Family Support Materials

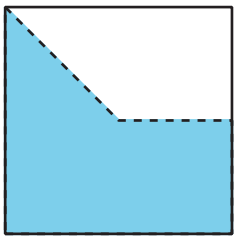
Putting It All Together

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

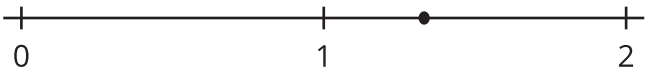
Section A: Fraction Fun

In this section, students revisit and build on important fraction ideas that they have learned in the course. They think about different ways to represent fractions and to estimate the size of fractions presented in different forms: as an area diagram, a shaded strip, and a number line.

What fraction of the square is shaded?



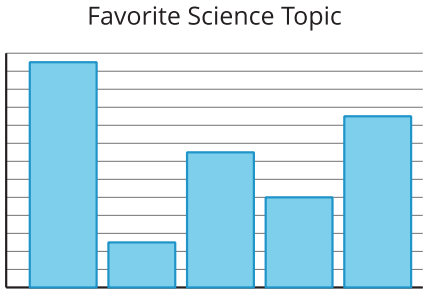
What number is represented by the point on the number line?



Students also practice identifying and locating fractions on the number line, using tape to create a number line that shows a large number of fractions.

Section B: Measurement and Data

In this section, students first use their knowledge of shapes, perimeter, and area to design their own tiny house. They ask and answer questions about the area and perimeter of shapes in their design. Then, they calculate the cost of finishing a room in their tiny house.



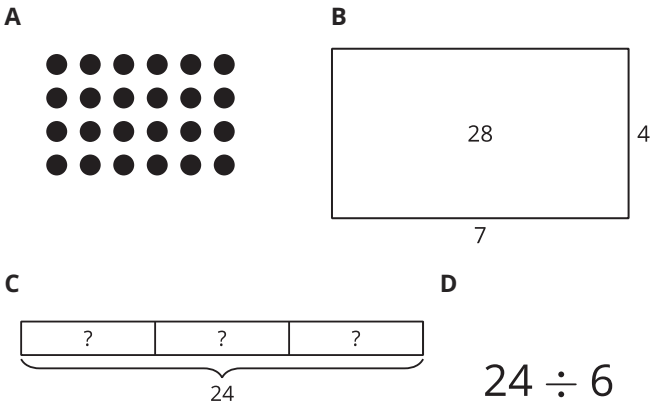
Next, students focus on data collection and representation. They conduct a survey in the school community, organize their data, and represent the data with a scaled graph. They also ask and answer questions about the data.

Section C: Multiplication and Division Games

In this section, students continue to build their fluency with multiplication and division. They reflect on the products within 100 they know from memory or can find quickly and the ones they don't know yet. Students then practice multiplication facts through games.

Students also reinforce their understanding of the connections between multiplication and division by matching equations and diagrams.

Which one doesn't belong?

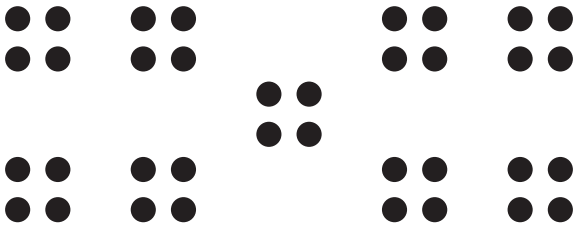


Section D: Create and Design

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.

How many do you see? How do you see them?



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?