***Examples of Concepts in Module 1: Fourth Grade***

**Sprints** are designed to develop fluency. They are fun, adrenaline-rich activities that intentionally build energy and excitement. One sprint has two parts with closely related problems on each. Students complete the two parts of the sprint in quick succession with the goal of improving on the second part, even if only by 1. *Sprints are designed to challenge all learners, and therefore, students are not expected to complete them.*

**Tape Diagrams** are drawings that look like a segment of tape, used to illustrate number relationships. Your child might be more familiar with the term “bar model, which is just another name for the same diagram. The tape diagram is used to help children visualize a problem and determine problem solving steps. They are especially helpful when solving multi-step word problems. After drawing the tape model, students are able to determine the correct algorithm(s) to use to find the answer.



**Place Value Charts** are used to help children understand multiplication and division by 10. As students extend their place value knowledge up to the millions place, they will begin drawing dots rather than disks, enabling them to work with larger numbers more efficiently.

Place Value Charts (left: labeled disks, right: dots)



**Explaining Your Thinking** is a common core mathematical practice standard. Students are expected to communicate not only the process used to solve a problem, but also why the answer is reasonable (or not reasonable).

