk. Call out a number and have your child jump on that number. Make up directions such as “Hop to the number that is two less” or “Jump to the number that is four more.” Give a few more directions, and then have your child call out directions while you jump. If you don’t have chalk, use paper, crayons, and fingers. ◆ Divide a deck of cards evenly between you and your child and put the cards facedown. For each turn, players flip their top card faceup and decide who has the larger number. That player collects both cards. Continue playing until the deck has been used. Play a second round, but have the player with the smaller number take both cards. You may assign points to Aces, Kings, Queens, and Jacks or remove them. |
| Unit 2 | <ul style="list-style-type: none"> ◆ Have your child create tally marks in batches of five until you say “Stop.” Then skip count by 5s to see how many marks were written. ◆ Let your child count the dollars and coins in your wallet. Together, brainstorm the items that you can buy. |
| Unit 3 | <ul style="list-style-type: none"> ◆ Count orally by 2s, 5s, and 10s, sometimes starting at numbers other than 0. ◆ Choose a time “on the hour” (7:00, 2:00), and help your child set an analog clock or watch to that time. |
| Unit 4 | <ul style="list-style-type: none"> ◆ Have your child measure various objects in the house using his or her hand spans (outstretched fingers). Before measuring, estimate how many hand spans it will take to cover the object, then compare the estimate with the actual number. ◆ Practice writing numerals with various objects: pens, markers, crayons, paint, sand. Or form numerals using cotton balls, craft sticks, toothpicks, or rocks. |
| Unit 5 | <ul style="list-style-type: none"> ◆ Have your child create and tell you a number story that goes with a given number sentence, such as $4 + 2 = 6$. ◆ Create number stories that involve two or more items. For example, “I want to buy a doughnut for 45 cents and a juice box for 89 cents. How much money do I need?” (\$1.34) |

| | |
|---------|--|
| Unit 6 | <ul style="list-style-type: none"> ◆ Label each cup of an egg carton with the numbers 0–11. Put two pennies in the carton, close the lid, and shake it up. Using the numbers of the two sections the pennies landed in, make up and solve addition and subtraction problems. ◆ Use Fact Triangles to practice addition by covering the sum. Practice subtraction by covering one of the other numbers. |
| Unit 7 | <ul style="list-style-type: none"> ◆ Look for geometric shapes around the house, in the supermarket, on buildings, and on street signs. Help your child use geometric names for the shapes, such as triangle, square, rhombus, hexagon, and so forth. ◆ Help your child use paper and scissors to make various shapes such as rhombus, hexagon, trapezoid, pentagon, square, or circle. Take turns holding up each shape and naming them. After naming all of the shapes, make a design. |
| Unit 8 | <ul style="list-style-type: none"> ◆ Gather a dollar bill, a five dollar bill, and lots of change. Name an amount of money, such as “one dollar and 26 cents,” and have your child use the real money to show you that amount. Try a few more and then switch roles. ◆ With your child, cut food, such as pizza, celery, carrots, sandwiches, pies, or green beans into halves, thirds, fourths, fifths, and so on. If you are cutting more than one of the same item, look at the pieces to compare the fractional parts. Ask questions such as “Which is bigger: the halves or the thirds?” |
| Unit 9 | <ul style="list-style-type: none"> ◆ Say a 2- or 3-digit number. Have your child identify the actual value of the digit in each place. For example, in the number 952, the value of the 9 is 900; the value of the 5 is 50; and the value of the 2 is two 1s, or 2. ◆ Take out various measuring cups and line them up. Ask your child, “Which holds more: $\frac{1}{2}$ cup or $\frac{1}{3}$ cup? $\frac{1}{4}$ cup or $\frac{1}{3}$ cup? Which holds less: $\frac{1}{3}$ cup or $\frac{2}{3}$ cup?” If your child can’t determine which holds more, fill the measuring cups with water and pour the water into clear glasses to compare the amounts. |
| Unit 10 | <ul style="list-style-type: none"> ◆ Pick three single-digit numbers. Ask your child to write the smallest number and largest number using all three digits. For example, using 4, 2, and 7, the smallest number is 247 and the largest number is 742. ◆ Have your child name a temperature that is hot, cold, and mild. Using a map of the United States, discuss with your child states that are hot, cold, have temperatures in the teens in the winter, have temperatures over 100 degrees in the summer, and so on. |

ATTACHMENT G

K/1 Games

Materials: deck of cards (numbers 1-10)

Players: 2-4

Skill: Addition and subtraction facts

Compare

1. Shuffle the deck and pass out all of the cards to each player.
2. Each player turns over one card and says the number.
3. The player with the largest number takes all the cards. If there is a tie, each tied player turns over 1 more card and calls out the new number. The player with the largest number takes all the cards.
4. The game ends when there are not enough cards left for each player to have another turn.
5. The player with the most cards wins.

Variation: Each player turns over 2 cards to create a 2-digit number.

Addition Top It

1. Shuffle the deck and place it number side down on the table.
2. Each player turns over 2 cards and says the sum of the numbers.
3. The player with the largest sum takes all the cards. If there is a tie, each tied player turns over 2 more cards and calls out the new sum. The player with the largest sum takes all the cards.
4. The game ends when there are not enough cards left for each player to have another turn.
5. The player with the most cards wins.

Variation: Each player turns over 3 cards and finds the sum.

Advanced Version: Use only the number cards 1-9. Each player turns over 4 cards, forms two 2-digit numbers, and finds the sum. (e.g., $74+52=126$)

Subtraction Top It

1. Each player turns over 3 cards, finds the sum of any 2 of the numbers, then finds the difference between the sum and the third number. (For example, cards 1, 2, and 7 are turned over. There are three ways to form the numbers. Always subtract the smaller number from the larger one.
 $7+2=9$, $9-1=8$ has a greater difference than $1+2=3$, $7-3=4$ or $1+7=8$, $8-2=6$)
2. The player with the largest difference takes all the cards.

Advanced Version: Use only the number cards 1-9. Each player turns over 4 cards, forms two 2-digit numbers, and finds their difference. (e.g., $75-24$ has a greater difference than $57-42$ or $74-25$).

ATTACHMENT H

Everyday Math Online Access Directions

Dear Families,

We are excited to announce that your family is now able to access the Everyday Math online tools from any computer that has an Internet connection. We hope that you will find both the Online Games and the Interactive Student Reference Book useful for supporting your child at home. (Note: You will need to download “Shockwave” onto your computer in order to play the games. This is a free program.)

Here is how it works:

- 1) Open Internet Explorer or another web browser and go to <http://em-ccss.everydaymathonline.com>
- 2) Enter your student's username and press “LOG IN”.



- 4) Then the password window will show up. Enter the 3 digit password from your student's card. Then click “LOG IN”.
- 5) Then you can choose between using the Online Games or the Interactive Student Reference Book.

Online Games

When you choose the online games, your child can select a grade range and then pick a game from the menu. The games allow students a fun way to practice what they are learning at school.

Interactive Student Reference Book

When you choose the reference book, you can look up math terms in the glossary, search for a topic in the table of contents, or see examples of problems being solved. When you see the open book icon on a math homework assignment, go to the suggested page number in the online reference book to find further explanation and examples.

We hope you find these tools useful in supporting your student at home. Have fun doing math together!

login: student919 password: 354

Estimadas Familias,

Estamos entusiasmados en anunciar que su familia ya tiene acceso a las herramientas en línea de Matemáticas Diarias en cualquier computadora que tenga conexión de Internet. Esperamos que los Juegos En línea y el Libro de Referencia Estudiantil le sean de utilidad en ayudar a su niño/a en casa.

Así funciona:

- 1) Abra "Internet Explorer" o cualquier otro buscador y vaya a <http://em-ccss.everydaymathonline.com>
- 2) Entre el nombre de usuario de su estudiante y presione "LOG IN".



- 4) La ventana para el código de paso aparecerá. Entre el código de 3 dígitos que aparece en la tarjeta de su estudiante. Luego haga clic en "LOG IN".
- 5) Ahí puede escoger usar los Juegos En línea o el Libro de Referencia Estudiantil.

Juegos En línea

Al escoger los juegos su niño/a debe seleccionar el rango de grados que sea más apropiado y escoger del menú de juegos. Los juegos serán una manera muy divertida de practicar lo que han estado estudiando en la escuela.

Libro Interactivo de Referencia Estudiantil (También en Español)

En el libro de referencia puede buscar términos matemáticos en el glosario, buscar tópicos en la tabla de contenido o ver ejemplos de cómo solucionar problemas. Cuando vea el dibujo del libro abierto en la tarea, puede ir a la página indicada en el libro de referencia para ver más ejemplos y explicaciones. Para español presione el botón en la esquina superior derecha.

Esperamos que esto le sea útil. Diviértanse juntos con matemáticas!

Sinceramente,