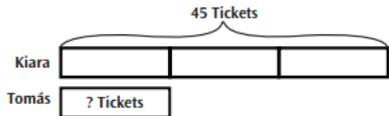
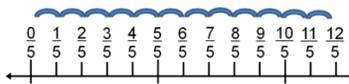


## Major Learning Targets for This Grade

Multiplication and Division		
Students will solve multi-digit multiplication and division problems.		
“I can use words, drawings, and equations to solve 4-digit by 1-digit and 2-digit by 2-digit multiplication problems.”	“I can use words, drawings, and equations to solve division problems with 4-digit dividends.”	“I can use models, place value, and properties to solve word problems involving multiplication and division.”
<p><b>Example Task:</b> Kiara sold 45 tickets to the school play, which is 3 times as many as the number of tickets sold by Tomás. How many tickets did Tomás sell?</p>		 <p style="text-align: right;"><i>(California Mathematics Framework)</i></p>

Fractions		
Students will find equivalent fractions, add and subtract fractions, and multiply fractions by whole numbers.		
“I can recognize that two different fractions can be equal.”	“I can build and break apart fractions using unit fractions.”	“I can multiply a whole number and a fraction using my understanding of whole number multiplication.”
<p><b>Example Task:</b> Show 3 different ways to represent <math>\frac{12}{5}</math> using pictures, words, or numbers.</p>	<p><b>Possible Student Responses:</b></p> <p>A. </p> <p>B. <math>\frac{1}{5} + \frac{2}{5} + \frac{3}{5} + \frac{6}{5}</math></p> <p>C. <math>12 \times \frac{1}{5}</math></p>	

Geometry		
Students will analyze and classify (sort) shapes using various properties such as types of sides, angle measures, and symmetry.		
“I can draw and identify different types of lines and angles.”	“I can organize and sort shapes based on their types of lines and angles”	“I can find and describe lines of symmetry.”
<p><b>Example Task:</b> Identify which of the following shapes have perpendicular or parallel sides, and justify your selection.</p>	 <p style="text-align: right;"><i>(California Mathematics Framework)</i></p>	



# Parent Guide for Grade 4 Math

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## Expected Behaviors in Math Class

Students will...

- Consider available tools to help them solve problems and deepen understanding (including hands-on tools and technology).
- Look for patterns and connections.
- Explain their thinking and their process for solving a problem.
- Make predictions and estimations.
- Decide if an answer is reasonable.
- Justify conclusions.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Apply mathematics to solve problems in everyday life.

## How Can I Support My Student in This Course?



### Access Google Classroom Regularly (if Applicable)

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.



### Encourage Multiple Strategies and Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways.
- ⇒ Encourage the use of different representations (e.g., symbols, words, or pictures/visuals), and have them make connections between representations.



### Ask Questions & Encourage Your Student to Ask Questions

- ⇒ When your student is stuck, don't simply tell them the correct answer. Ask questions like:
  - "What is the question in the problem/task?"
  - "What do you understand/know from the task?"
  - "How do you know?" Listen while your student explains their mathematical reasoning and ask, "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Encourage your student to write down questions to bring to their teacher or peer the next day.



### Value Mistakes

- ⇒ Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.



### Acknowledge Effort over Answers and Speed

- ⇒ Celebrate how hard your student is working, whether their answer is correct or not.
- ⇒ When your student is stuck, remind them that learning can be challenging, and if they continue to practice and work hard, they will improve.

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For more information, visit [scusd.edu/math](https://scusd.edu/math) or contact [Mikila-Fetzer@scusd.edu](mailto:Mikila-Fetzer@scusd.edu), Director of PL, Science, EdTech, PE, & Mathematics  
**SCUSD's Equity & Access Guiding Principle:** *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*