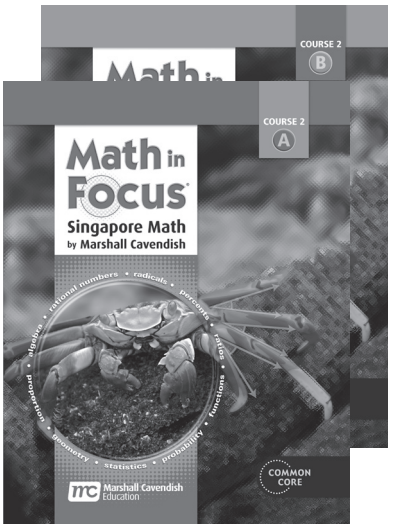
Dear Family,



Welcome to a new school year of making connections in mathematics with ***Math in Focus®: Singapore Math by Marshall Cavendish***. *Math in Focus®* is the world-class mathematics curriculum from Singapore adapted for U.S. classrooms.

In class your student will learn math concepts in an engaging style and practice them to develop understanding. Your student will also work with his or her classmates to solve problems, participate in learning activities and games, and discuss their results.

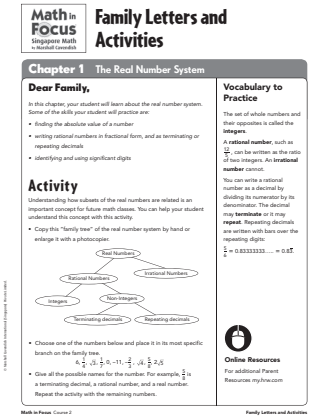
Your student will be assigned pages from the Student Book to work on in class or at home. Assignments in the Student Book will include:

- **Practice** problems to help reinforce the math concepts and skills of the lesson
- **Brain @ Work** problems which will broaden your student's thinking skills and extend his or her understanding

Math in Focus® addresses topics in greater depth at each grade. Here are some of the topics your student will focus on this year:

- developing problem-solving skills and strategies
- evaluating and simplifying algebraic expressions
- solving algebraic equations
- using proportional reasoning
- constructing geometric figures
- finding volumes and surface areas of cones, cylinders, and spheres
- graphing data sets and analyzing statistical sampling methods
- identifying events, outcomes, and sample spaces

Math in Focus
Singapore Math
by Marshall Cavendish


Math in Focus Singapore Math by Marshall Cavendish

Family Letters and Activities

Chapter 1 The Real Number System

Dear Family,

In this chapter, your student will learn about the real number system. Some of the skills your student will practice are:

- *finding the absolute value of a number*
- *writing rational numbers in fractional form, and as terminating or repeating decimals*
- *identifying and using significant digits*

Activity

Understanding how subsets of the real numbers are related is an important concept for future math classes. You can help your student understand this concept with this activity.

- Copy this "family tree" of the real number system by hand or enlarge it with a photocopier.

- Choose one of the numbers below and place it in its most specific branch on the family tree.

$4, \frac{2}{3}, \sqrt{3}, \frac{1}{7}, 0, -11, -\frac{4}{5}, \sqrt{4}, \frac{5}{2}, 2.5$

- Give all the possible names for the number. For example, $\frac{2}{1}$ is a terminating decimal, a rational number, and a real number. Repeat the activity with the remaining numbers.

Vocabulary to Practice

The set of whole numbers and their opposites is called the **integers**.

A **rational number**, such as $\frac{12}{7}$, can be written as the ratio of two integers. An **irrational number** cannot.

You can write a rational number as a decimal by dividing its numerator by its denominator. The decimal may **terminate** or it may **repeat**. Repeating decimals are written with bars over the repeating digits:

$\frac{5}{6} = 0.8333333\ldots = 0.8\overline{3}$

Online Resources

For additional Parent Resources: my.hrw.com

Math in Focus Course 2 — Family Letters and Activities

You can help your student develop skills and strategies in mathematics by practicing at home. Throughout the year, I will send home letters that describe the math we are working on at school. In addition to skills and vocabulary to practice at home, the letters contain activities that give you an opportunity to work together on math activities.

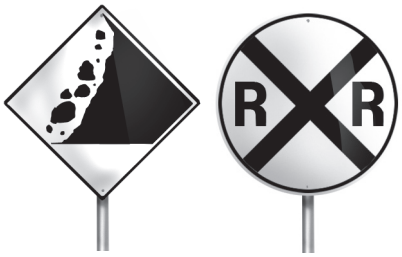
You can support your student's efforts by taking advantage of opportunities to use math in everyday situations. Allow your student's math class-work or homework to help you determine the topic and the appropriate level of challenge.

While reading news sources, ask your student to:

- express gains and losses in articles about business or sports as integers
- use information in advertisements to create algebraic equations that express relationships between prices
- apply methods of analyzing scale drawings to reading maps
- identify uses of different statistical sampling methods

While traveling, invite your student to:

- discuss whether how far you travel is directly or indirectly proportional to your speed
- look at buildings and other structures to find examples of complementary, supplementary, vertical, and adjacent angles
- create and solve equations or inequalities involving distance, time, and rate of travel



I look forward to working with your student and you this year.

Please contact me if you have any questions about the program or about your student's progress.