

# January

## FOURTH GRADE NEWS

ENGAGE - INSPIRE -

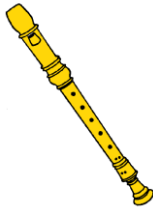
ACHIEVE

1-27-18

Students may bring their **recorders** and test with Mr. Drawdy at the end of the day on the following days:

- Boone: Friday
- Meyer: Thursday
- Murray: Tuesday
- Williams: Monday
- Good: #1-5 Monday
- #6-10 Tuesday
- #11-15 Thursday
- #16-28 Friday

They should also bring it on their music day.



### Upcoming Events

#### February

- 1-2: Variety Show
- 8: Publix Math Night
- 14: Economics day
- 19-23: Winter Break

#### March

- 14: Early Dismissal
- 20: STEM night
- 22: Super Specials

### Next week....

- Reading:** Skill review through Divided Loyalties play: Setting, Inferences, Characters
- ELA:** How do I write an informational essay? How do I develop a topic and investigate that topic using research?
- Social Studies:** What were the challenges that the New Nation had to overcome? How do I analyze the strengths and weaknesses of the Articles of Confederation? How do I describe the 3 branches of government and how the powers of each are limited?
- Science:** How does light reflect using a mirror and a light source? How do I identify light waves and how matter affects light? How do I identify physical attributes of convex and concave lenses?
- Math:** How do I write an improper fraction as a mixed number? How do I add and subtract mixed numbers?

Please make sure your child has their multiplication facts memorized as this will make learning fractions much easier.

### Congrats to the following... Super Students...

- Boone/Ryan: Colin Stroud and Alesi Gunning
- Murray/Horn: TBA
- Meyer: Hayden Empie and Xander Rakes
- Good: Isa Todd and Taylor Snead
- Williams: Aubrie Bartlett and Trig Kukla

### Congrats to the following... Terrific Kids (Compassion)

- Boone/Ryan: Taylor Ayers
- Murray/Horn: TBA
- Meyer: Payton Baker
- Good: Maddie Hodges
- Williams: Lexi Bone

[Garianne.Good@cobbk12.org](mailto:Garianne.Good@cobbk12.org)  
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Have a great week!



# Grade 4 Unit 3

## Equivalent Fractions

Volume 1 Issue 3

### References

#### Helpful Links:

<http://www.visualfractions.com/>

<http://www.adaptedmind.com/p.php?tagId=892>

[http://www.mathplayground.com/index\\_fractions.html](http://www.mathplayground.com/index_fractions.html)

#### Math Grade 4

**Textbook Connection:**  
Ch. 8, Lessons 8.3-8.7

#### Textbook Online:

<http://connected.mcgraw-hill.com/connected/login.do>

#### Student User ID:

cgsd(student ID)

Password: cobbmath1

### Dear Parents,

Your student's math class is calling for students to be actively engaged in doing math in order to learn math. In the classroom, students will frequently work on tasks and activities to discover and apply mathematical thinking. Students will be expected to explain or justify their answers and to write clearly and properly. Your student will receive a consumable My Math textbook and online access from his or her teacher.

### Concepts Students will Use and Understand

- Fractions can be represented visually and in written form.
- Fractions with differing parts can be the same size.
- Fractions of the same whole can be compared.
- Fractions with the same amount of pieces can be compared using the size of their pieces.
- Fractions can be compared using benchmarks like 0,  $\frac{1}{2}$ , and 1.
- Fraction relationships can be expressed using the symbols,  $>$ ,  $<$ , or  $=$ .
- Use the four operations to solve multistep problems with whole numbers.

### Vocabulary

**Common fraction:** a fraction in which the numerator and denominator are both integers and are separated by a horizontal or slanted line

**denominator:** the bottom number in a fraction; the denominator indicates the total number of equal parts that make up the whole

**increment:** the process of increasing in number, size, or quantity

**numerator:** the top number in a fraction; the numerator represents a number of equal parts within the whole

**proper fraction:** a fraction that is less than one, with the numerator less than the denominator

**unit fraction:** a fraction with a numerator of one

**whole number:** a number that has no fractional or decimal parts (1, 2, 3, etc.)

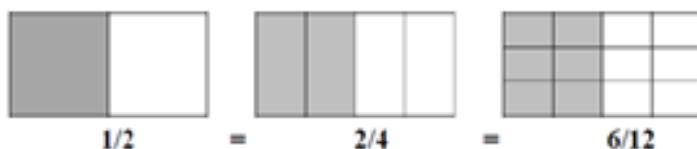
### Symbols

$\frac{1}{2}$  - Fraction

$>$ ,  $<$ ,  $=$

### Example 1

Equivalent Fractions with Area Models



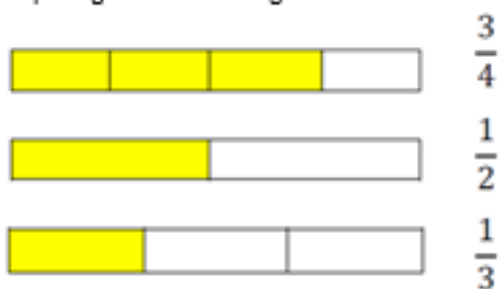
### Example 2

Equivalent Fractions on a Number Line



### Example 3

Comparing Fractions Using the Benchmark Fraction of  $\frac{1}{2}$



### Example 4

Comparing Fractions on a Number Line



### Example 5

Maria had 44 pencils. Six pencils fit into each of her pencil pouches. How many pouches did she fill?  $44 \div 6 = p$ ;  $p = 7 \text{ r } 2$ . *Mary can fill 7 pouches completely.*

#### Activities to Complete at Home:

- Divide a large pile of objects (cereal, potato chips, toy animals, blocks, etc.) equally into 4 piles to illustrate one-fourth. Recombine the group to divide into other fractions.
- Get out the measuring cups and spoons! Let your child explore and experience one-half cup or one-third teaspoon. Point out the differences in the sizes of the wholes!
- Fold a piece of paper into halves, and then into halves again with your child. Open it up to show the division of fourths. Fold the paper again to show eighths.
- Count the rooms in your house and make some fraction facts about them. One-half of the rooms have windows. One-third of them have pillows.
- While in the car, mark the passing of time with fractions. "We are one-third of the way there." "It will take us 20 minutes to get to the library." "In how many minutes will we be half-way there?"