

Dear Parents,

Here is what your child is learning in Grade 4, Unit 1 along with some specific ways you can help. Look for additional newsletters for upcoming units.

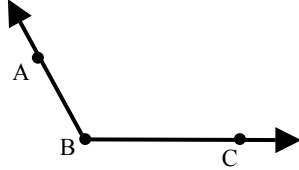
GEOMETRY

Students need to:

- Classify angles as acute, obtuse, or right.
- Identify and describe the sides, angles, edges, vertices, and faces of solid figures.
- Draw circles, triangles, and quadrilaterals, given their dimensions.
- Identify and describe points, lines, line segments, and rays.

Examples:

1. Given $\angle ABC$.



What kind of angle is $\angle ABC$?

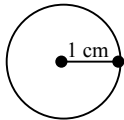
- A. Obtuse
- B. Acute
- C. Right
- D. Circular

Sample Response:

A – Obtuse

2. Use tools to draw a circle with a radius of 1 cm.

Sample Response:



NUMBER RELATIONSHIPS AND COMPUTATION

Students need to:

- Recognize and apply place value patterns in numbers through millions.

Example:

1a. Write 531, 982 in expanded notation.

Sample Response:

$500,000 + 30,000 + 1,000 + 900 + 80 + 2$

1b. The value of the digit in the ten thousand place is _____.

Sample Response: 30,000

STATISTICS

Students need to:

- Organize, display, and analyze data using line plots and line graphs.
- Determine and distinguish among mean, median, mode, and range, using concrete materials.

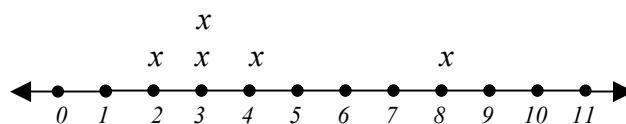
Example:

Look at the table below.

Ticket Sales	
Student	Number of Tickets
Chris	3
Daniel	4
Eduardo	3
Fran	8
Gina	2

1. Create a line plot for this data.
2. Use the blocks your teacher has given you to find the mode, median, mean, and range of the number of tickets.

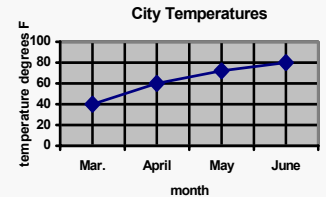
Sample response:



Mode=3, Median= 3, Mean= 4, Range= 6

WAYS PARENTS CAN HELP

- Locate line graphs in the newspaper or magazines and discuss them with your child. Is the data increasing, decreasing, or remaining the same/constant?



- Think of a six-digit number (e.g. 247,891). Ask your child to guess the number by asking you yes or no questions. For example, “Is the number greater than 200,000? Is there a 4 in the ten-thousands place?” Challenge your child to guess the number using 20 questions or less.

- Play a version of the game of “I Spy” to reinforce vocabulary such as *parallel*, *vertical*, and *horizontal lines* and *right*, *acute*, and *obtuse angles*. Locate a pair of parallel lines in a room. Say, “I spy a pair of parallel lines.” As your child guesses, provide feedback to each guess by saying “warmer” or “cooler,” depending on the location of the lines. Check the glossary of geometry terms in your child’s text resource for an explanation of vocabulary.

- Practice determining mean by using concrete objects. For example, ask each family member to grab a handful of wrapped candy pieces. Compare the number of candy pieces each person grabbed. Determine how many candy pieces each person will get if the candy is shared equally. When the candy is distributed equally, the mean is the number of candy pieces that each person gets.