Fourth Grade Mathematics Newsletter

Marking Period 1, Part 1

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Number and Operations in Base Ten	• demonstrate an understanding of **place value** of whole numbers up to one million. ○ 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)		
	It is . . .	In mathematics, students will . . .
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	• 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.	• 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)

MT	In school, your child will . . .	At home, your child can . . .
Number and Operations in Base Ten	• read and write numbers using standard form. Example: 647,321 • read 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.  • explain the value of a digit based on its position in a number Example 777 / hundreds / tens / ones 7 / 7 / 7 Place Value: 700 / 70 / 7 x 10 x 10	• 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.

Glossary

<: A symbol to show "less than." e.g. 1 < 3

>: A symbol to show "greater than." e.g. 3 > 1

=: A symbol to show that two amounts or numbers are equal

place value: The value of a digit as determined by its position in a number

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