Grade 4 – Unit 1

In math class, we are beginning Unit 1: Whole Number Concepts, Estimation and Computation with Whole Numbers. In this unit students will be reviewing classroom routines such as expectations for partnerships, gallery walks, and math congress. Students will review strategies taught at the end of third grade including the distributive property, the open number line, and doubling and halving. In this unit students will solve and write multiplication and division story problems and will use ratio tables to record their thinking. Students will investigate area and perimeter of shapes. This unit reinforces the idea that our number system is structured around multiples of ten.

Some examples of the work your child will be doing are:

* Students will use a ratio table to model their work.

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| --- | --- | --- | --- | --- | --- | --- |
| Number of Teams | 1 | 2 | 3 | 5 | 9 | 12 |
| Number of Students | 6 | 12 | 18 | 30 | 54 | 72 |

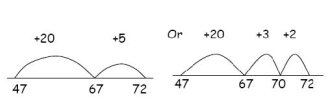
* Students will learn that division can be presented in two ways. 15 ÷3 can be thought of as 15 bananas shared among 3 children and this is known as partitive division. 15÷3 can also be thought of as 15 bananas are in bunches of 3. How many bunches are there? This is known as quotative division.
* Students will continue to think flexibly about numbers.
* Example: The distributive property of multiplication allows you to use known facts to find unknown facts.
* 5 x 12 = (5 x 10) + (5 x 2 )= 50 + 10 = 60
* Example: Numbers can be multiplied in any order (the associative property) to make the work easier.

1. x 7 x 5 is easier to solve if you first do 2 x 5 = 10, then 10 x 7 = 70.

* Example: Doubling and halving

27 x 5 can be thought of as 27 x 10 =270 then 270÷2=135

* Students will understand and determine the area and perimeter of shapes.
* Students will model their thinking using the open number line.
* Example: 47 + 25 =



Here is how you can help your child while our class is working on this unit:

* Practice multiplication and division facts for automaticity and fluency.

Reinforce strategies that help your child think flexibly about numbers. Encourage your child to break bigger problems into smaller problems and to find efficient ways to solve problems.

* Encourage your child to explain her/his thinking as he/she solves problems.
* Play Multiplication War or Salute the General (see Fun Fact Fluency on district web site) to practice multiplication and division facts.

If you have any questions, please contact your child’s teacher or the Math Science Teacher.

For additional information, take a look at the Fairfield Public School Parent Guide at <http://fairfieldpublicschoolsk5math.wikispaces.com/home>