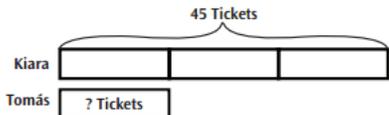
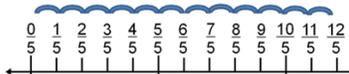


## Major Learning Targets for This Grade

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><i>Example Task:</i> 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><i>Example Task:</i> Show 3 different ways to represent <math>\frac{12}{5}</math> using pictures, words, or numbers.</p>	<p><i>Possible Student Responses:</i></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><i>Example Task:</i> 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...

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

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

### 1. Ask Questions

- When your student is stuck, ask him/her questions like:
  - “How do you know?”
  - “Have you seen a similar problem like this before?”
  - “Does your answer make sense?”
  - “What is the problem asking you?”
  - “What information do you need to solve this question?”

### 2. Encourage Your Student to Ask Questions

- You don’t need to be able to answer every question that students may come up with; encourage your student to write down his/her question to bring to a teacher or peer the next day

### 3. Ask Your Student to Draw the Math Problem

- All mathematics can be represented visually; visual representations help students understand the concepts
- Encourage color coding

### 4. Encourage Multiple Representations of the Problem

- Ask your student to solve the problem in a different way, and to make connections between the different representations

### 5. 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

### 6. 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 them the right answer, ask them a question (see #1) or have them draw a picture

### 7. 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 Vision for Instruction and Assessment: *As a community of learners, we strive to create positive and engaging environments where a rigorous, student-centered curriculum is central. Teachers use inquiry-based instruction and formative assessment practices to support ALL learners in maturing socially and in becoming disciplinary thinkers.*