

# Japan District Parent Resources

## Our District

Japan Schools District's top priority for its students is College and Career Readiness. This publication contains information and resources for parents about this important program focused on student success"



This Newsletter focuses on the topics and types of mathematics your student will be working with in DoDEA's current Math Units.

## Kindergarten Unit 4

In Unit 4, kindergarten students will extend the counting sequence to 50 while also developing their ability to represent up to 20 objects both numerically and visually. The following concepts will be covered in this unit:

- Counting to answer "how many?"
- Using inequality symbols to compare groups of objects
- Compare numbers between 1 and 10

Video Links

[Counting On](#)

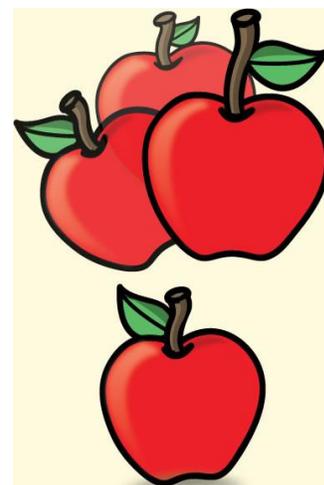
[Compare Number of Objects](#)

[Compare Numbers](#)

## Parent Tips

Ask your child questions that require counting as many as 20 things. For example, ask, "How many books do you have about wild animals?"

Ask your child questions that require comparing numbers. "Who is wearing more bracelets, you or your sister?" (Your child might use matching or counting to find the answer.)



# First Grade Unit 4

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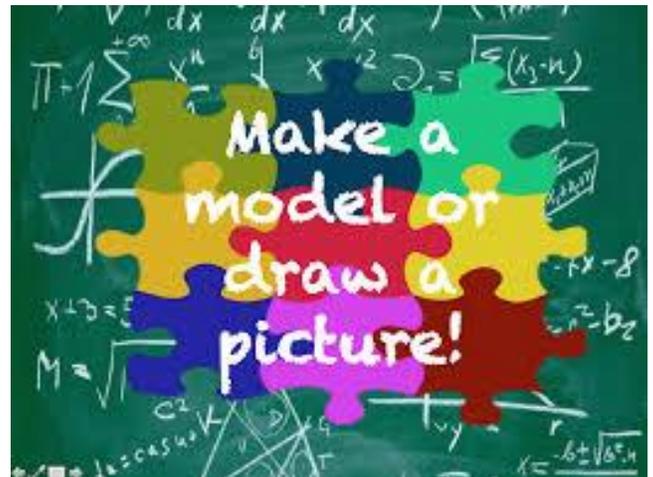
In Unit 4, first grade students develop their geometry skills by extending their understanding of attributes (e.g., orientation, size, and number of sides.) Students will explore various examples in different ways to broaden their range of understanding and experience. Students transition from using trial and error to applying their understanding of different attributes in order to draw and compose shapes. Composing and decomposing figures supports students' understanding of part-whole relationships. The following concepts will be covered in this unit:

- Distinguish between defining and non-defining attributes of shapes
- Compose two- and three-dimensional shapes to create composite shapes

## Video Links

[Defining Attributes](#)

[Creating Composite Shapes](#)



## Parent Tips

Ask your child to identify shapes around your home. For example, ask, "Is our television rectangle or square? How do you know? Is that ice cream cone really a cone? What shape are those cans? And so on."

# Second Grade Unit 4

In Unit 4, second grade students will read and write single digit and multi-digit numbers in expanded form. Students will develop understanding of multi-digit numbers written in Base Ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones. Students will apply skip counting to addition and subtraction situations. Skip counting and mental addition of tens and hundreds is an important skill that helps students will develop more sophisticated strategies, as well as efficiency and flexibility in computation. The following skills will be covered in this unit:

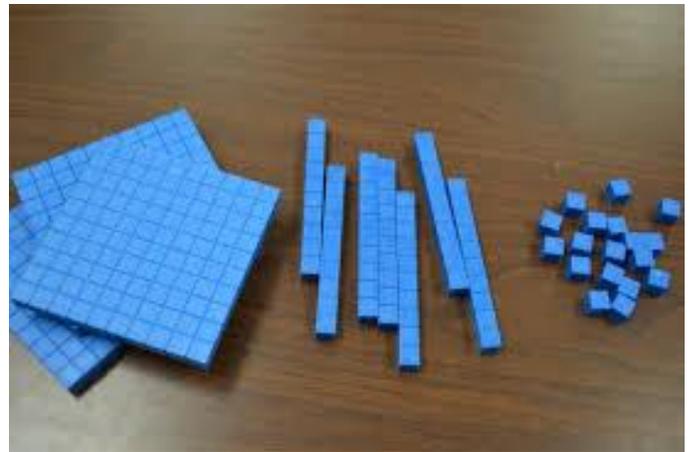
- Read and write single and multi-digit numbers.
- Develop understanding of expanded form and place value.
- Develop and apply skip-counting strategies.

## Video Links

[Skip Counting](#)

[Expanded Form](#)

[Mental Computation](#)



## Parent Tips

Play math games with your child. For example, “I’m thinking of a number. It has 5 tens, 3 hundreds, and 4 ones. What is the number? 354.” Or, using a deck of cards, deal two cards and ask your child to add the two numbers. You can also identify a target number and ask your child to either add or subtract to obtain that target number.

Skip count by 5s, 10s, and hundreds with your child.

# Third Grade Unit 4

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In Unit 4, third grade students develop a conceptual understanding of measuring mass, liquid volume, intervals of time, and using measurement as a context for the development of fluency in addition and subtraction. Through their work, students will identify arithmetic patterns in order to develop a deeper understanding of number and number relationships. In subsequent units, students will use the understanding of pattern developed in this unit to strengthen their computational strategies and skills. The following concepts will be covered in this unit:

- Telling and writing time to the nearest minute.
- Solving time interval word problems.
- Adding and subtracting masses and volumes.
- Creating picture and bar graphs to represent data.

Video Links

[Telling Time](#)

[Solving Time Problems](#)

[Working with Volume and Mass](#)

[Two Step Word Problems](#)

[Representing Data](#)



## Parent Tips

Ask your child questions about time. For example, “What time is it now? How much time do we have before we leave?” Use everyday objects to allow your child to explore volume. For example measuring liquids when cooking, discussing the volume of boxes of food and liquid containers. Encourage your child to stick with it whenever a problem seems difficult.

# Fourth Grade Unit 4

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In Unit 4, fourth grade students are introduced to multiplicative compare problems, extending their conceptual work with multiplicative comparison from Unit 3. For students to develop this concept, they must be provided rich problem situations that encourage them to make sense of the relationships among the quantities involved, model the situation, and check their solution using a different method. Additionally, students combine competencies from different domains to solve measurement problems using the four operations. Measurement is included in this unit to provide a context for problem solving. The following concepts will be covered in this unit:

- Using multiplication to solve word problems.
- Solve measurement word problems.

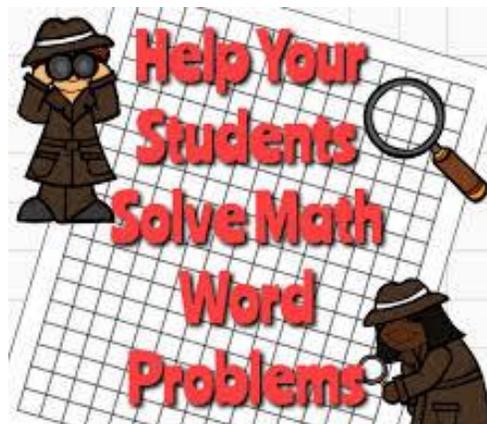
## Video Links

[Multiplication Word Problems](#)

[Multi-Step Word Problems](#)

[Rounding Multi-Digit Numbers](#)

[Converting and Measurement](#)



## Parent Tips

Ask your child to compare numbers using phrases like “times as much.” For example, if the family cat weighs 8 lbs. and the family dog weighs 56 lbs., how many times as much does the dog weigh? Use everyday objects to allow your child to explore conversion of volume and measurement. For example volumes of liquids when cooking, discussing the volume of boxes of food and liquid containers, measuring items in inches and centimeters.

# Fifth Grade Unit 4

In Unit 4, fifth grade students extend their understanding of multiplying a fraction by a whole number to multiplying fractions by fractions. Students develop an understanding of the connection between fractions and division. They will use this understanding to explore the relationship of multiplication and division when multiplying fractions. Students build on their work to develop a foundational understanding of multiplication as scaling. They interpret, represent, and explain situations involving multiplication of fractions. Students apply their whole number work with multiplication to develop conceptual understanding of multiplying a fraction by a fraction. Scaling is foundational for developing an understanding of ratios and proportion in future grade levels. The following concepts will be covered in this unit:

- Multiplying fractions
- Dividing fractions

## Video Links

[Multiplying Fractions](#)

[Dividing Fractions](#)



## Parent Tips

Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups so students see how many times you have to refill a  $1/4$  cup to equal a  $1/2$  cup or how many  $1/3$ 's are in two cups. Have your child describe two fractions that are equal using a measuring cup.

Ask your child questions when cooking. For example, "if you used about  $2/3$  of a  $3/4$ -cup measure of vegetable stock, then how much stock did you use? About how much is left? If we made 5 batches of brownies, how much water would we add?"