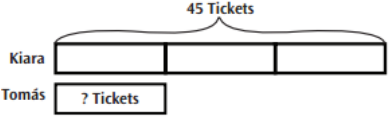




## Major Learning Targets for This Grade

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 <i>and</i> 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><b>A.</b> </p> <p><b>B.</b> <math>\frac{1}{5} + \frac{2}{5} + \frac{3}{5} + \frac{6}{5}</math></p> <p><b>C.</b> <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>	

## Expected Behaviors in Math Class

Students will...

- Check into Google Classroom daily for announcements and to receive/turn in assignments.
- Attend live/recorded Zoom learning and support sessions, with the camera on when feasible.
- Consider available tools to help them solve problems (including hands-on tools and technology).
- Use technology and various applications to explore and deepen understanding.
- Explain their thinking and their process to solving a problem.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Decide if their answer is reasonable.
- Use examples and counterexamples to justify a conclusion.
- Apply mathematics to solve problems in everyday life.

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



### Access Google Classroom Daily

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.
- ⇒ Accept the Guardian Access request sent to your email address for regular updates on your student's progress.



### Encourage Multiple Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways, and to make connections between the different representations.
- ⇒ Ask your student to create visual representations help understand the concepts.



### Ask Questions

- ⇒ When your student is stuck, ask him/her questions like: "What is the question in the problem/task?" or "What do you understand/know from the task?" and "How do you know?" Listen while your student explains his/her mathematical reasoning and ask "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Guide your student to participate in small group discussions via Zoom to get questions answered or to send a private message to his/her teacher using Google Classroom.



### 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.



### Don't Simply Tell Them the Right Answer

- ⇒ Once students are aware that their answer is right, they are more likely to stop thinking about the math. Instead of telling students the right answer, ask them a question or have them draw a picture.



### Praise Effort

- ⇒ When your student gets a right answer, acknowledge how hard they must have worked and practiced.
- ⇒ When your student is stuck, acknowledge that sometimes math is challenging and that 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), Math Coordinator

**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.*

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