

MATH MATTERS



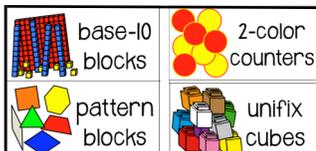
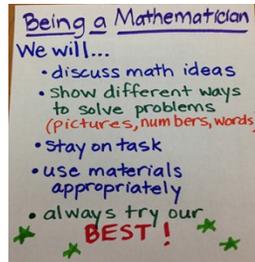
Resources and Ideas for Families

WELCOME!

This newsletter is sent home to families every nine weeks. It provides information on what your child is learning in math, activities you can do at home to reinforce the content, and suggestions for books and resources you can use to help your child learn math.

BUILDING A MATHEMATICAL COMMUNITY

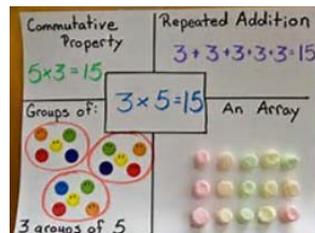
During the first nine weeks of school your child will work on building a mathematical community in their classroom. Students will explore how to be a mathematician.



During math class students will use a variety of hands-on materials such as: base-ten blocks, pattern blocks, dice, counters, etc.

Just like at home with their toys, your child will be expected to treat materials with respect and return them to their proper place.

Students will learn different ways to represent math ideas. While completing homework, encourage your child to represent their thinking in different ways.



Accountable Talk
 Focused, collaborative talk meant to deepen and extend our thinking about a topic

Rules:

1. Say something meaningful
2. Listen with intent (SLANT)
3. Be flexible with your thinking
4. Address the point not the person

Sit Up
 Look at the speaker
 Act like you care
 Nod your head
 Take turns talking

While building a math community, your child's class will establish norms for math discussions. Some examples include: speaking respectfully to their teachers and peers, taking turns while speaking, using an inside voice, eyes on the speaker, and giving others time to think.

Encourage your child to explain their thinking about math games, homework, or math connections they find at home.

MATH IS FUN!

Check out the **MATH IS FUN** website which contains resources to help children learn math. Here you will find "How to Videos", Online Games, Vocabulary, and APPs related to the content your child is learning.



www.jcpsmath.weebly.com

During the 1st nine weeks, Third Grade students learn to:

- Interpret the product as the total number of objects in multiple groups. For example, if looking at the objects below, the student would see the picture as $5 \times 4 = 20$ or 5 groups of 4 objects.



- Interpret the quotient as the number of shares or groups when the set of objects is divided equally. For example, if there are 20 students, how many groups of 5 can I make?



- Solve multiplication and division word problems within 100 and represent using drawings and equations with a symbol for the unknown. For example, Mrs. Smith has 48 stickers. She needs to share them equally with 8 students. How many stickers will each student receive? Students could draw a picture like the one below to solve and represent using an equation such as $48 \div 8 = ?$



- Find the perimeter and area of rectangles. Third graders will find the area of rectangles using a variety of strategies. Students will discover what a "unit square" is and use this information to figure out how many "unit squares" are in a rectangular area. Their experiences will lead to them uncover the idea that you can multiply length times width to find the area.



Resources and Ideas for Families



Activities to try at home:

- Practice multiplication and division by using paper plates and counters (cereal, pennies, buttons, dry beans, etc.). For example, if the problem is 5×6 , use 5 plates and put 6 counters on each. Have your child determine the product (30). For division, ask your child to count out a certain number of counters and then share it equally on the plates. For $45 \div 9$, have your child count out 45 counters and then divide it equally on 9 plates.
- Use flashcards to practice multiplication and division facts. Stores such as Dollar Tree and Walmart sell premade sets or you can make your own using index cards.
- Incorporate division story problems into real-life situations. For example, if there are 8 pieces of pizza and there are 4 people eating, how many pieces will each person receive? You may even let your child physically act out the problem such as allowing the child to pass out the pizza to see each person would get 2 slices.
- Share with your child how you use multiplication and division in your daily life. For example, if you are at the grocery store, be explicit and say to your child, "The cereal is \$3 a box. I need 3 boxes; so I use multiplication to figure out quickly how much it will cost. \$3 times 3 equals \$9."

Check out these books:

Check out these books connected to math content.

- ***Big Truck and Car Word Problems Starring Multiplication and Division***
by Rebecca Wingard-Nelson
- ***2 x 2 = Boo!***
by Loreen Leedy
- ***7 x 9 = Trouble***
by Claudia Mills
- ***Ten Times Better***
by Richard Michelson
- ***Divide and Ride***
by Stuart J. Murphy
- ***Sharing and Dividing***
by Richard Leffingwell
- ***Racing Around***
by Stuart J. Murphy
- ***Spaghetti and Meatballs for All***
by Marilyn Burns



MATH TASK

GIFTS FROM GRANDMA

- Juanita spent \$9 on each of her 6 grandchildren at the fair. How much money did she spend?
- Nita bought some games for her grandchildren for \$8 each. If she spent a total of \$48, how many games did Nita buy?
- Helen spent an equal amount of money on each of her 7 grandchildren at the fair. If she spent a total of \$42, how much did each grandchild get?



Answer:

- \$54
- 6 games
- \$6

From: *Illustrative Mathematics*