

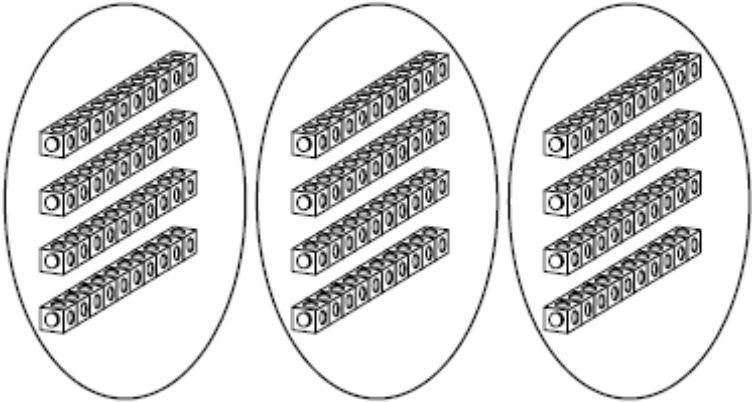


Dear Family,

Our class is starting a new unit in math about multiplication and division. During this unit, students build on the concepts from Unit 2, Factors and Multiples. Students solve multiplication problems with 1-, 2- and 3-digit numbers, solve division story problems, use factors, multiples, and number relationships, and work to understand the relationship between the dividend, divisor, quotient, and remainder in a division problem.

Throughout the unit, students work toward these goals:

BENCHMARKS/GOALS	EXAMPLES
<p>Multiply 2- and 3-digit numbers by 1-digit numbers using strategies that involve breaking the numbers apart (distributive property)</p>	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <math display="block">\begin{array}{r} 37 \\ \times 6 \\ \hline \end{array}</math> </div> <div> <div style="text-align: center; margin-bottom: 10px;"> <math>37</math>  <math>30</math> </div> <div style="text-align: center; margin-bottom: 10px;"> <math>7</math> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="margin-right: 10px;"><math>6</math></div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; width: 300px;"> <div style="border-right: 1px solid black; padding: 5px;"><math>6 \times 30</math></div> <div style="padding: 5px;"><math>6 \times 7</math></div> </div> </div> <div style="margin-top: 10px;"> <math>6 \times 37 = (6 \times 30) + (6 \times 7)</math>  <math>6 \times 37 = 180 + 42</math>  <math>6 \times 37 = 222</math> </div> </div> </div>
<p>Solve division problems (2-digit and small 3-digit numbers divided by 1 digit numbers), including some that result in a remainder.</p> <p>Use story problems, pictures, or concrete models to represent division situations.</p>	<p>There are 52 people taking a trip. Each van holds 8 people. How many vans do they need?</p> <p><math>52 \div 8 = 6 \text{ R}4</math></p> <div style="text-align: center; margin: 10px 0;"> </div> <div style="text-align: center; margin: 10px 0;"> </div> <p>Answer: They need 7 vans.</p>

BENCHMARKS/GOALS	EXAMPLES
Multiply by 10, 100, 1,000 and multiples of 10, 100, and 1,000.	<p data-bbox="581 279 959 363">How many cubes in all? 3 groups of 40 cubes</p>  <p data-bbox="581 856 1255 894"><math>3 \times 40 = 3 \times 4 \times 10 = 12 \times 10 = 120</math></p>
Continue to develop and extend fluency with multiplication combinations up to $12 \times 12$ .	<p data-bbox="581 917 716 955"><math>8 \times 12</math></p> <p data-bbox="581 959 699 997"><math>12 \times 8</math></p> <p data-bbox="581 1001 1146 1081">Start with <math>(8 \times 10) + (8 \times 2) =</math>  <math>80 + 16 = 96</math></p>

Students will work on multiplication and division again later this year where they will solve problems with larger numbers and share a variety of problem solving strategies.

In our math class, students will 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. It is imperative that your child know his or her basic multiplication facts through  $12 \times 12$ .

Sincerely,

The Fourth Grade Team