KEY CONCEPT OVERVIEW

During the next week, our math class will learn about using equal groups to create arrays. (See Sample Problem.) We will learn how to organize and describe equal groups in terms of rows (horizontal groups) and columns (vertical groups). We will apply that understanding to modeling and solving word problems.

You can expect to see homework that asks your child to do the following:

- Arrange equal groups of items in a specific number of rows or columns.
- Describe an array by using rows and columns (e.g., 3 rows of 4 is equal to 12).
- Write repeated addition equations to match drawings.
- Add or remove rows or columns to create a new array.
- Use arrays to model and solve word problems.

SAMPLE PROBLEM  (From Lesson 7)

Draw an array that has 3 columns of 5 X’s. Draw vertical lines to separate the columns. Then write a repeated addition equation to find the total number of X’s.

\[ 5 + 5 + 5 = 15 \]

3 columns of 5 = 15

Additional sample problems with detailed answer steps are found in the Eureka Math Homework Helpers books. Learn more at GreatMinds.org.
HOW YOU CAN HELP AT HOME

- Practice Happy Counting with your child. Point up (to count up) or down (to count down) repeatedly and rhythmically to help your child practice skip-counting by twos or fives in a fun and energetic way. Consider Happy Counting by threes or fours when your child is ready for a bigger challenge.

- Look for arrays in your home or community, such as rows or columns of building blocks, cupcakes in a bakery, or windows on buildings. Encourage your child to use the words rows or columns to describe how many are in the array; for example, “I see four rows of three cupcakes!” For an added challenge, invite your child to use a repeated addition equation to describe the array (e.g., \(3 + 3 + 3 + 3 = 12\)).

- To prepare your child for working with money in Module 7, play Coin Drop. Gather 10 dimes and 30 pennies and a metal or plastic container. Invite your child to watch, listen carefully, and count mentally as you drop a certain number of pennies, one at a time, into the container. Increase the complexity for your child by dropping dimes and then a combination of dimes and pennies. After each round, ask, “How much money is in the can?” Count together to confirm the total. For a challenge, you may wish to remove dimes and/or pennies to alternate between addition and subtraction of ones (pennies) and tens (dimes).

TERMS

Columns: The vertical groups in a rectangular array.

Rows: The horizontal groups in a rectangular array.

MODELS

Array: An arrangement of objects in rows and columns.