



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: Develop automaticity for multiplication and division with 2s and 10s

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

- Students will focus on facts for 2s and 10s which are typically easily learned, because of the link to doubles and base-10 knowledge.
- These facts become important reference points for learning other facts.
- The activities provide opportunities to develop fluency with these basic facts.

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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

- Use index cards or cards made from scrap paper to create sets of expression cards for home activities.
- Download and print the n-tiles or array cards to be used as a tool that stays at home.
- 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

- Strategies for solving multiplication and division problems include using knowledge of known facts such as doubling. Verbally ask fact questions using factors of 2s or 10s (e.g., What is 2×4 ? What is 8 divided by 4? What is 10×3 ? What is $30 \div 3$?).
 - How did you know or figure that out?
 - Why and how did the strategy you used for this problem work efficiently for you?
 - Did you use a fact you know to help you solve this one?
 - Is there a particular strategy that works better for a given factor?
 - Is there a general rule for solving problems using particular factors?
- Apply knowledge of the facts by asking real life scenario type questions such as:
 - How many gloves would we have in a family of 8 people?
 - If there are 12 shoes by the door, how many pairs are there?