Communicating with Parents

 In a recent math collaboration meeting, the school math specialist suggested we have students bring in items from home to help them visualize and internalize the upcoming measurement unit. This activity would be known as the classroom measurement museum and students would collect items from home so they could bring them in and practice measuring them as they learned to do during instruction. For example, allowing a student to bring in a milk jug and discuss its length in inches, centimeters, and millimeters, as well as the liquid capacity of the container, will assist the class in creating a mental schema of the measurement unit.

 As a result, it became apparent that parental communication and involvement were necessary through the form of a letter sent home with each student. Typically, parents are curious about what their children are learning in school. Furthermore, they are typically curious about the items their children are taking to school. Thus, I wanted to communicate the importance of these recycled items in our math unit while also explaining some of the regulations for the museum. For instance, it was necessary to express the need for appropriate, clean bottles for the classroom activity. And, of course, it was essential to convey appreciation for these donated items because these donations will contribute to student learning as students take an active role in building their collection of accurately measured objects.