

Fourth Grade Mathematics Newsletter

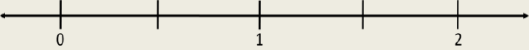
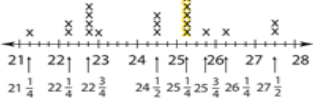
Marking Period 3, Part 1

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Operations and Algebraic Thinking	- identify factor pairs of a whole number within 100. - recognize that a whole number is a multiple of each of its factors. - identify whole numbers within 100 as prime (a number that has only two factors) or composite (a number with more than two factors).
Number and Operations - Fractions	- identify equivalent fractions. - compare fractions with different numerators and denominators. - compose (put together) and decompose (separate) to add and subtract fractions. - add and subtract mixed numbers with like denominators. - solve word problems involving addition and subtraction of fractions.
Measurement and Data	create line plots to display measurement data and interpret the data.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	- compare the value of two fractions and explain reasoning. - justify the strategy used to compare fractions. - decide which strategy is most effective and efficient in identifying factors and multiples.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	- connect prior knowledge of fractions to compare fractions. - ask questions to clarify learning tasks and self-assess progress. - connect prior knowledge of composing and decomposing whole numbers and apply to fractions. - share and exchange strategies used to solve word problems.

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Learning Experiences by Measurement Topic (MT)		
MT	 In school, your child will . . .	 At home, your child can . . .
Operations and Algebraic Thinking	use rectangular arrays to find factors of a number to determine whether a number is prime or composite. <u>Example:</u> 3 is prime because the only arrays that can be made are... 1×3 * * * 3×1 * *	- practice multiplication and division facts 0-10. - find factors of a number. <u>Example:</u> Use a set of 24 objects. Show all the ways 24 can be divided to make equal groups. - explore multiples of 6 using a six-pack of water. Ask how many water bottles are in 1 pack, 2 packs, 3 packs, etc. (6, 12, 18...)? Expand this by using other products at the grocery store.
Number and Operations - Fractions	identify equivalent fractions, compare fractions, and compose and decompose fractions using various strategies such as number lines, pattern blocks, and models. Where would you place $\frac{13}{8}$ on the number line?  <u>Example:</u>	- ask questions about comparing fractions. <u>Example:</u> "Is the fraction greater or less than one-half? Is the fraction greater than one or less than one? How do you know?" - discuss equivalent fractions using pizza, sheet cake, or pie. <u>Example:</u> Given a pizza with a total of 8 slices of equal size, discuss that one-half of the pizza is the same as four of the eight slices. One-fourth of the pizza is the same as two of the eight slices. - practice doubling or tripling the amount of ingredients needed for favorite recipes that have fractional measures.
Measurement and Data	organize data that includes fractions using a line plot and answer questions about the data. <u>Example:</u> Fish Lengths, in inches $24\frac{1}{2}, 25\frac{3}{4}, 26\frac{1}{4}, 25\frac{1}{4}, 23, 22\frac{3}{4}, 22\frac{3}{4}, 21\frac{1}{4}, 25\frac{1}{4}, 25\frac{1}{4}, 24\frac{1}{2}, 22\frac{3}{4}, 22\frac{1}{4}, 27\frac{1}{2}, 25\frac{1}{4}, 24\frac{1}{2}, 22\frac{1}{4}, 22\frac{3}{4}, 25\frac{1}{4}, 27\frac{1}{2}$ Fish Length — Catch-and-Release Salmon Contest 	measure ten objects (shoes, cups, tables, books, etc.) to the nearest $\frac{1}{2}$, $\frac{1}{4}$, or $\frac{1}{8}$ inch. Arrange the objects in order from shortest to longest and record the measurements on a line plot.
Glossary	equivalent fractions: fractions that have the same amount or value factors: two numbers that when multiplied equal a product (e.g. factors of 12 are 2×6, 3×4, 1×12)	

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