



Dear Family,

In this unit, students learn multiplications and divisions for 6s, 7s, and 8s, while continuing to practice the rest of the basic multiplications and divisions covered in Unit 4.

Although students practice all the 6s, 7s, and 8s multiplications, they really have only six new multiplications to learn: 6×6 , 6×7 , 6×8 , 7×7 , 7×8 , and 8×8 . The lessons for these multiplications focus on strategies for finding the products using multiplications they know.

Students are also introduced to comparisons involving multiplication and division. Such comparisons involve one quantity that is a number of times *as many as* or *as much as* another. Here are two examples:

- Teresa has 2 gerbils. Owen has 4 times as many gerbils as Teresa has. How many gerbils does Owen have?
- Eduardo has 12 posters in his room. Manuela has $\frac{1}{3}$ as many posters as Eduardo. How many posters does Manuela have?

This unit also focuses on word problems. Students are presented with a variety of one-step word problems. They use the language and context of each problem to determine which operation—multiplication, division, addition, or subtraction—they must use to solve it. Students solve multi-step problems using a variety of methods.

Please continue to help your child get faster on multiplications and divisions. Use all of the practice materials that your child has brought home. Your support is crucial to your child's learning.

Please call if you have any questions or comments.

Thank you.

Sincerely,
Your child's teacher