4th Grade Math Parent Guide

| | 1 st Grading Period | 2 nd Grading Period | 3 rd Grading Period | 4 th Grading Period |
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| Units/TEKS Process Standards 4.1ABCDEFG through every unit <u>TEKS</u> | Unit 5: Place Value, Rounding, Addition, Subtraction Larger Numbers 4.9AB, 4.2ABCDEFGH, 4.4AG, 4.5ACD | Unit 3 and Unit 8: Multiplication, Division, Area and Perimeter, Graphs and Data 4.4BCDEFGH, 4.5CD, 4.9AB | Unit 6 and Unit 4: Fractions and Decimals, Geometry (2D figures, symmetry, and angles), Area and Perimeter 4.2G, 4.3ABCDEFG, 4.6ABCD, 4.7ABCDE | Area and Perimeter, Measurement Conversions, Data, Personal Financial Literacy, STAAR Review 4.5CD, 4.8ABC, 4.9AB, 4.10ABCDE, 4.4A |
| Topic Focus | <u>Unit 5:</u> This unit extends the students' knowledge of the number system to 10,000; adding and subtracting accurately and efficiently; describing, analyzing, and comparing strategies for addition and subtraction; and understanding different types of subtraction problems. | Unit 3: This unit's mathematical focus is on solving multiplication problems with 2-digit numbers, understanding, and using the relationship between multiplication and division to solve division problems, reasoning about numbers and their factors, and representing the meaning of multiplication and division. Unit 8: This unit focuses on solving multiplication problems with 2-digit numbers and understanding division as making groups of the divisor. | Unit 6: This unit focuses on the understanding and use of fractions and decimals and how they relate to whole numbers. Unit 4: These units develop ideas about the attributes of 2-D and 3-D shapes, and how these attributes determine their classification. They also develop ideas about linear measurement (perimeter), area, and the measurement of angles. | Measurement: This unit's mathematical focus is on identifying relative sizes of measurement, measurement conversions, and solving problems that deal with measurements. |
| Suggestions for Parental Involvement /Support | Strategy 1: Adding One Number in Parts Students begin with one of the addends and add up using numerical relationships such as tens and ones, make ten facts, or landmark numbers. 2,357 + 4,899 Using a number line: (+1) + 100 + 200 + 56 + 2,000 + 4,899 + 4,900 + 5,000 + 5,256 + 2,256 + | Fact Fluency: In the first unit, students will be working to become fluent with their multiplication facts. Students are encouraged to use the commutative property (6x8 has the same product as 8X6) to have less facts to memorize. Students will also be identifying strategies to help them find the product of a fact they have not memorized yet by thinking about decomposing facts and using compensation. Decomposing Facts 7 $1 \frac{1}{2} 1$ | Fractional Representations:Students will be expected to read and write proper and improper fractions.One way to determine the name of the fraction is to count the fractional parts.Think: $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, $\frac{4}{3}$, $\frac{5}{3}$ Or $\frac{1}{3}$, $\frac{2}{3}$, $1, 1\frac{1}{3}, 1\frac{2}{3}$ Put the following fractions where they belong on the number line.1The number line is an important model because it illustrates not just individual fractions but shows the relationships among them. For example, we can see that $\frac{1}{4}$ is half of $\frac{1}{2}$ and that $\frac{1}{8}$ is half of $\frac{1}{4}$ by looking at this number line. Students can also | Measuring with a Protractor Place the center point of the protractor over the center point of the angle. Match the 0° line of the protractor along one side of the angle. Then read where the other side of the angle crosses the edge of the protractor to find the angle measurement. There are two numbers on the protractor, 40° and 140°. I know that the measurement cannot be 140° because I estimate that this angle is less than 90°. 140 is not less than 90. This angle measurement must be 40°. Finding Missing Angles Find the measure of < BDC. Explain your reasoning. |

Eagle Mountain-Saginaw ISD

| | Strategy 3: Compensation The goal of | f Division with and without Remainders | consider how benchmark fractions | | | | | |
|-----------|--|---|---|------------|---------------------------------|--|--|--|
| | this strategy is to decompose the | Students will use what they know | can be useful when comparing or | I B | < BDA is a 90° angle. If | | | |
| | numbers into easier, friendly | about multiplication to help them solve | adding/subtracting fractions. | | < CDA is 20°, then I can | | | |
| | numbers. When compensating, | division problems. This connection can | Example: | / *° C | find < BDC by subtracting | | | |
| | remove a specific amount from one | be seen when division and | Use the <,>, = symbol to compare these fractions. | | 90 and 20. | | | |
| | addend and give it to the other | multiplication situations are presented | $\frac{1}{2} < \frac{2}{2}$ | 20' | <bdc 70°<="" is="" th=""></bdc> | | | |
| | addend. Choosing which number to | simultaneously in story contexts. The | 4 3 | A | | | | |
| | adjust is an important decision that is | story contexts help students make | Anne described has this lies like this 1 | | | | | |
| | linked to students' number sense. | sense of the problem and interpret | Anna described her thinking like this: I | | | | | |
| | | what the remainder really means in the | know one-fourth is less than one-half | | | | | |
| | 2,357 + 4,899 Think: 4,899 is not easy to | context of the story. | and two-thirds is greater than one- | | | | | |
| | (2,357-101) + (4,899+101) add. So r m going to take from one number & give it to | Show your thinking using pictures: | hair. Two-thirds has to be bigger | | | | | |
| | 2,256 + 5,000 = 7,256 the other so it's easier. | There are 52 people taking a trip. Each van holds | because it is the only one bigger than | | | | | |
| | | 8 people. How many vans do they need? | one nan. | | | | | |
| | | 52 ÷ 8 = 6 R4 | How can I support my child's | | | | | |
| | | 9 9 9 | How call I support my child s | | | | | |
| | | | Allow your shild to moosure | | | | | |
| | | 8 8 8 4 | Allow your child to measure ingredients while socking | | | | | |
| | | | Help your shild to | | | | | |
| | | Answer: They need 7 vans. | Help your child to | | | | | |
| | | Or using equations: | understand relationships | | | | | |
| | | 8X6=48 with 4 people in the last van | fourth = one half | | | | | |
| | | We will ned 7 vans for all the people. | Allow your shild to use a | | | | | |
| | | | Allow your child to use a moscuring tapp when | | | | | |
| | | Or using arrays | huilding things at home | | | | | |
| | | 6 | During trings at nome. | | | | | |
| | | | Discuss now each line on | | | | | |
| | | 6 x 8 - 48 R4 | the tape represents a | | | | | |
| | | 8 | fraction of the next inch. | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | Crohom Flotchor Programics Vid | <u>4texas.org/</u> | | | | | | |
| Comercel | Granam Fietcher Progression videos: <u>https://gfietchy.com/progression-videos/</u> | | | | | | | |
| Bosourcos | Interactive initiatin Giossary: Inttps://www.texasgateway.org/resource/interactive-math-giossary | | | | | | | |
| Resources | Khan Academy: https://www.kha | pacademy org/math | | | | | | |
| | Rhan Academy. <u>https://www.khar</u> | | | | | | | |
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