

Performance Assessment

Zoo Field Trip

The third-grade class at Thomas Elementary School goes on a trip to the zoo. Students are in groups of 6. Mr. Bell's and Ms. Miller's classes are combined.

4. **Make Sense and Persevere** The teachers want to know how many groups will be in the combined classes. What do you need to know to solve?

5. **Use Reasoning** Find the number of groups in the combined classes. Write an equation for each step. Explain how the quotients are related.

6. **Critique Reasoning** Ryan solved the problem above. He says there are 8 groups of 6 students and 1 group of 5 students. What did Ryan do wrong?

7. **Generalize** If you wanted to find the number of groups of 6 students if Mr. Bell's and Ms. Miller's classes were combined, could you use the same strategy you used in 5? Explain.

Classroom Teacher	Number of Students
Mr. Bell	18
Ms. Miller	14
Ms. Miller	17

Make sense of the information in the problem by identifying the quantities. Think Is there a hidden question I need to answer?



Work with a partner. Play for 2 clues.

Read the clues.

Look below the clues to find a match. Write the clue letter in the box next to the match. Find a match for every clue.



Clues

A is equal to $88 + 19$	E is equal to $72 - 24$	I is equal to $99 - 19$
B is equal to $13 - 6$	F is equal to $20 + 15$	J is equal to $29 + 44$
C is equal to $48 + 38$	G is equal to $100 - 79$	K is equal to $56 - 47$
D is equal to $57 - 18$	H is equal to $68 + 19$	L is equal to $16 + 21$

$73 - 64$	$24 + 26$	$79 - 12$
$37 + 14$	$56 - 8$	$82 + 28$
$47 + 39$	$43 - 43$	$72 + 26$
$48 + 38$	$92 - 11$	$56 - 27$

4

Fluency Practice Activity

I can...

add and subtract within 100

Pearson Education 4th Grade Math Investigations

Christian G. Meyer

Pearson Education 4th Grade Math Investigations:

Elementary Mathematics Curriculum Materials Janine T. Remillard, Ok-Kyeong Kim, 2020-03-16 The book presents comparative analyses of five elementary mathematics curriculum programs used in the U.S. from three different perspectives the mathematical emphasis the pedagogical approaches and how authors communicate with teachers. These perspectives comprise a framework for examining what curriculum materials are comprised of what is involved in reading and interpreting them and how curriculum authors can and do support teachers in this process. Although the focus of the analysis is 5 programs used at a particular point in time this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general. Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program in terms of sequencing the nature of mathematical tasks cognitive demand and ongoing practice and the way representations are used. Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics one another the teacher and the textbook around these mathematical ideas as well as the role of the teacher. In order to examine how curriculum authors support teachers we analyze how they communicate with teachers and what they communicate about including the underlying mathematics noticing student thinking and rationale for design elements. The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors.

Investigations in Number, Data, and Space

, 2008 Part of a K-5 mathematics curriculum with curriculum units for classroom use and resources for teachers. The Investigations curriculum was developed at TERC formerly Technical Education Research Centers. **Posing and Solving Mathematical Problems** Patricio Felmer, Erkki Pehkonen, Jeremy Kilpatrick, 2016-04-29 This book collects recent research on posing and solving mathematical problems. Rather than treating these two crucial aspects of school mathematics as separate areas of study the authors approach them as a unit where both areas are measured on equal grounds in relation to each other. The contributors are from a vast variety of countries and with a wide range of experience it includes the work from many of the leading researchers in the area and an important number of young researchers. The book is divided in three parts one directed to new research perspectives and the other two directed to teachers and students respectively.

Mathematical Thinking at Grade 4 Cornelia C. Tierney, 2006

Investigations in Number, Data, and Space

Pearson/Scott Foresman, Randall I. Charles, Pearson Education, Inc, TERC (Firm), 2012 Part of a K-5 mathematics curriculum with curriculum units for classroom use and resources for teachers. The Investigations curriculum was developed at TERC formerly Technical Education Research Centers. Investigations in Number, Data, and Space, 2008 Part of a K-5 mathematics curriculum with curriculum units for classroom use and resources for teachers. The Investigations curriculum was developed at TERC formerly Technical Education Research Centers. Early Engineering Learning Lyn English, Tamara Moore, 2018-05-29 This book addresses engineering learning in early childhood spanning ages 3 to 8 years. It explores why

engineering experiences are important in young children's overall development and how engineering is a core component of early STEM learning including how engineering education links and supports children's existing experiences in science mathematics and design and technology both before school and in the early school years Promoting STEM education across the school years is a key goal of many nations with the realization that building STEM skills required by societies takes time and needs to begin as early as possible Despite calls from national and international organisations the inclusion of engineering based learning within elementary and primary school programs remains limited in many countries Engineering experiences for young children in the pre school or early school years has received almost no attention even though young children can be considered natural engineers This book addresses this void by exposing what we know about engineering for young learners including their capabilities for solving engineering based problems and the few existing programs that are capitalising on their potential *Research Trends in Mathematics Teacher Education* Jane-Jane Lo,Keith R. Leatham,Laura R. Van Zoest,2014-05-28 Research on the preparation and continued development of mathematics teachers is becoming an increasingly important subset of mathematics education research Such research explores the attributes knowledge skills and beliefs of mathematics teachers as well as methods for assessing and developing these critical aspects of teachers and influences on teaching Research Trends in Mathematics Teacher Education focuses on three major themes in current mathematics teacher education research mathematical knowledge for teaching teacher beliefs and identities and tools and techniques to support teacher learning Through careful reports of individual research studies and cross study syntheses of the state of research in these areas the book provides insights into teachers learning processes and how these processes can be harnessed to develop effective teachers Chapters investigate bedrock skills needed for working with primary and secondary learners writing relevant problems planning lessons being attentive to student learning and illustrate how knowledge can be accessed assessed and nurtured over the course of a teaching career Commentaries provide context for current research while identifying areas deserving future study Included among the topics Teachers curricular knowledge Teachers personal and classroom mathematics Teachers learning journeys toward reasoning and sense making Teachers transitions in noticing Teachers uses of a learning trajectory as a tool for mathematics lesson planning A unique and timely set of perspectives on the professional development of mathematics teachers at all stages of their careers Research Trends in Mathematics Teacher Education brings clarity and practical advice to researchers as well as practitioners in this increasingly critical arena *Teaching Children Mathematics* ,2003 **Investigations in Number, Data, and Space** ,2008

Mathematical Thinking at Grade 2 ,2006 **Investigations in Number, Data, and Space** ,2017 Part of a K 5 mathematics curriculum with curriculum units for classroom use and resources for teachers the Investigations curriculum was developed at TERC formerly Technical Education Research Centers *The Software Encyclopedia* ,1988 **Math for All Participant Book (3-5)** Babette Moeller,Barbara Dubitsky,Marvin Cohen,Karen Marschke-Tobier,Hal Melnick,Linda

Metnetsky,2011-08-22 A mathematics professional development program for inclusive classrooms This professional development program shows general and special education teachers how to collaborate to provide a high quality standards based mathematics education to all students including those with disabilities This book includes the handouts and reproducibles for the program The corresponding kit includes a facilitator s guide and a companion DVD TheMath for All learning experiences help teachers Assess students strengths and needs Use multiple instructional strategies to teach specific math concepts Tailor lessons based on individual students strengths and needs to help them achieve high quality learning outcomes in mathematics Investigations in Science Education ,1983 **Resources in Education** ,1989-05

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester,2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research fi ndings might be for those outside their immediate community **My Kids Can** Judy Storeygard,Judith Storeygard,2009 Teaching mathematics to a range of learners has always been challenging With the widespread use of inclusion and RTI having a variety of effective teaching options for students who struggle is more important than ever In My Kids Can you ll get instructional strategies that allow all struggling math learners to move along the path toward grade level competency In My Kids Can teachers share successful ways to work with struggling students Their instruction is aligned with the NCTM standards and guided by five powerful core principles Make mathematical thinking explicit Link assessment and teaching Build understanding through talk Expect students to take responsibility for their own learning and support them as they do Work collaboratively with special education staff to plan effective instruction These teachers describe how they use whole group small group and individual instruction as well as other strategies that hold kids to high expectations while scaffolding content and processes across the math curriculum In addition an accompanying DVD presents classroom footage of their teaching and includes the language dialogue and teaching moves you ll adapt for success with your students The DVD also contains teacher interviews that answer difficult questions of practice Best of all with professional learning questions and video analyses My Kids Can is great for individuals teacher study groups

staff development and preservice courses Help every child grow as a mathematician Trust your fellow teachers for instruction that works Read My Kids Can and use its proven effective strategies and its professional supports to build on your students strengths and address their learning needs **Things that Come in Groups** Cornelia C. Tierney,2006

Bigger, Taller, Heavier, Smaller Tracey Wright,2006

Immerse yourself in heartwarming tales of love and emotion with Crafted by is touching creation, Experience Loveis Journey in **Pearson Education 4th Grade Math Investigations**. This emotionally charged ebook, available for download in a PDF format (PDF Size: *), is a celebration of love in all its forms. Download now and let the warmth of these stories envelop your heart.

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