



Ready Set Math

Home Communication and Engagement

Strong partnerships with families are built on clear and purposeful communication. We recognize student learning extends beyond the classroom and into the home. The following resources are intended to provide support when communicating the learning focus with families as well as ways to engage in learning mathematics beyond the classroom.

Communicating the Learning of Sub-Goal A: Form equal groups and make equal shares

Consider using the following key ideas for communicating the learning outcomes of this sub-goal:

- Multiplication and Division are based on an understanding of equal groups. Students need to develop knowledge around forming groups of equal sizes. Early experiences focus on: (a) building understanding such as three individual items can be seen as a group of 3, (b) forming equal groups, and (c) making equal shares.
- Forming equal groups refers to students developing the initial idea that equal-sized groups have the same number of items in them.
- Equal sharing refers to sharing counters into a given number of groups or sharing counters into groups of a given size.
- Students creating equal-sized groups must attend to the number of groups and the number of items in each group. Currently the focus is on forming and describing groups of equal size but not determining the total.

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Beyond the Classroom

Consider the following suggestions for making activities accessible to families and extending the learning through daily activity:



Making Activities Accessible

- Send home a bag with items (e.g., counters, coins, blocks) that can be organized into equal groups (e.g., paper plates).
- All activity boards and spinners are available as downloads for printing. Consider placing the activity boards, spinners, student directions, and any additional materials in gallon-sized bags when sending home.
- Consider video recording students doing the activities in the classroom and sending short video clips home through email or digital classroom newsletters to help families better understand the activities.
- For homes where English is not the primary language, consider using the resources within your district or community to provide translated materials for families to read in their language.



Opportunities to Extend Learning

- Place three paper plates (this helps to mark the groups) in front of your student and tell them we are going to practice sharing snacks where each person gets the same amount of snack. For example, "With your 12 grapes, place them on the three plates so all plates have the same number of grapes on them." or "Put five crackers on each plate."
- Have your student make groups where all have the same number of items without giving them plates (these mark the groups). Say, "Take your 12 candies and share them into three groups with the same number of candies in each group." Talk to your student about how they figured out how to do this.
- Challenge your student to make equal groups when you have messed the plates up and they do not have the same amount on each plate. For example, "Here are three plates with crackers on them. I need help with the plates so that all the plates have the same number of crackers on them."
- Have your student look for examples or ways to make equal-sized groups on a nature walk and chat about what they see (e.g., pick five 3-leaf clovers [discuss how one clover has a group of 3], use acorns to make groups).