

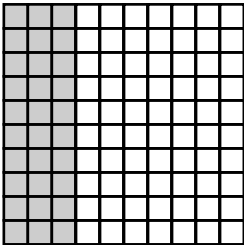
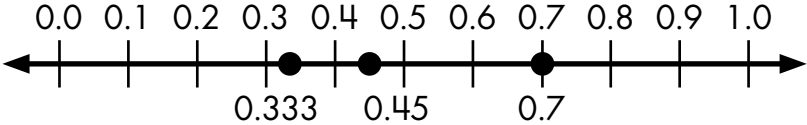


About the Mathematics in This Unit (page 1 of 2)

Dear Families,

Our class is starting a new mathematics unit about decimals called *Decimals on Grids and Number Lines*. During this unit, students investigate the meaning of decimals. They develop an understanding of the relationships among fractions, percents, and decimals, by building on the work from the unit *What's That Portion?* They use knowledge of number relationships and a variety of representations and models to compare and order decimals and to add decimals.

Throughout the unit, students work toward these goals:

BENCHMARK/GOAL	EXAMPLES
Read, write, and interpret decimal fractions to thousandths.	 <p>The amount of the square that is shaded is</p> <p>0.3 (three tenths), 0.30 (thirty hundredths), or 0.300 (three hundred thousandths).</p>
Order decimals to thousandths.	<p>What is the order of these decimals from least to greatest? 0.7, 0.333, 0.45</p> <p><i>To solve this problem, I thought about tenths.</i> 0.7 is seven tenths. 0.333 is a little more than three tenths. 0.45 is between four tenths and five tenths.</p>  <p>0.333 < 0.45 < 0.7</p>

(continued)



About the Mathematics in This Unit (page 2 of 2)

BENCHMARK/GOAL	EXAMPLES
Add decimal fractions through reasoning about place value, equivalents, and representations.	<p>A jeweler has 3 small pieces of gold that weigh 2.2 grams, 1.06 grams, and 1.425 grams. How much gold does the jeweler have altogether?</p> <p>2.2 is close to 2. $2 + 1 + 1 = 4$</p> <p>1.06 is close to 1. $0.2 + 0.4 = 0.6$</p> <p>1.425 is close to $1\frac{1}{2}$. $0.06 + 0.02 = 0.08$</p> <p style="text-align: right;">$+ 0.005$</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p>The answer should be 4.685</p> <p>about $4\frac{1}{2}$.</p>

In our math class, students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions.

Please look for more information and activities about *Decimals on Grids and Number Lines* that will be sent home in the coming weeks.