



NAME _____

DATE _____

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About the Mathematics in This Unit

Dear Family,

Our class is starting a new unit called *Puzzles, Clusters, and Towers*. In this unit, students focus on gaining fluency with multiplication strategies. Students work on understanding division situations and developing strategies for division problems with 1-digit and 2-digit divisors. Throughout the unit, students will be working toward these goals:

| Benchmarks/Goals | Examples | | |
|---|---|---|--|
| Solve 2-digit by 2-digit multiplication problems efficiently. | $32 \times 28 = ?$ First, draw an unmarked array. Think of 32 as $30 + 2$ and 28 as $20 + 8$. | Then, find the areas of the rectangles and add. $30 \times 20 = 600$ $2 \times 20 = 40$ $30 \times 8 = 240$ $2 \times 8 = 16$ $600 + 40 + 240 + 16 = 896$ | |
| | | | |
| Solve division problems with 1-digit and 2-digit divisors. | $256 \div 8 = ?$ First, think of this as a missing factor problem. $8 \times \underline{\quad} = 256$ | Next, break apart 256 into numbers that are multiples of 8. $256 = 240 + 16$ | Then, find the missing factors and add. $8 \times \underline{30} = 240$ $8 \times \underline{2} = 16$ $30 + 2 = 32$ |



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| Benchmarks/Goals | Examples |
|--|--|
| Use the order of operations to solve computation problems. | How can you use parentheses and brackets to make this equation true? $14 - 3 + 2 \div 3 = 3$ $[14 - (3 + 2)] \div 3 = 3$ $[14 - 5] \div 3 = 3$ $9 \div 3 = 3$ |

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 about *Puzzles, Clusters, and Towers* that will be sent home over the next few days.