

# Fourth Grade Compacted Mathematics Newsletter



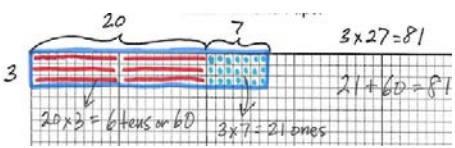
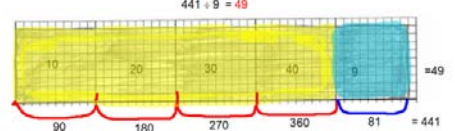

Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> <li>multiply a four-digit whole number by a one-digit whole number, and multiply one-digit by two-digit numbers, using various strategies.</li> <li>divide a whole number (up to four digits) by a one-digit divisor.</li> <li>illustrate and explain multiplication and division calculations by using equations, rectangular arrays, and/or area models.</li> <li>explain the meaning of a remainder in a division problem.</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>find the area and perimeter of rectangles by using formulas.</li> <li>describe the relationship among larger and smaller units within the metric and within the customary systems of measurement.</li> <li>convert (change) from larger to smaller units within a measurement system.</li> <li>solve word problems involving measurement.</li> </ul>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>solve multi-step word problems that include addition, subtraction, multiplication, and division. Determine if answers are reasonable, including problems resulting in answers with remainders.</li> <li>use variables to represent unknown numbers.</li> </ul>

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> <li>use knowledge of the mathematical operations (+, -, x, ÷) to solve word problems.</li> <li>connect previous knowledge of basic facts to solve addition and subtraction problems using numbers up to one million.</li> <li>apply prior knowledge of division to include remainders and their meaning in the context of a problem.</li> </ul>
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> <li>solve challenging measurement problems in small groups.</li> <li>attempt more complex and thought-provoking word problems with peers.</li> </ul>

# Fourth Grade Compacted Mathematics Newsletter

Marking Period 1, Part 2

Learning Experiences by Measurement Topic (MT)		
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> <li>multiply and divide whole numbers using various strategies.</li> </ul>  <p>Multiplication Area Model</p>  <p>Division Area Model</p>	<ul style="list-style-type: none"> <li>practice math facts without using paper and pencil.</li> <li>create multiplication and division problems and solve them using the area model.</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>solve multi-step word problems involving distance, time, mass, and money.</li> <li>solve multi-step area and perimeter word problems that involve variables.</li> </ul> <p><u>Example:</u> Use what you know about perimeter to determine the area of this park.</p> 	<ul style="list-style-type: none"> <li>create and solve authentic real life word problems involving work schedules, recipes, distance traveled, or money spent.</li> <li>discuss the relationship between area and perimeter.</li> <li>engage in discussions about how and when to use multiplication to compare measurement.</li> </ul> <p><u>Example:</u> If the TV is 75 centimeters wide, what is the width in millimeters?</p>
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>explain the meaning of a remainder while collaboratively solving division word problems.</li> </ul>	<ul style="list-style-type: none"> <li>create and solve word problems involving familiar objects from home. Explain why the answer is correct and reasonable.</li> </ul>

# **Fourth Grade Compacted Mathematics Newsletter**

Marking Period 1, Part 2