

Fourth Grade Mathematics Newsletter

Marking Period 1, Part 1





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"> demonstrate an understanding of place value of whole numbers up to one million. <ul style="list-style-type: none"> read and write whole numbers from zero to one million using numbers, words, and expanded form. compare whole numbers using the symbols, $<$, $>$, or $=$. explain the value of a digit based on its position in a number using the base-ten system. round whole numbers to any place (tens, hundreds, thousands, etc.).

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"> use learned skills about place value in prior grades to solve problems with numbers up to one million. integrate the various parts of the base-ten system to explain the value of a digit based on its position in a number.
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> participate in small group discussions of place value concepts. model and share place value concepts using base-ten blocks that support the knowledge of the base-ten system. complete tasks in small groups.

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Learning Experiences by Measurement Topic (MT)

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MT	 In school, your child will . . .	 At home, your child can . . .											
Number and Operations in Base Ten	<ul style="list-style-type: none">read and write numbers using standard form. Example: 647,321read and write numbers using word form. Example: six hundred forty seven thousand, three hundred twenty one.read and write numbers using expanded form. Example: $600,000 + 40,000 + 7,000 + 300 + 20 + 1$.compare numbers. Example: $320,110 > 356,999$ or $1,755,422 > ?$round whole numbers by using a number line and other strategies. Example: 25,734 (nearest thousand) is 26,000. 	<ul style="list-style-type: none">find examples of numbers such as prices, populations, and distances in books. Use this information to compare, order, and round numbers to any place (ten, hundred, thousand, etc.).use a standard deck of cards (remove face cards) to practice creating, reading, and writing numbers based on directions from another person (Example: Create a three-digit number larger than 250. Create a four-digit number that when rounded to the nearest hundred is 3,900. Create a number between 3,200 and 3,300).using the same cards, play a game in which all players are given between three and six cards to make the smallest or largest possible numbers.work collaboratively to make a place value game using cards, dice, spinners, coins and other household objects.practice multiplication and division facts from 0 – 10.											
	<table><tr><td>Example 777</td><td>hundreds</td><td>tens</td><td>ones</td></tr><tr><td></td><td>7</td><td>7</td><td>7</td></tr><tr><td>Place Value</td><td>700</td><td>70</td><td>7</td></tr></table> 	Example 777	hundreds	tens	ones		7	7	7	Place Value	700	70	7
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	7	7	7										
Place Value	700	70	7										

Glossary	<p><: A symbol to show “less than.” e.g. $1 < 3$</p> <p>>: A symbol to show “greater than.” e.g. $3 > 1$</p> <p>=: A symbol to show that two amounts or numbers are equal</p> <p>place value: The value of a digit as determined by its position in a number</p>
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