

LETTER HOME

Area of Different Shapes

Dear Family Member:

Area. Area is the amount of surface needed to cover something—the amount of carpet to cover a floor, wallpaper to cover a wall, or skin to cover a body. In this unit, your child will explore the area of flat surfaces.

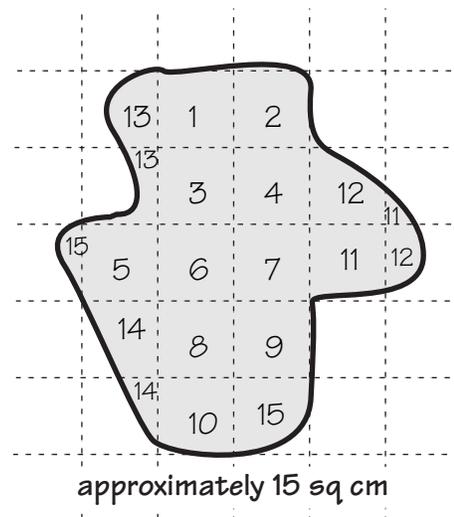
We will find the area of shapes that have straight, curved, or irregular sides, such as the shape shown here. To find the area of an irregular shape, students trace the shape on centimeter grid paper. They first count the number of full centimeter squares inside the shape. Then, they piece together the remaining parts (for example, halves) into full squares. This gives a good estimate of the shape's area. The class will apply its knowledge of area to an experiment that investigates which brand of paper towel absorbs the most water.

As we study area in this unit, you can help reinforce the concept of area at home with the following activities:

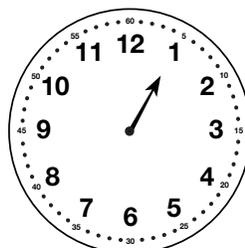
- **Trace Shapes and Measure Area.** Help your child look for different shapes around the house, such as a plate or leaf or the handprints of different family members. Trace the shapes on paper. Ask your child to compare the area of the different shapes by covering them with pennies or beans.

Time. The analog clock is a complex instrument to learn to read. Not only are there two or more scales involved (hours, minutes, and seconds), but the hands that mark these scales move in a circular motion. A child's difficulty in reading time may stem from an approach that focuses on both hands simultaneously but does not distinguish between how the two hands are read. Using a one-handed clock is one strategy employed to help students focus on reading the different scales on a clock.

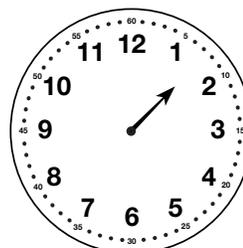
- **Using one hand.** Ask your child to focus only on the hour hand and ask if it is closer to the start of the hour or the end of the hour and to tell you how he or she knows. Ask your child to estimate the number of minutes past the hour using only that one hand.
- **Elapsed time.** Ask your child questions about time during your daily routine. For example, "It is now 1:00. If I read to you for 30 minutes, what time will it be when we finish? Where will the hour hand on the clock be pointing?"



Counting the number of square centimeters in a shape to find area



1:00



1:30

Math Facts and Mental Math

This unit continues the review of the subtraction facts and development of the multiplication facts. Help your child using the activities below.

Subtraction Facts. Students review the following subtraction facts to maintain and increase proficiency and to learn to apply subtraction strategies to larger numbers:

Group 7: $14 - 7$, $14 - 6$, $14 - 8$, $12 - 6$, $12 - 7$, $12 - 5$, $10 - 5$, $13 - 7$, $13 - 6$

Group 8: $15 - 7$, $16 - 8$, $17 - 8$, $18 - 9$, $18 - 10$, $8 - 4$, $7 - 4$, $6 - 3$, $15 - 8$

You can help your child review these facts using the flash cards the teacher sends 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. Good strategies for the facts in Groups 7 and 8:

Using Doubles. To solve $12 - 7$, I know $6 + 6 = 12$ so $12 - 6 = 6$ and $12 - 7 = 5$.

Thinking Addition. To solve $14 - 7$, I know $7 + 7 = 14$ so $14 - 7 = 7$.

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:

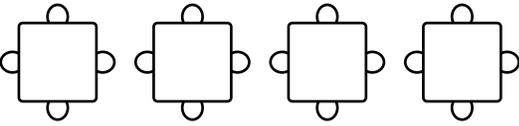
Subtracting 10s and 100s. $180 - 90 = 90$, $700 - 400 = 300$

Two-digit minus one-digit problems. $44 - 7$ (practices $14 - 7$), $36 - 3$ (practices $6 - 3$),
 $40 - 5$ (practices $10 - 5$)

Multiplication Facts. Students work on developing number sense for the multiplication facts for the square numbers in this unit. This will help them remember the facts as they develop proficiency. Ask your child to write a story, draw a picture, and complete number sentences for one or two facts each night. Follow these examples:

Example: $4 \times 4 = \square$

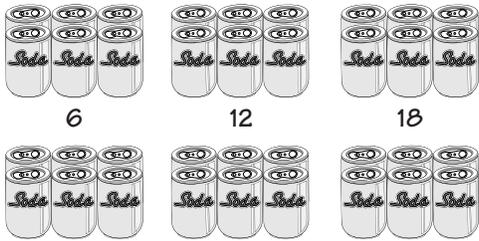
There are 4 seats at each of the 4 tables.
There are 16 chairs.



$4 \text{ tables} \times 4 \text{ chairs} = 16 \text{ chairs}$

Example: $6 \times \square = 36$

$\square \times 6 = 36$
Cans of soda come in packs of six.
If I have 6 packs of soda, I have 36 cans of soda.



6 12 18
24 30 36

Thank you for taking time to talk with your child about what he or she is doing in math.

Sincerely,