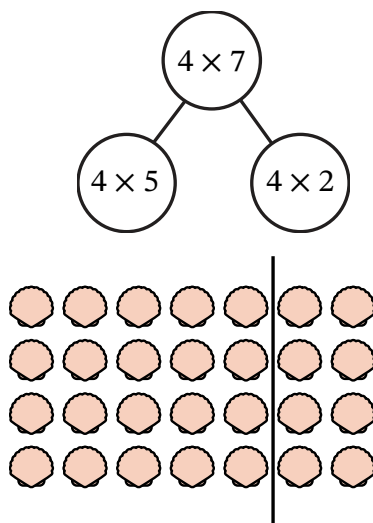


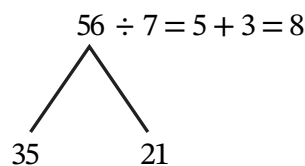
Multiplication and Division Concepts with an Emphasis on the Unit of 7

Dear Family,

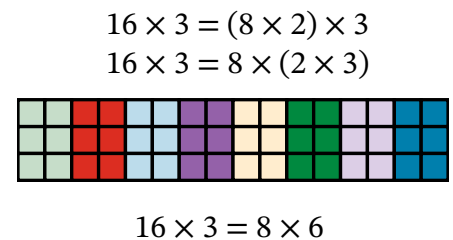
Your student is applying strategies for multiplying and dividing introduced earlier in the year, now with an emphasis on the unit 7. As your student learns their multiplication facts for 7, they use the break apart and distribute strategy to break the unit of 7 into more familiar parts. Your student also explores another strategy that is helpful when one factor is large. They write a multiplication expression with 2 factors as a multiplication expression with 3 factors. Then they use parentheses to group the 3 factors in different ways, and they learn that the order of multiplying the factors doesn't change the total.



The factors in a multiplication problem can be broken into smaller parts. Because $7 = 5 + 2$, fives and twos facts are helpful when multiplying by 7.



The total in a division problem can be broken into smaller parts. To divide by 7, students choose parts that can be divided by 7 with known facts.



The array shows 16×3 . It also shows 8 groups of 3×2 . Students can break apart arrays into smaller problems and use parentheses to group factors.

At-Home Activity

The Sevens Have It

Play a game with your student to help them practice multiplying by 7. Write the numbers 2–10 on small pieces of paper or index cards. Make one set for your student and one for yourself. Shuffle the numbers in each set. Place your student's numbers in a pile facedown in front of them and yours in a pile facedown in front of you. Ask your student to take the top paper from their pile and multiply the number by 7. Then you take the top paper from your pile and multiply the number by 7. Whoever has the larger product takes both numbers and puts them facedown at the bottom of their pile. For example,

- Your student picks a 5 from their pile. They say, " $7 \times 5 = 35$."
- You pick a 4 from your pile. You say " $7 \times 4 = 28$."
- Your student takes the papers with 5 and 4 and puts them facedown at the bottom of their pile because 35 is the larger product.

Repeat the process until one person has all the slips of paper in their pile.