### Family Learning Beach

Estimate the length and width of your beach towel or blanket in feet. Using your estimate, determine the area and perimeter.

### Family Learning Farmer's Market

Choose a container of fresh fruit (strawberries, blueberries, raspberries, etc.) and share it equally between you and your family members. How many do each of you get? *(If you can't go to a farmer's market, use a container of fruit in your fridge.)*

### Family Learning Gardening

Head to a local garden center. Select a plant that is your favorite that you would like to add to a garden. Plants usually come with tags that provide information about their growth and needs. *(If you are unable to visit a garden center, you can research information about a plant.)*

- How far apart must this be planted from another?
- If you were to buy six of these same plants, and you planted each within a row at the minimum recommended distance from each other, how long would the row be start to finish? How could you represent this?

### Family Learning Walk or Hike

Mark you starting time and ending time. How much time elapsed during your walk or hike?

### Family Learning Ice Cream Shop

Estimate the total cost of your family's order today before you pay. How close were you to the actual total? (If you can't get to an ice cream shop, look up an ice cream menu online and create an order.)

### Family Learning Movement

**Draw a numberline outside with wide even spacing with values between 0–1000 counting by 100s, 25s or 50s. Or pick a range of values within 0–1000 such as 200–300 and have the spaces jump by 10s.**

- Play Number Riddles. Example: I'm thinking of an even number that is greater than 550 but less than 575 and can be said when counting by tens. What number could it be? Have kids find a spot that matches your riddle and explain why it fits.

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CONNECTICUT Education

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- Write three-digit numbers on cards and turn them face-down or have a family member call out a number. Find the best spot on the number line where you think the number belongs, and stand there. Which end is it closest to? Why? Then estimate how many hops or steps it takes to get to that end. Test out your estimation.

*Or*

**Numberline relay: Draw a long unmarked number line with only the end points such as 400–800, or 0–1,000.**

- Write a bunch of three-digit numbers (at least 10) on pieces of paper (index cards, etc.). Mix them all up and put them in a pile on a starting spot away from the numberline.
- Flip up a card and race to place the card where you think the number belongs. Then run back and get another card. This can be played in teams so that kids need to think about where their numbers are being placed compared to their opponents'.

**Draw a number line outside with wide, even spacing with values between 0–100. Skip counting by 2s, 5s, or 10s.**

- Pick a number to start on. Take turns calling out directions like triple your number or, halve your number. What do you notice about the numbers as you continue to double them? Cut them in half?
- Does the distance between each number change or stay the same? Why do you think so?
- Double, triple, or quadruple your number by hopping, skipping, or jumping along the numberline. Does the distance stay the same between you and the other players? Why or why not?
- What else do you notice when you keep on doubling your numbers? How does it compare to tripling?

## Family Learning Playground

Look around any local playground. Notice where you can see arrays. Use what you know about arrays and multiplication to figure out how many are in each array. Tell about the arrays you found below and how you used what you know to figure out how many.