Family Support Materials

Putting It All Together

In this unit, students apply what they have learned throughout the year to strengthen major concepts and fluency goals of the grade.

Section A: Fraction Fun

In this section, students practice multiplying fractions and whole numbers, as well as adding and subtracting fractions with the same denominator. They also solve problems that involve comparing fractions and adding and subtracting tenths and hundredths.

Here are the times of the runners for two teams.
Which team won the relay race?

runner	Diego's team, time (seconds)	Jada's team, time (seconds)
1	$10\frac{25}{100}$	$11\frac{9}{10}$
2	$11\frac{40}{100}$	$9\frac{8}{10}$
3	$9\frac{7}{10}$	$9\frac{84}{100}$
4	$10\frac{5}{100}$	$10\frac{60}{100}$

Section B: Whole-number Operations

In this section, students deepen their understanding of place value and build their fluency in performing operations on multi-digit numbers.

Students begin by using the standard algorithm to add and subtract numbers within 1 million. They recall when to compose (or "carry") a new place-value unit (a ten, a hundred, a thousand, and so on) when adding, and when to decompose a unit (or "regroup") when subtracting.

Students learn to pay attention to potential errors, especially when subtracting a number with non-zero digits from a number with zeros, and to be more strategic in choosing a method.

Use both Priya and Han's methods to find the difference of 20,000 and 472.

Priya

$$\begin{array}{r} 20,000 \\ -\ \ \ 472 \\ \hline \end{array}$$

Han

$$\begin{array}{r} \ \ \ \ \ \ 472 \\ +\ \ \ \ \ \ \ \ \ \\ \hline 20,000 \end{array}$$

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Next, students practice multiplying and dividing multi-digit numbers using algorithms that involve partial products and partial quotients. In both cases, students make connections across the different methods they see or use.

Section C: Multiplicative Comparison and World Travel

In this section, students use multiplication and division to make comparisons and solve real-world problems. They make estimates to simplify a problem, help with calculations, or assess whether a statement or a number is reasonable.

A school needs buses to take 375 people on a field trip.

- *Bus Company A has small buses with 27 seats in each.*
- *Bus Company B has large buses with 48 seats in each.*

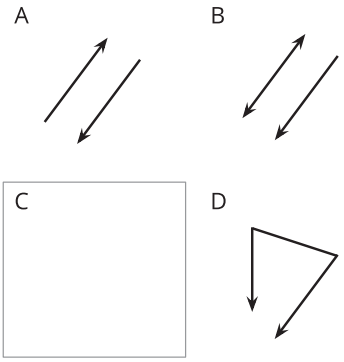
Which bus company should the school choose?

Section D: Creation and Design

Throughout the course, students have participated in warm-up routines such as How Many Do You See, Exploration Estimation, Which One Doesn't Belong, True or False, and Number Talk.

In this section, they apply the mathematics they have learned to design warm-ups that use some of these routines.

Add an item to complete the set.



Make sure there is at least one reason it belongs and one reason it doesn't belong.

Try it at home!

Near the end of the unit, ask your student to share the warm-up routines they created. Questions that may be helpful as they share:

- How did you design the routine?
- How does the routine relate to what you learned this year?
- What might you change to improve the routine?

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