



# K-4 Monthly Math Mews

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## Everyday Math: Why Use the Partial-Quotients Algorithm

Ideally, students should develop a variety of computational methods and the flexibility to choose procedures that are most appropriate to a given situation. *Everyday Mathematics* teaches a variety of computational algorithms.

For each operation, the program designates one algorithm as its "focus" algorithm. They are powerful, relatively efficient, and easy to understand and learn. Once students have the procedure that is taught in school mastered, they have the choice to use a method that suits their personal preference. The aim of this approach is to promote flexibility while ensuring that all students know at least one reliable method for each operation.

Even the students whose basic facts knowledge and estimation skills are limited can find correct answers using the Partial-Quotients approach. In this approach, students quickly realize that the better their estimates, the fewer steps there are to complete. This approach is based on the Partial-Products method for multiplication and lays the foundation for higher math concepts including the concept of finding the product of two binomials in Algebra. The Partial-Quotients Algorithm explains why the Standard Algorithm (the way you and I learned) works. It helps students look at numbers more flexibly, i.e. 3,576 represents the same quantity as  $3,000 + 500 + 35 + 41$  and these numbers may be easier to divide by 5 than 3,576. One of the benefits that the Partial-Quotients method provides is that it teaches how to do the division mentally. How would you divide larger numbers mentally?

## Basic Fact Competition

February winners were:

1st grade: Ethan Grey, Ella Dines, and Max Hortick

2nd grade: Elyssa Biederman, Skylar Elbinger, and David Zauberman

3rd grade: Emma Cherrin, Ari Partrich, and Hannah Gorman

4th grade: Nia Kepes, Will Bloomberg, and Judah Karesh

Awesome job!

March's goal: March's winners will be the class with the most time spent practicing. They will earn a popsicle party!

## Digits of Pi Memorization Contest Winner

On March 14th, Hillel students learned about and celebrated a very special number, Pi. During the day, students had the opportunity to participate in the Digits of Pi Memorization Contest. The student who recited the most digits of Pi, won a very special Pi Day prize. In third place with 159 digits recited correctly was Sammy Saperstein (6th grade). In second place with 300 digits was Romy Kennett (4th grade). And this year's winner with 314 digits of pi was Adam Weinbaum (7th grade). Wow, that is a lot of digits memorized. Congratulations, Adam.

## Frequently Asked Questions (and the Answers!)

Q: "This new math is so confusing. What do I do as a parent if my child is confused or frustrated when doing his/her math homework?"

A: First, if you do not feel comfortable supporting your child at home using the methods that are taught in school, then STOP and let your child's teacher know that your child had trouble with the homework. You do not need to feel compelled to help your child. The teacher needs to know what specific topics are providing an issue for your child. If you are interested in learning more about the program or how to help with a particular assignment, the Everyday Mathematics website has a great parent support site. Each Home Link or Study Link has support materials on this website:

<http://everydaymath.uchicago.edu/parents/>

The information is broken down by grade to make it easy to find the specific help you or your child needs. But please remember, your child's teacher is your child's first resource. Please communicate with her about your child's specific needs.