

Family Math Letter

Grade 4: Unit 2

Multiplication and Division of Whole Numbers



Dear Family,

Our class is starting a new unit in math called Multiplication and Division of Whole Numbers. At the end of Unit 2, students will be able to:

- Interpret a multiplication equation as a comparison. (ex. $24 = 4 \times 6$)
- Multiply or divide to solve word problems using pictures and equations.
- Solve multistep word problems using the four operations (+, -, \times , \div) *Note: numbers should be whole numbers.
- Find all factor pairs for whole-number pairs between 1 – 100. (ex. $2 \times 4 = 8$, $1 \times 8 = 8$)
- Generate a number or shape pattern that follows a given rule.
- Multiply up to four digits by a one-digit whole number and also two-digit numbers (ex. 1003×3 and 24×22) using strategies on place-value and the properties. *Note: this does **not** include the algorithm for multiplication.
- Divide up to four digits by one digit using strategies on place value, the properties, or the relationship between division and multiplication. (ex. $1000 \div 5$)

Each student should be able to answer/solve questions like the following:

For the school play, 40 rows of chairs are set up. There are 22 chairs in each row. How many chairs in all?

Candy wants to buy herself a new bicycle that costs \$240. Candy has already saved \$32, but she needs to make a plan so she can save the rest of the money she needs. She decides to save the same amount of money, x dollars, each month for the next four months.

A book costs \$18. That is 3 times more than a DVD. How much does a DVD cost?

On a vacation, your family travels 267 miles on the first day, 194 miles on the second day and 34 miles on the third day. How many miles did they travel total?

Find the factor pairs of 48.

Rule: Starting at 1, create a pattern that starts at 1 and multiplies each number by 3. Stop when you have 6 numbers.

What would an array area model of 74×38 look like?

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 and show you the strategies that he/she uses to solve math problems.

Sincerely,

Lauren Stockard