

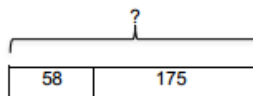
## Module 2 Grade 4

### In this unit your student will focus on:

- ✓ Students begin to work in mixed units using length, mass and capacity
- ✓ Students continue to build their understanding of Place Value.
- ✓ Students reason about correct unit sizes and use diagrams such as number lines with measurement scales to represent problems.
- ✓ Students record conversions between units in a two-column table.
- ✓ Students reason by choosing to convert between mixed and single units before or after the computation.
- ✓ Students discover and explore the relationship between place value and conversions.
- ✓ Students solve word problems by adding and subtracting metric units.
- ✓ Students use tape diagrams and number lines as models throughout to support applying the standard algorithm to word problems.

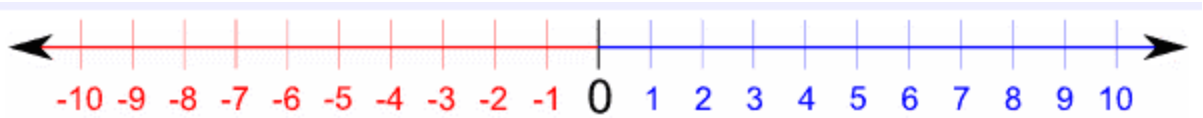
### Terminology:

- ✓ Algorithm – a step by step solution to a problem
- ✓ Tape Diagram - Tape diagrams, also called bar models, are pictorial representations of relationships between quantities used to solve word problems.



*Rachel collected 58 seashells. Sam gave her 175 more. How many seashells did she have then?*

- ✓ Number Line – a line that is helpful when showing the relationship between numbers in addition and subtraction



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- ✓ Place Value – the value of where a digit is in the number: ones, tens, hundreds etc
- ✓ Metric Unit – a system of measurement that includes the meter for length, the second for time, and kilograms for mass

### Activities you can do at Home:

- ✓ Have students convert time at home from hours to minutes to seconds.
- ✓ Have students measure common household objects using a metric ruler.
- ✓ Have students determine what the most logical unit of measurement is for particular quantities or objects. Ex: gram vs kilogram, minute vs second
- ✓ Consider reading *Tiger Math* or *How Big is It?*