4th Grade News

Mrs. Cosgrove and Mrs. Berson April 2018

Reading Skill Focus

CCSS.ELA-Literacy.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Current PYP Unit

Unit: How the World Works

Central Idea: Natural Laws and phenomena impact our Earth

Question to discuss with your child: **How does heat transfer energy?**

Upcoming Events

Arlington Echo
field trip:
April 10th - 11th

Report Cards go home
April 20th

Math Standards and Strategies

In Unit 12, students will continue their work with fractions by building equivalent fractions with tenths and hundredths. They use decimal notation for the first time as a way to write these numerical values and build an understanding of tenths and hundredths as an extension of the place value system as numbers that are less than 1. They compare decimals using physical models such as base ten blocks and the number line.

Vocabulary:

Decimal fraction: a fraction that has a denominator of a power of 10 (10, 100, 1000...)

Decimal: a number containing a decimal point that separates a whole from fractional place values

Decimal point: the dot used in a decimal that separates the ones from the tenths place

Tenths: the parts formed when a whole is divided into ten equal parts

Hundredths: the parts formed when a whole is divided into one hundred equal parts

Follow us on Twitter for daily updates!

SSES grade4

Grade 4 Parent Newsletter

Theme 3 Unit 12

Dear Parents,

In Unit 12, students will continue their work with fractions by building equivalent fractions with tenths and hundredths. They use decimal notation for the first time as a way to write these numerical values and build an understanding of tenths and hundredths as an extension of the place value system as numbers that are less than 1. They compare decimals using physical models such as base ten blocks and the number line.

Thank you for your support,

Mrs. Cosgrove and Mrs. Berson

Vocabulary:

Decimal fraction: a fraction that has a denominator of a power of 10 (10, 100, 1000…)

Decimal: a number containing a decimal point that separates a whole from fractional place values

Decimal point: the dot used in a decimal that separates the ones from the tenths place

Tenths: the parts formed when a whole is divided into ten equal parts

Hundredths: the parts formed when a whole is divided into one hundred equal parts

Numerator: the number above the fraction bar that tells the number of equal parts that are being described

Denominator: the number below the fraction bar that tells the number of equal parts in the whole.

How can you help your child be successful in mathematics?

Important Concepts:

- Writing equivalent decimal fractions
- Writing decimal fractions in decimal notation
- Adding decimal fractions
- Comparing and ordering decimals and decimal fractions

Misconceptions:

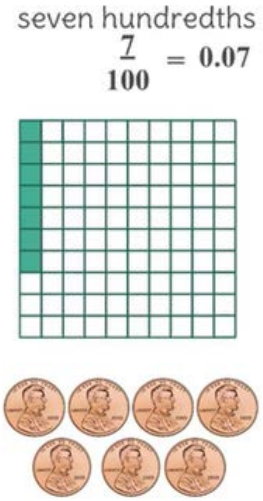
- Students who add numerators and denominators need more experience with models and talk about what the denominator stays the same.
- Students often misunderstand decimals and think that the more decimal places a number has the larger it is. They need many activities with concrete models to help build the understanding of 10 hundredths equals 1 tenth. Use money as a familiar concept to help reinforce this concept. Writing the decimals as fractions may also help.

Things to Do:

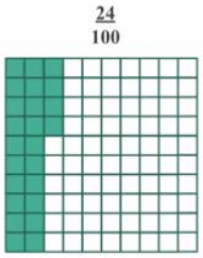
- Point out decimals when you see them in the real world to help students make connections. Talk about and compare values of different decimals.

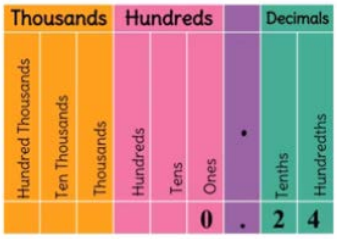
Strategies to Support Student Learning

Make connections to decimals by using money. This will help students understand that 0.7 is greater than 0.07.

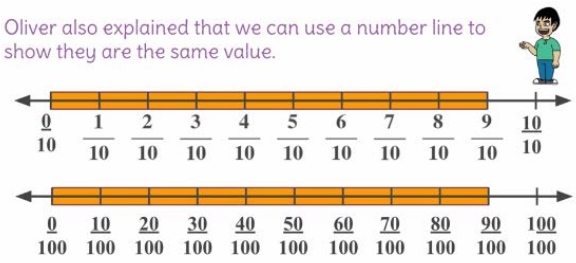


Be sure to make connections between the base ten blocks and the place value chart.





Use number lines to show decimal fractions and decimals. Number lines are a useful tool to show equivalence and when comparing.



Games to Support Home-to-School Connection

Sums of One

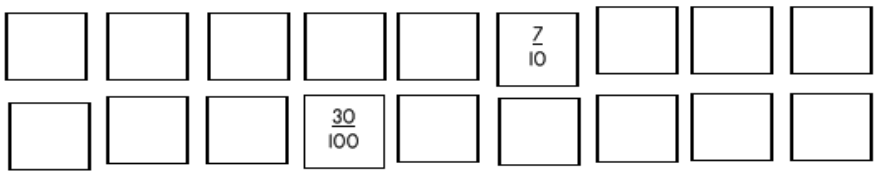
Materials: set of fraction cards (denominators of 10 and 100) **Number of Players:** 2

---

1. Make two piles of cards (one with denominators of 10 and the other with denominators of 100). Shuffle the cards and lay them facedown on the table in two rows. Place the cards with a denominator of 10 in the top row and the cards with a denominator of 100 in the bottom row.

2. Take turns to turn over two cards, one from each row. Look for pairs of cards with a sum of one. If you turn over a pair cards with a sum of one complete the math talk sentence and record the equation. If the two cards do not have a sum of one, turn them facedown again.

3. Continue playing until all pairs of cards with a sum of one have been picked up. The player with the greater number of cards wins the game.



The sum of ___ tenths and ___ hundredths is one because .....

___ tenths is equivalent to ___ hundredths. The sum of ___ hundredths and ___ hundredths is ___.

___ tenths plus ___ hundredths is equal to one because .....

___ hundredths is equivalent to ___ tenths. The sum of __ tenths and __ tenths is ___.

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$
$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{100}$	$\frac{20}{100}$	$\frac{30}{100}$
$\frac{40}{100}$	$\frac{50}{100}$	$\frac{60}{100}$	$\frac{70}{100}$	$\frac{80}{100}$	$\frac{90}{100}$

Real World Connections

Joan ran $\frac{35}{100}$ km, and John ran $\frac{4}{10}$ km. Who ran farther? How far did they run combined? Explain how you got your answers.

The times for the 50-Meter Women's Freestyle in the Summer Olympics 2012 are listed.
Order them from the fastest to slowest time.

Women's 50-Meter Freestyle—Summer 2012

Swimmer	Country	Time in seconds
R. Kromowidjojo	Netherlands	24.51
M. Veldhuis	Netherlands	24.57
F. Halsall	Great Britain	24.61
B. Steffan	Germany	24.70
A. Herasimenia	Belarus	24.76

Grace had two strips of ribbon to make hair ties. One was $\frac{32}{100}$ of a meter long. The other one was 0.4 of a meter long. What is the total length, in meters, of the two ribbons? Explain how you know.