How Many People? How Many Teams?   **Family Letter**

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Dear Family,

Our class is starting a new mathematics unit about multiplication and division called *How Many People? How Many Teams?* In this unit, students make equivalent expressions in multiplication and division. They practice multiplying large numbers. Students focus on refining and gaining fluency with division strategies.

Throughout the unit, students work toward the following goals:

BENCHMARKS/GOALS	EXAMPLES
Explain why doubling one factor in a multiplication expression ($a \times b$) and dividing the other by 2 results in an equivalent expression.	Find different ways to make this equation true. $24 \times 18 = \underline{} \times \underline{}$ double triple $24 \times 18 = 48 \times 9$ $24 \times 18 = 72 \times 6$ half third
Solve multiplication problems efficiently.	$\begin{array}{r} 365 \\ \times\ 24 \end{array}$ $\begin{array}{l} 360 \times 20 = 7{,}200 \\ 360 \times 4 = 1{,}440 \\ 5 \times 24 = \underline{120} \\ 8{,}760 \end{array}$
Solve division problems efficiently.	$42\overline{)1{,}700}$ $\begin{array}{r} 1{,}700 \\ -\ 840 \\ \hline 860 \\ -\ 840 \\ \hline 20 \end{array}$ (20×42) (20×42) $1{,}700 \div 42 = 40\ R20$

(continued)

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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 *How Many People? How Many Teams?* that will be sent home in the coming weeks.