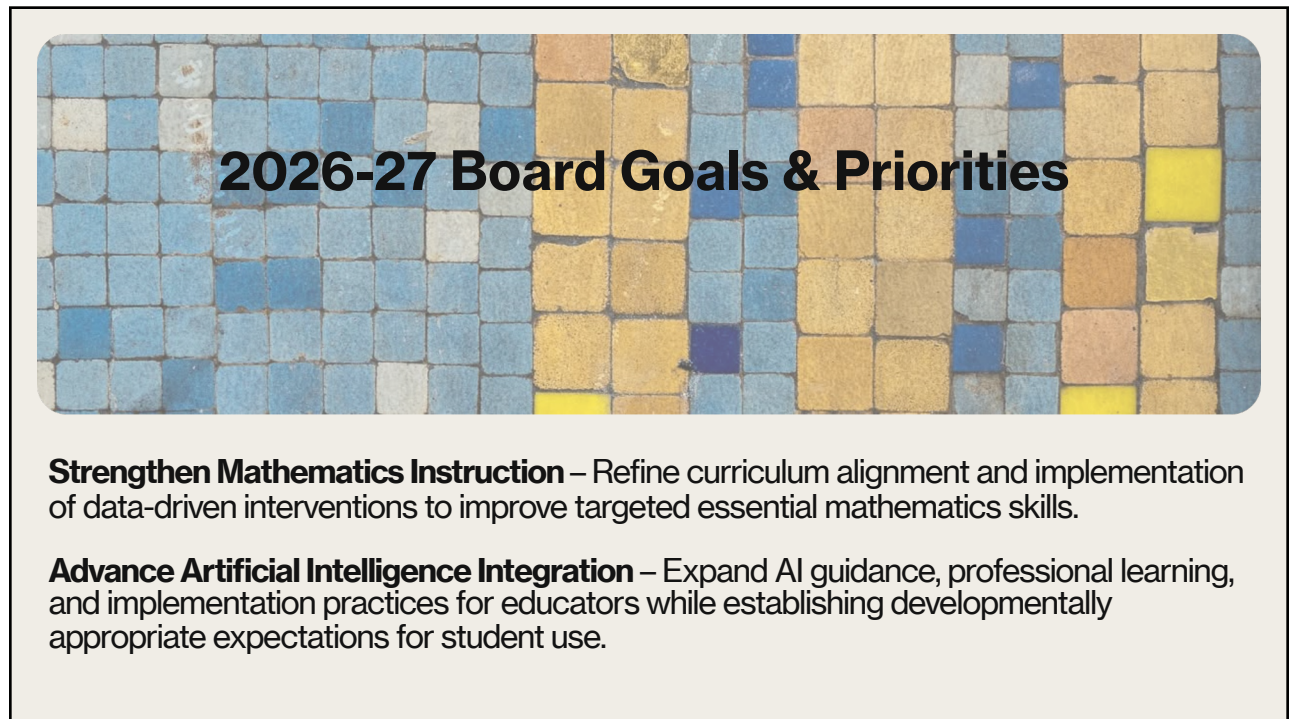




1



2

Strengthen Mathematics Instruction

- Deepening Student Thinking
- RTI Essential Standards
- Math Intervention Team

3

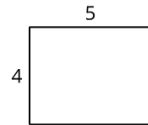


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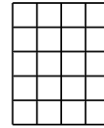
Which One Doesn't Belong: All Kinds of Area

Which one doesn't belong?

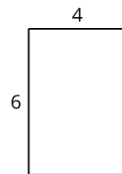
A.



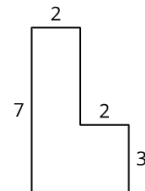
B.



C.



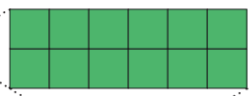
D.

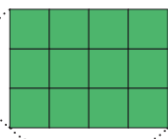


5

Learn

1  $12 = 1 \times 12$

2  $12 = 2 \times 6$

3  $12 = 3 \times 4$

There are only 3 different rectangles.
 $1 \times 12 = 12 \times 1$



1, 2, 3, 4, 6, and 12 are **factors** of 12.

12 is a multiple of all of its factors.

6



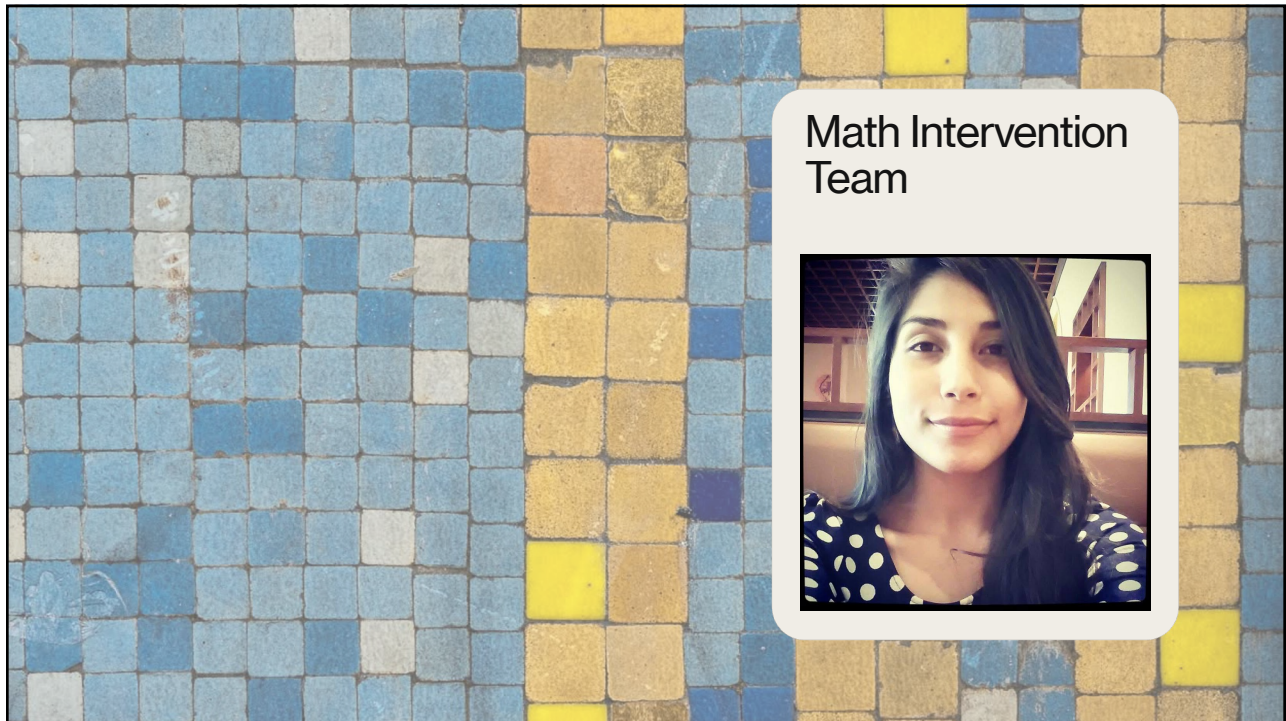
7

Grade 4 Essential Math Standards

MWMA • Utah Core Mathematics • Teacher Reference

Standard	Strand	What students should know and be able to do
4.NBT.5	Number & Operations in Base Ten Use place value understanding and properties of operations to perform multidigit addition, subtraction, multiplication, and division using a one-digit divisor	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6	Number & Operations in Base Ten Use place value understanding and properties of operations to perform multidigit addition, subtraction, multiplication, and division using a one-digit divisor	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
4.NF.2	Number & Operations—Fractions Extend understanding of equivalence and ordering of fractions	Compare two fractions with different numerators and different denominators, <i>for example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$</i> . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, <i>for example, by using a visual fraction model</i> .
4.NF.3c	Number & Operations—Fractions Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers	Understand a fraction $\frac{a}{b}$ with a >1 as a sum of fractions $\frac{1}{b}$. In other words, any fraction is a sum of unit fractions. c) Add and subtract mixed numbers with like denominators, <i>for example, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction</i> . For example, 3

8

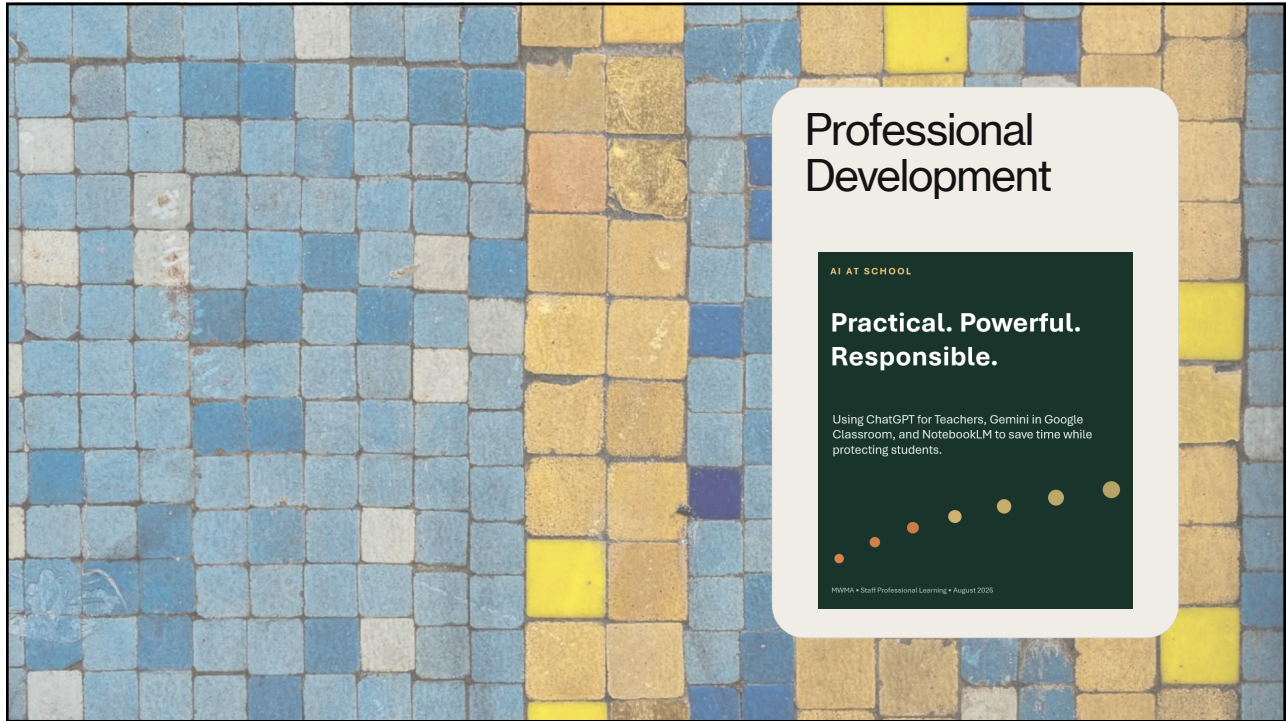


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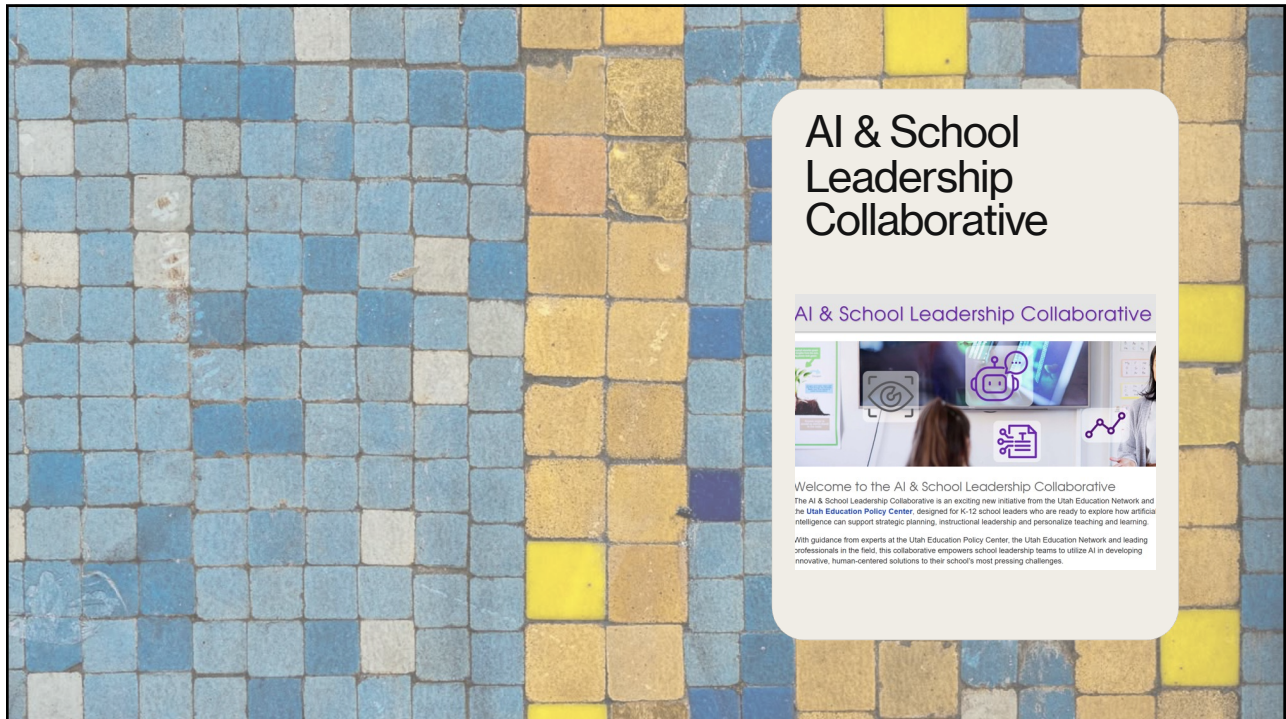
AI Integration

- Professional Development
- UEN: AI & School Leadership Collaborative

10



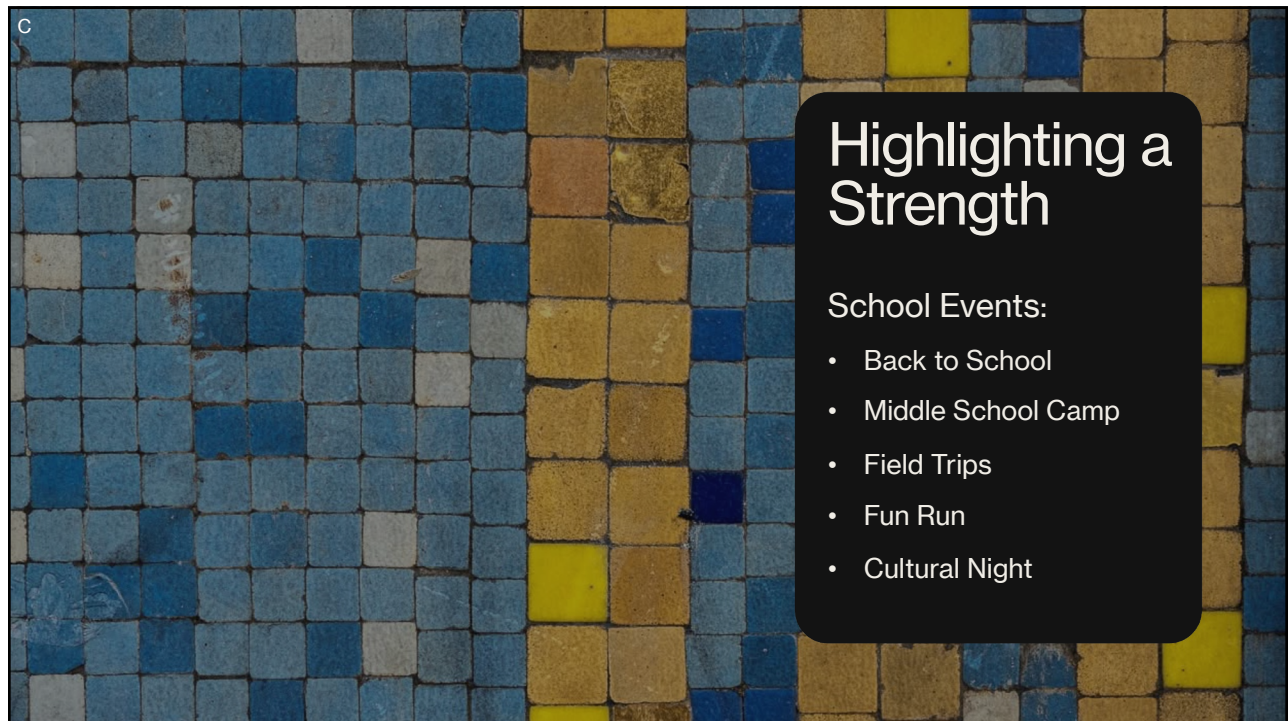
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12



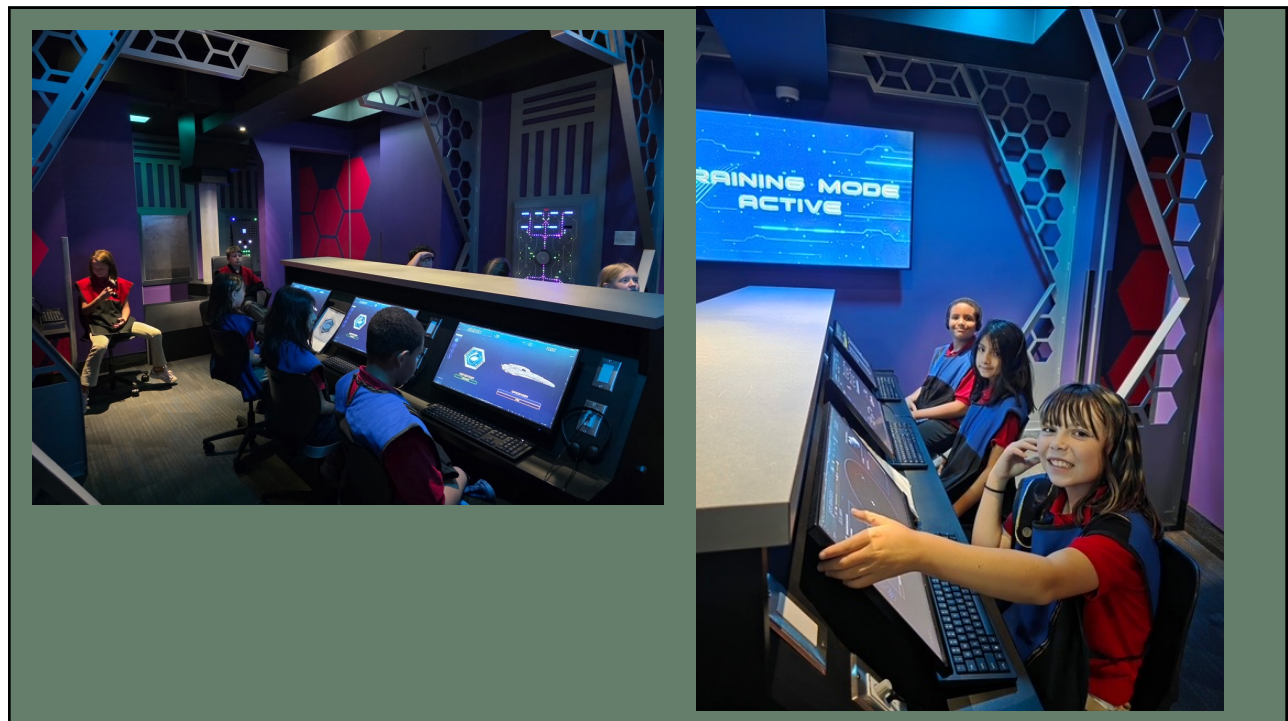
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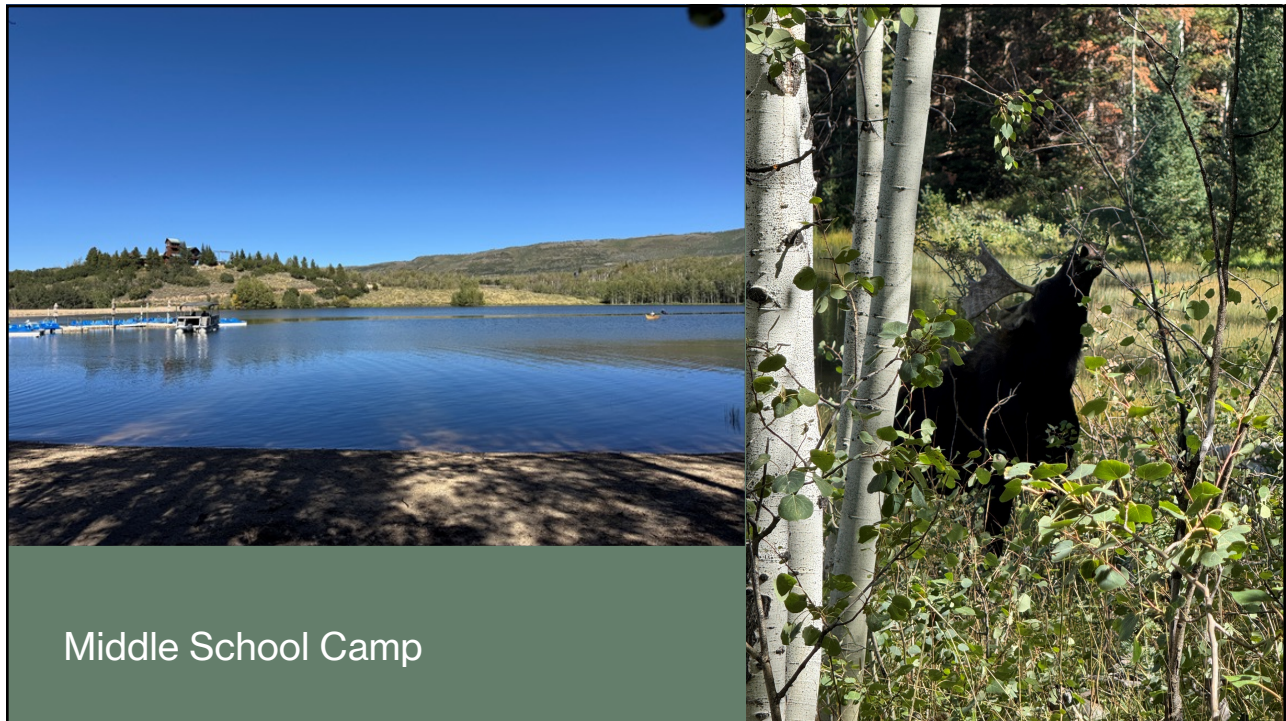
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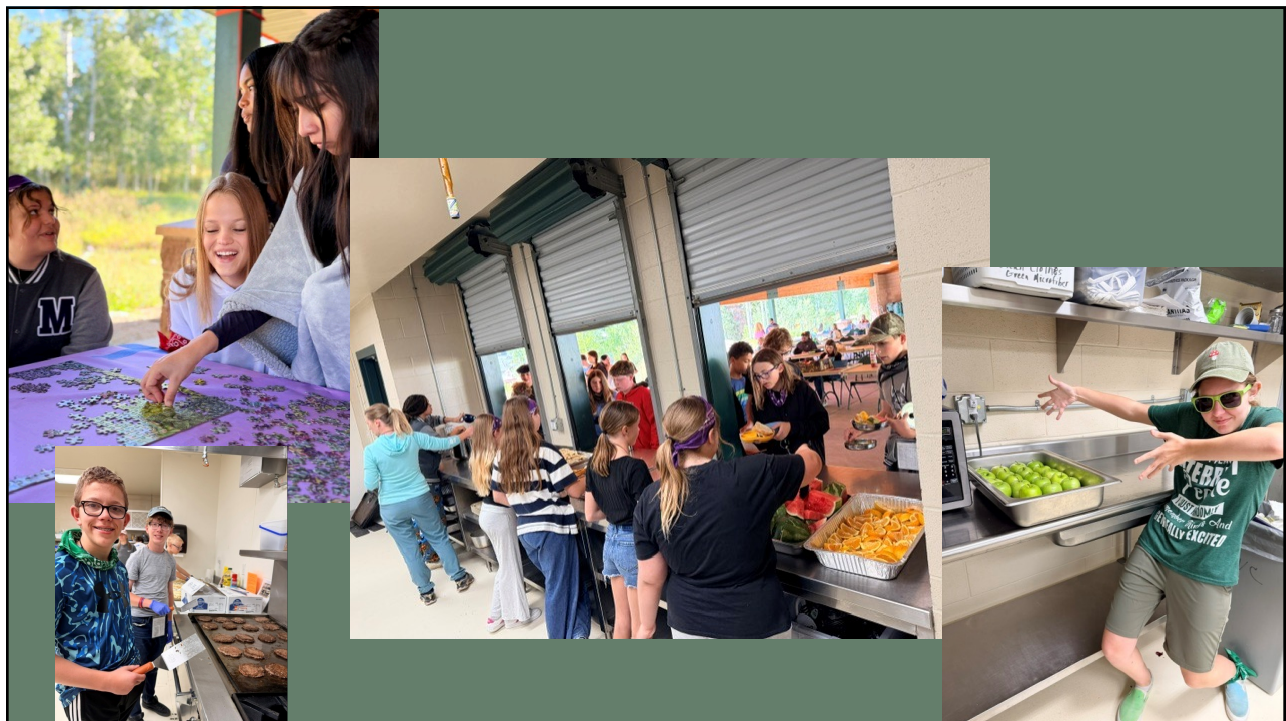
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16



17



18



19

Highlighting a Challenge



$$\frac{11 + x}{x^3} + 2x$$

Concrete to Abstract Work

20