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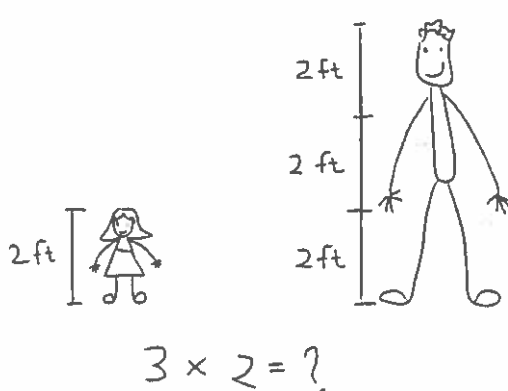
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About the Mathematics in This Unit

Dear Family,

Our class is starting a new mathematics unit about multiplication. In this unit, students review multiplication facts and solve problems by using arrays, such as the examples below. They also solve problems about factors of a number and number relationships, such as this one: If 25 is a factor of 100, will 25 also be a factor of 300? How do you know? Students are introduced to multiplicative comparison problems.

Throughout the unit, students will be working toward these goals:

Benchmarks/Goals	Examples
<p>Use multiplication to solve multiplicative comparison problems.</p>	<p>Franco's daughter is 2 feet tall. Franco is 3 times as tall as his daughter. How tall is he?</p>  <p>$3 \times 2 = ?$</p>
<p>Determine whether numbers up to 100 are prime or composite.</p>	<p>Is 49 prime or composite? How do you know?</p> <p>It is composite because $1 \times 49 = 49$ and $7 \times 7 = 49$ so 49 has more than 2 factors.</p>


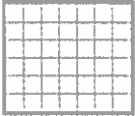




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About the Mathematics in This Unit

Benchmarks/Goals	Examples
Find factors of numbers up to 100 and recognize multiples of single-digit numbers.	 3×14 or 14×3
	 6×7 or 7×6
	 2×21 or 21×2
	 1×42 or 42×1

Students will work on multiplication and division in two other Grade 4 units later this year. In these units, they solve problems with larger numbers and share a variety of solution strategies.

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities that will be sent home in the coming weeks.

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Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in the unit **Arrays, Factors, and Multiplicative Comparison**. You can use these activities to enrich your child's mathematical learning experiences.

Array Search Look for items around your house or at the grocery store that are packaged or arranged in rectangular arrays: tiles on the floor, eggs in a carton, window panes, a six-pack of juice cans, and so on. Talk with your child about the dimensions (number of rows and columns), and discuss ways to figure out the total number of items.



Arranging Chairs Suppose you have 40 chairs. You want to arrange them into straight rows for an audience to watch a play. You need to arrange the chairs so that there will be the same number in every row. How many different ways could you do this? (What if you start with 50 chairs? 75? 72? 71?)

Modeling Multiplication Situations Encourage your child to help you solve multiplication situations that come up in your daily activities. While you shop, you might ask: How many juice boxes will we have if they come in packages of 3 and we buy 6 packages? At the park, you might ask: If there are 8 soccer teams in our town and each team has 11 players, how many kids play soccer?

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About Mathematics Homework

Dear Family,

Homework is an important link between learning inside and outside school. Homework assignments provide reinforcement of the work students do in math class. Here are some suggestions for making the homework experience successful for your child:

- Set a regular time every day for homework, and establish a quiet place for your child to work (whether at home, in an after-school program, or at some other place).
- Establish a system for bringing homework back and forth from school. Use an assignment book, a homework folder, or other organizational tools.
- Students will bring home the materials and directions needed to do homework activities. Certain materials will be used again and again throughout the year. Because these materials will be sent home only once, please help your child find a safe place to store them—maybe in a math folder or envelope—so that your child can easily locate them when needed. If your child regularly does homework in more than one place, please let me know so we can talk about how to obtain the necessary materials.
- In our math class, students explore problems in depth and share their reasoning and solutions. It is most important that children accurately and efficiently solve math problems by using problem-solving methods that are meaningful to them. At home, encourage your child to explain his or her strategies and mathematical ideas to you.



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About Mathematics Homework

When your child asks you for help in solving a problem, it may be helpful for you to ask questions such as these:

- What is the problem asking you to figure out?
- Does this remind you of other problems?
- What part of the problem do you already know how to solve?
- What is a good place to start?
- What have you figured out so far?
- Would drawing a picture or diagram help?
- How can I help you (without telling you an answer)?

If you would like to share any thoughts with me about how your child is approaching a homework task, please send me a note. If an assignment seems too difficult, too confusing, or perhaps too easy, let me know so that I can address the issue. I look forward to working with you throughout the year.