Grade 4 - Unit 7

Our class is beginning Unit 7: Measurement and Data. The purpose of this unit is to understand the relative size of measurement units. Students will determine which unit to use when measuring a given object and will be reviewing the customary and metric measurement units used to measure length, weight, and liquid capacity. Through hands on investigations with weight and capacity and length, the students will gain a deeper understanding of metric and customary units. Students will solve problems with elapsed time, make measurement conversions within metric and customary units, and practice measuring with a ruler.

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

* Students will choose the best unit to use when measuring objects.
* Example: What unit would you use to measure the length of a tennis court?
* Example: What unit would you use to measure the amount of water in a bathtub?
* Students will accurately measure to the nearest inch, inch, inch, centimeter and millimeter. Students will also make measurement conversions.
* Example: How many ounces in 5 pounds?
* Example: Measure a pencil to the nearest inch.
* Example: 2 meters and 40 centimeters equals how many centimeters?
* Students will solve word problems involving elapsed time.
* Example: Grace went to soccer practice at 4:50 and practiced for 2 hours and 20 minutes. What time did she finish soccer practice?
* Example: Jerry is having a cookout and bought 12 pounds of hamburger meat. If he makes hamburgers that are 6 oz. each, how many hamburgers can he make?

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

* Practice multiplication and division facts for fluency and automaticity.
* Involve you child in measuring activities, i.e., sewing, woodworking, cooking.
* Plan schedules using elapsed time.
* Tell time (to the minute) using analog clocks.
* Have your child take estimates of measurements at your home and in your yard. Questions like “What unit of measure would you use to measure the length of the living room? About how many feet long do you think it is?”
* Reinforce strategies that help your child think flexibly about numbers. Encourage them to think about how to compose, decompose, and group numbers to find efficient ways to solve problems.
* Encourage your child to explain her/his thinking as he/she solves problems.

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>