

LETTER HOME

Pieces and Parts

Dear Family Member:

As we explore fractions and the relationship between parts and wholes, your child will recognize that a fraction represents part of a whole and that each fractional part must be equal. We will also investigate fractions of a set represented by objects such as connecting cubes.

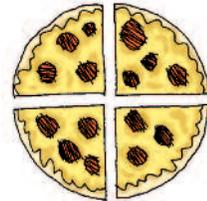
Your child will fold various figures into halves and fourths. To emphasize the need for equal parts, your child will fold some figures into Not Halves and Not Fourths. This will allow for a rich discussion of what it means to be a half or a fourth.

You can help your child explore fractions by doing some of the following activities:

- **Fair Share.** Cut two sandwiches differently—one into two equal parts and the other into two unequal parts. Ask your child to tell you which sandwich was cut in half, which was not, and to explain why. Cut the sandwiches again to show four equal parts and four unequal parts. Ask your child which sandwich was cut in fourths, which was not, and to explain why.

- **Food Fractions.** Use jelly beans or M&M'S® to illustrate fractional parts of sets. For example, choose four jelly beans, three of the same color and one red. Ask your child what fraction of the set of jelly beans is represented by the red jelly beans (one-fourth). Continue with other combinations of candies, practicing $\frac{1}{2}$ and $\frac{1}{4}$. Scored graham crackers and chocolate bars clearly show fractional parts of a whole, and small pizza can be cut into halves or fourths.

- **Read Books.** *Give Me Half* by Stuart J. Murphy is a story that stresses that one-half means one of two equal parts. *Eating Fractions* by Bruce McMillan illustrates how food can be divided into fractional parts—halves, thirds, and fourths. Your child may enjoy finding these or other books about fractions at the library to read with you.



The pizza is cut into 4 equal shares. Each piece is of $\frac{1}{4}$ the pizza.



$\frac{1}{4}$ of the 4 jelly beans are red.

Math Facts and Mental Math

This unit continues the systematic review and assessment of the addition facts. Students review the addition facts in Group D to increase and maintain fluency with the facts with sums to ten and to develop strategies for those with sums larger than ten.

Group D: $3 + 3$, $3 + 4$, $4 + 4$, $4 + 5$, $6 + 6$, $6 + 7$, $7 + 7$, $7 + 8$, $8 + 8$, $10 + 9$, $10 + 10$

You can help your child review these facts using the flash cards the teacher sent home or by making a set of flash cards from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out. For example, if $3 + 3 = 6$, then $3 + 4$ is one more, or 7.

For Facts I Can Figure Out, use the flash cards to practice the facts for fluency.

For Facts I Know Quickly, help your child use strategies to solve problems like these using mental math: $13 + 3$, $23 + 4$, $14 + 4$, and $34 + 5$.

Thank you.

Sincerely,