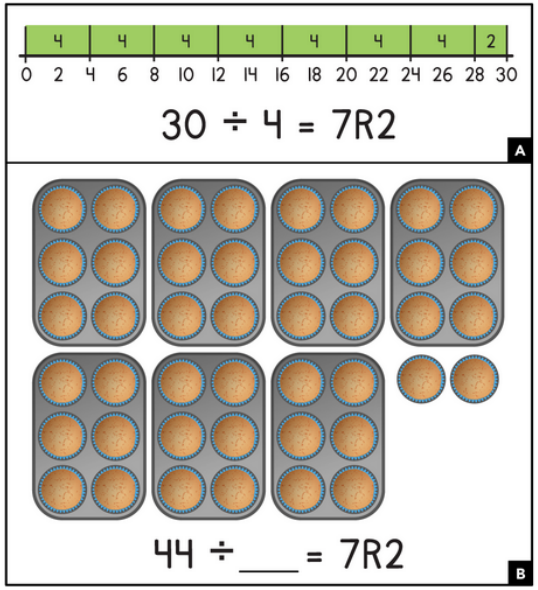
March Math Newsletter

Grades 4-6

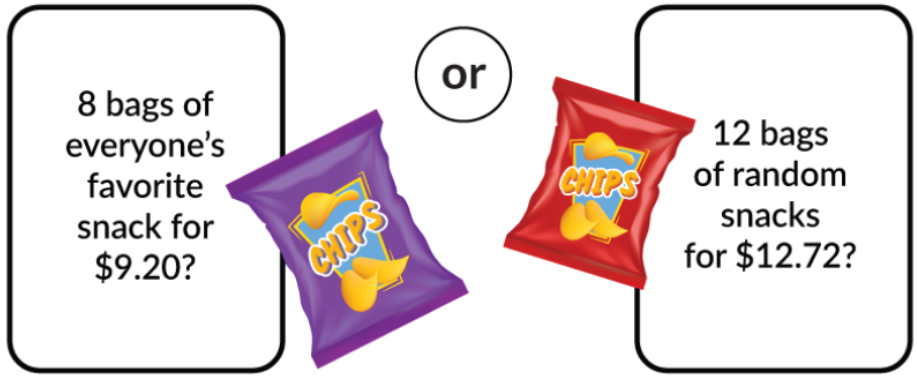
Take time with your family to talk and reason about math.

Look at the two pictures and equations. What do you notice?



1. How are pictures A and B mathematically the same, and how are they different?
   - A and B are the same because …
   - A and B are different because …
2. Write a division equation. Draw a picture or model to represent it. Explain how it is the same as A and B and how it is different.

You and 9 friends are buying snacks.
Would you rather buy …



Use pictures, models, words, numbers or symbols to justify your choice.

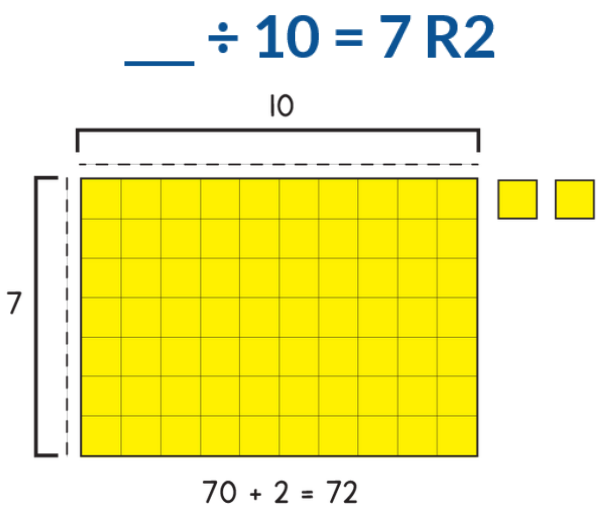
I would rather buy … because …

Challenge
Would it change your answer if the favorite snacks came in a pack of 10 for $23? What if the random snacks were 12 for $6.36?

Follow-up
Ask a family member to choose between the two options. Why did they make the choice they made?

Flip over to see if your thinking matched ours **AND** to get links to interactive math games to play with your family at home.

1. How are pictures A and B mathematically the same, and how are they different?
   - A and B are the same because both are division problems. Both problems have the same quotient (answer), and each equation has one unknown part.
   - A and B are different because they have different divisors. They each have a different part of the equation that is unknown, A has an unknown quotient and B has an unknown divisor. A shows a number line model for division and B shows groupings.
2. Write a division equation. Draw a picture or model to represent it. Explain how it is the same as A and B and how it is different.



It is the same because it is a division problem with the quotient 7 remainder 2. It is different because it has the dividend as the unknown and the model uses base ten blocks.

Interactive Math Games

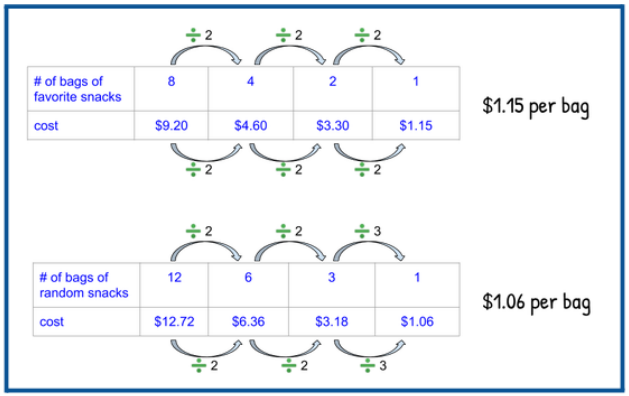
Multiplication Battle

https://student-activities.mathlearningcenter.org/?0a97e4f4

Lowest Remainder Wins

https://student-activities.mathlearningcenter.org/?695553c0

Possible thinking/reasoning for the activities on the front



Students might say:
I would rather buy the 8 snacks because everyone would have their favorite snack, even though they wouldn't get a full bag. Eight bags shared among 10 people means everyone could have 8/10, or $\frac{4}{5}$, of a bag if we shared equally. It's a little more expensive per bag, but not much. I made ratio tables to compare the prices per bag.

Or they might say:
I would rather buy 12 bags of random snacks. They're a little bit cheaper per bag, and then everyone would get 1 full bag, and only have to share the extra two bags. Ten people sharing 2 bags means 5 people sharing 1, so everyone gets another ⅕ of a bag if we share equally. My friends aren't always great at sharing, so this might be better because at least everyone gets 1 full bag. Plus, people could try different snacks. Maybe they'd find a new type of snack they like.

Challenge
Would it change your answer if the favorite snacks came in a pack of 10 for $23 and the random snacks were 12 for $6.36?

Answers will vary. Students might say:
I would buy the random snacks if that was the price. Twelve for $6.36 is half as much as the original price. We could buy even more snacks with the money we save. It would be nice for everyone to get their own bag of favorite snacks, but 10 for $23 means that each bag costs $2.30, which seems like a lot of money.

Type the URL into your computer, tablet or phone to play.