

Dear Parents,

Here is what your child is learning in Grade 5, Unit 6 along with some specific ways you can help.

## ALGEBRA, PATTERNS, AND FUNCTIONS

Students need to:

- Write and evaluate simple algebraic expressions.

Examples:

Mary had 3 packages of stickers. She gave 5 stickers to a friend.

Let  $n$  = the number of stickers in 1 package.

- Write an expression to show how many stickers Mary has now.
- Each package contains 12 stickers. Use substitution to write a numerical expression for the number of stickers Mary has now.
- How many stickers does Mary have now?

Sample responses:

- a.  $3n - 5$                       b.  $(3 \times 12) - 5$                       c. 31

## NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Use mathematical properties to solve problems.

Examples:

Explain how you can use mental math to evaluate the expression  $3 \times 350 \times 2$ .

Sample response:

I know that I can multiply numbers in any order, so

$2 \times 350 = 700$  and  $700 \times 3 = 2100$ , so  $3 \times 350 \times 2 = 2,100$ .

## PROBABILITY

Students need to:

- Describe the probability of an event using a fraction or a ratio.
- Make predictions based on probability experiments.

Examples:

- In a box of 40 marbles, 10 are red, 5 are blue, 20 are green, and 5 are yellow.

A marble is selected at random. What is the probability it is red? Write your answer as a ratio.

Sample response:

1:4, 1 out of 4, or  $\frac{1}{4}$

- There are 8 colored cards in a box. The cards are either red, white, or blue. Bobby took out one card at a time, recorded the color of the card on a tally sheet, and replaced the card without looking in the box. Below is a chart of Bobby's tally results after 40 tries.

Color	Tally
Red	
white	
blue	

Based on the tally results, Bobby predicted there were 2 red cards, 5 white cards, and 1 blue card in the box. Explain whether his prediction is reasonable. Use data from the tally sheet to justify your explanation.

Sample response:

The tally chart shows that Bobby selected a red card for 12 tries, a white card for 26 tries, and a blue card for 2 tries. 40 tries is 5 times the number of cards in the box, so to make his prediction, he could divide the tally results for each color by 5. Although the number of tries for blue was less than 5, he knows that there must be at least 1 blue card in the box. Using this strategy, Bobby's prediction is reasonable.

## WAYS PARENTS CAN HELP

Here are some activities you and your child can do together:

- Look for situations that can be written as expressions with one unknown. For example, if soft drinks are sold in packs of 12 cans, an expression that shows the number of cans in  $p$  packs is  $12 \times p$ , or  $12p$ .



- Play board games that involve the use of spinners (*Life*, *Clue*, etc.). Describe the probability of landing on each section using fractions or ratios. Keep a tally of where each person lands on each spin. Determine the ratio between the number of times a section is landed on and the total number of spins in the game.

For additional activities, visit [www.ed.gov/pubs/parents/Math](http://www.ed.gov/pubs/parents/Math)