Dear Students and Parents,

**Math Module 1 (Grade 4)**

Here is a list of key vocabulary words and skills that will be explored during this math module. Take the time to read and think about the words and skills. HIGHLIGHT the words you already know and put a QUESTION MARK next to the words you are unfamiliar with or unsure of what they mean.

***Vocabulary:*** *(What words will I learn…)*

|  |  |  |  |
| --- | --- | --- | --- |
| compare | rounding | tens | hundreds |
| place value | base ten units | thousands | number line |
| standard form | unit form | expanded form | word form |
| unbundling/ bundling | trading | estimate | regrouping |
| statements | disks | reasonable | tape diagram |
| algorithm | combined | appropriate | actual number |
| meter | centimeter | gram | gallons |
| pounds | greater than | less than |  |

***Practice:***  *(How can I continue to grow…)*

We all learn differently and master concepts at various times. Here are a few web links for anytime practice whether you need to review a skill, try the skill at a harder level, or challenge yourself to the next grade level’s use of these math concepts. And…***Please remember to frequently practice math facts for automaticity as this will help you with more advanced math concepts.***

<http://tenmarks.com> and <http://sumdog.com> (Your child has a school account)

<http://www.arcademicskillbuilders.com>

<http://www.funbrain.com/tictactoe/index.html>

<http://www.aplusmath.com>

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Learning Targets:*** *(What concepts will I master…)*

Three times each math module, you will reflect on how proficient you are with each of the concepts we will be studying*.* The goal is to make progress towards consistently meeting the learning target by the end of fourth grade!

***![C:\Users\burkea\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XP69NYCW\MC900352510[1].wmf]()Progress Self-Assessment:***

**4- Bull’s-eye! I can do this well all the time.**

**3- Close! I know what I’m doing, just need more practice**

**2- Getting better. I’m starting to understand what to do.**

**1- Just beginning. I’m not sure how to do this yet.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets for Math Module 1** |  | **Beginning** | **Middle** | **End** |
| **Teacher Focus Statements** | **Student “I Can” Statements** |  |  |  |
| **4.NBT.1** Recognize that in a multi-digit number, a digit in one place represents **10 times what it represents** in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* |  |  |  |   |
| **4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. |  |  |  |  |
| **4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. |  |  |  |  |
| **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm. |  |  |  |  |
| **4.OA.3** Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  |  |  |  |  |

Visual Models for representation

