



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 D: Create and use unit fractions as measures

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

- Fractions as measures comes from knowing fractions as quantities being produced from connected copies of a unit fraction. (e.g., $\frac{3}{5}$ is 3 measures of $\frac{1}{5}$)
- Unit fractions (such as $\frac{1}{3}$) are fractions that are only one part of the whole. Proper fractions (such as $\frac{2}{3}$) are fractions that do not exceed the whole.
- Students can use unit fractions to recreate the whole and to create specified proper fractions. This can happen with continuous models (e.g., fraction strips) and set models (i.e., collection of items).
- Fractions as measures also provides the basis for placing fractions on a number line.

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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

- Consider copying sets of the colored fraction strips to send home with students to support independent work.
- 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

- Use a small rectangular strip of paper to represent a fraction that is one part of the whole (e.g., $\frac{1}{4}$, $\frac{1}{5}$). Ask questions such as:
 - If this is one-third the whole, draw what the whole would look like.
 - If this is one-fifth the whole, draw what three-fifths would look like.
- Use a small collection of items to represent a fraction that is one part of the whole. Ask questions such as:
 - If 5 candies is one-third of a bag. How many candies are there in the whole bag? (15 candies)
 - If 6 candies is one-fourth of a bag, how many candies are there in three-fourths of a bag? (18 candies)
- Use sidewalk chalk to create a number line from 0 to 1. Have your student place marks along the number line to show fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.