Dear Parents,

The Mathematics Georgia Standards of Excellence (MGSE), present a balanced approach to mathematics that stresses understanding, fluency, and real world application equally. Know that your child is not learning math the way many of us did in school, so hopefully being more informed about this curriculum will assist you when you help your child at home.

Below you will find the standards from Unit Eight in bold print and underlined. Following each standard is an explanation with student examples. Please contact your child’s teacher if you have any questions.

**G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.**

This standard calls for students to identify (recognize) and draw shapes based on a given set of attributes. These shapes include pentagons and quadrilaterals (squares, rectangles, and trapezoids), as well as other previously learned shapes such as triangles, hexagons, cubes, cones, cylinders, spheres, and rectangular prisms.

Example:

Draw a closed shape that has five sides and five angles. What is the name of the shape?

Student: I drew a shape with 5 sides. It is called a pentagon.



**G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**

This standard calls for students to partition (divide) a rectangle into squares (or square-like regions) and then determine the total number of squares.

Example:

Split the rectangle into 2 rows and 4 columns. How many small squares did you make?

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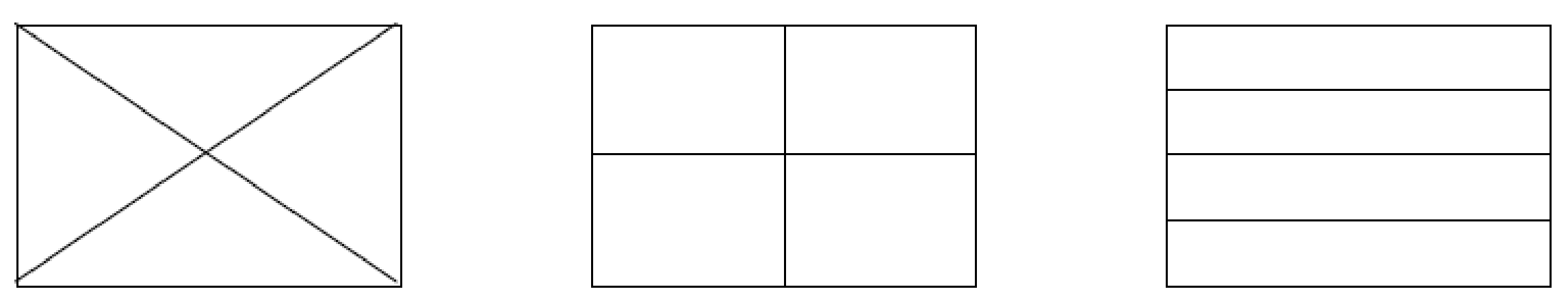
**G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.**

This standard calls for students to partition (split) circles and rectangles into 2, 3 or 4 equal shares (regions). Students should be given ample experiences to explore this concept with paper strips and pictures. Students should also work with the vocabulary terms halves, thirds, half of, third of, and fourth (or quarter) of. While students are working on this standard, teachers should help them to make the connection that a whole is composed of two halves, three thirds, or four fourths.

This standard also addresses the idea that equal shares of identical wholes may not have the same shape.

Example:

Divide each rectangle into fourths a different way.



**MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?***

This standard calls for students to solve word problems involving **either** dollars **or** cents. Since students have not been introduced to decimals, problems should have only dollars or only cents.

Example: What are some possible combinations of coins (pennies, nickels, dimes, and quarters) that equal 37 cents?

Example: What are some possible combinations of dollar bills ($1, $5 and $10) that equal 12 dollars?

**Fayette County MD.11 Identify bills by name and value ($1, $5, $10, $20, $50, $100).**

This standard calls for students to identify the above U.S. bills by name and value.

Example:

* When shown a bill, the student should call the bill by name.
* The student should be able to tell the value of each bill and write that value using a dollar symbol appropriately (no decimal).—$1, $5, etc.

**Fayette County MD.12 Count money and write the amount using the appropriate symbol. (dimes, pennies, nickels and quarters in this unit) (Do not use decimal notation.)**

Although this standard calls for students to count money and write the amount, at this point students should count combinations of dimes and pennies only. Students will also explore the similarities and differences between tens and ones and dimes and pennies.

Example:

* When shown 3 dimes and 4 pennies, the student should write 34¢. (The student should not write $0.34 which is decimal notation.)
* 3 dimes and 4 pennies is like 3 tens and 4 ones because a dime is worth 10 cents and a penny is worth 1 cent.