

# Fourth Grade Mathematics Newsletter

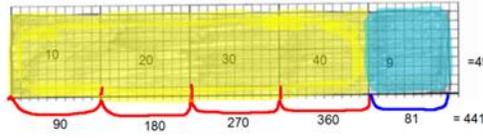
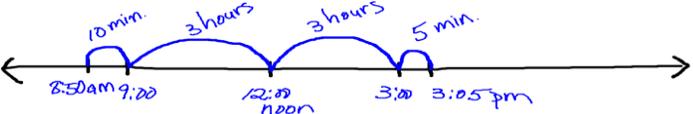
Marking Period 2, Part 2

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>• divide a whole number (up to four digits) by a one-digit <b>divisor</b>.</li> <li>• explain the meaning of a remainder in a division problem.</li> <li>• illustrate and explain division calculations by using equations, rectangular arrays, and/or area models.</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>• use addition, subtraction, multiplication, and division to solve word problems involving distance, time, mass, and money.</li> <li>• use the area and perimeter formulas for rectangles to solve real world problems.</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 that have remainders.</li> <li>• use <b>variables</b> to represent unknown numbers.</li> </ul>

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Elaboration	adding details that expand, enrich, or embellish.	<ul style="list-style-type: none"> <li>• expand on the knowledge of division to include remainders and their meaning in the context of a problem.</li> <li>• complete word problems that expand on previously learned concepts such as addition and subtraction.</li> </ul>
Effort/Motivation/ Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>• attempt more complex and thought-provoking word problems.</li> <li>• develop multiple strategies to solve division problems in order to overcome obstacles.</li> </ul>

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Marking Period 2, Part 2

Learning Experiences by Measurement Topic (MT)		
MT	In school, your child will . . .	At home, your child can . . .
<b>Number and Operations in Base Ten</b>	<ul style="list-style-type: none"> <li>divide whole numbers using knowledge of place value, arrays, and area models.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Array</p> <math>72 \div 5 = 14 R2</math>  </div> <div style="text-align: center;"> <p>Area Model</p> <math>441 \div 9 = 49</math>  </div> </div>	<ul style="list-style-type: none"> <li>practice multiplication and division facts from 0 – 10.</li> <li>share strategies for solving a division problem and practice. Explain the difference between the strategies.</li> <li>use manipulatives such as buttons, coins, blocks to model and solve division problems. Discuss what the remainder means.</li> </ul>
<b>Measurement and Data</b>	<ul style="list-style-type: none"> <li>solve multi-step word problems involving distance, time, mass, and money. <u>Example:</u> A school day begins at 8:50 a.m. and ends at 3:05 p.m. How long is the day?</li> </ul>  <ul style="list-style-type: none"> <li>solve multi-step area and perimeter word problems that involve <b>variables</b>. <u>Example:</u> Use what you know about perimeter to determine the area of this park.</li> </ul> 	<ul style="list-style-type: none"> <li>create and solve real life word problems involving work schedules, recipes, distance traveled, or money spent. <u>Example:</u> How many hours were you awake today? How much did dinner cost?</li> <li>practice using formulas to find area and perimeter of rectangles around the home (tables, stove, refrigerator, bed, etc). Explain why the answer is correct and reasonable.</li> </ul>
<b>Operations and Algebraic Thinking</b>	<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 answers are correct and reasonable.</li> </ul>
<b>Glossary</b>	<p><b>divisor:</b> a number by which another number is to be divided.</p> <p><b>variable:</b> a symbol (often a letter) used to represent an unknown amount.</p>	

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