

4th GRADE

Drawing Angles

You can use a protractor to draw an angle and to compare angles. Use the protractor to draw an angle (60°) with a measure of 60°.

Step 1: Place the protractor on a flat surface. The center of the protractor should be on the vertex of the angle.

Step 2: Draw a line from the vertex to the 0° mark on the protractor.

Step 3: Draw another line from the vertex to the 60° mark on the protractor.

Step 4: Label the angle 60°.

Elapsed Time

There are several strategies you can use to determine elapsed time. You can use a number line, a T-chart, or a Z-chart.

Make a T-Chart

Start time: 9:00 am
End time: 10:30 am
Elapsed time: 1 hour 30 minutes

Make a Z-Chart

Start time: 9:00 am
End time: 10:30 am
Elapsed time: 1 hour 30 minutes

Make a Number Line

Start time: 9:00 am
End time: 10:30 am
Elapsed time: 1 hour 30 minutes

Finding the Quotient

You can use several strategies to find the quotient. You can use a number line, a T-chart, or a Z-chart.

Finding the Quotient Using Arrays

Divide 20 by 4. How many groups of 4 are in 20?

Finding the Quotient Using a Number Line

Divide 20 by 4. How many groups of 4 are in 20?

Finding the Quotient Using a T-Chart

Divide 20 by 4. How many groups of 4 are in 20?

Representing Numbers

Standard Form: 632

Expanded Form: 600 + 30 + 2

Base 10 Models: 6 hundreds, 3 tens, 2 ones

Word Form: six hundred thirty-two

PERIMETER

The perimeter of a shape is the measurement of the distance around the shape. You can find the perimeter of a shape by adding the lengths of all the sides.

Triangle

Sides: 3, 4, 5
Perimeter: 3 + 4 + 5 = 12

Rectangle

Sides: 3, 4, 3, 4
Perimeter: 3 + 4 + 3 + 4 = 14

Square

Sides: 3, 3, 3, 3
Perimeter: 3 + 3 + 3 + 3 = 12

Equivalent Fractions

Equivalent fractions are fractions that represent the same amount. You can find equivalent fractions by multiplying or dividing the numerator and denominator by the same number.

Example:

$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$

Input-Output Tables

Input-Output tables show the relationship between two quantities. You can use input-output tables to find patterns and solve problems.

Example:

Input	Output
1	2
2	4
3	6
4	8
5	10

Decomposing Fractions

You can decompose a fraction into smaller fractions. You can use a number line to find the sum of two fractions.

Example:

$\frac{3}{4} = \frac{1}{4} + \frac{2}{4}$

Stem & Leaf Plot

A stem and leaf plot is a way to show the frequency of data points. You can use a stem and leaf plot to find the mean, median, and mode of a set of data.

Example:

Stem	Leaf
0	4 7 8 8
1	4 5
2	0 3 3 5

CUSTOMARY CONVERSIONS

You can convert customary units of length, weight, and capacity. You can use a conversion chart to find the equivalent units.

Example:

72 inches = 6 feet

2 feet = 24 inches

Measuring Angles

You can use a protractor to measure the size of an angle. You can use a protractor to draw an angle of a given size.

Example:

Measure the angle: 45°

AREA

The area of a shape is the number of square units inside the shape. You can find the area of a shape by counting the number of square units inside the shape.

Example:

Area of a rectangle: 12 square units

Comparing & Ordering Numbers

You can compare and order numbers. You can use a number line to find the difference between two numbers.

Example:

13,453 < 13,623

13,453 - 13,623 = -170

Decimals on a Number Line

You can place decimals on a number line. You can use a number line to find the sum or difference of two decimals.

Example:

0.5 + 0.3 = 0.8

Finding Products Using Arrays

You can use arrays to find the product of two numbers. You can use an array to find the quotient of two numbers.

Example:

$5 \times 4 = 20$

Lines of Symmetry

A line of symmetry divides a shape into two congruent parts. You can find the lines of symmetry of a shape by drawing lines through the shape.

Example:

Letter J: 1 line of symmetry

Letter M: 1 line of symmetry

Letter I: 1 line of symmetry

Problem Based Lessons For 4th Grade

**Andrew Elbert Walker, Heather
Leary, Cindy E. Hmelo-Silver, Peggy A.
Ertmer**



Problem Based Lessons For 4th Grade:

Social-Emotional Learning Through STEAM Projects, Grades 4-5 Season Mussey, 2022-02-27 Social Emotional Learning Through STEAM Projects Grades 4 5 helps educators target the development of social and emotional learning SEL competencies for high ability learners through interdisciplinary project based inquiry Aligned with STEAM content standards each of the nine projects introduces students to a real world problem through essential questions and the presentation of a primary source document Both the content and the inquiry process support SEL competency development from self awareness to selfmanagement social awareness relationship skills and responsible decision making As students work to understand and pose solutions to each problem they gain the knowledge and practical skills needed to become more socially and emotionally competent individuals in their classroom communities

Energizing Teacher Education and Professional Development with Problem-Based Learning Barbara Levin, 2001-04-15 How can we help both beginning and experienced teachers engage students in today s diverse classrooms How can we focus on actual problems that teachers face This book offers a learning tool problem based learning PBL PBL is an instructional method that encourages learners to use critical thinking and problem solving as they apply content knowledge to real world problems and issues Editor Barbara Levin and the book s contributing authors believe that if teachers are to use PBL effectively with their K 12 students they need to personally experience PBL themselves Levin provides field tested examples of how teacher educators have used PBL in many professional development settings Based on actual PBL units and activities contributed by various authors the book describes how teachers tackled authentic problems that required them to find evaluate and use resources to learn just as they expect their students to do when using PBL A brief introduction explains why and how to use PBL with teachers Chapters 1 5 focus on how the chapter authors used PBL in different teacher preparation courses at several universities Chapters 6 and 7 show how the authors working with experienced teachers used PBL in inservice and staff development settings The final chapter offers answers to frequently asked questions about using PBL with teachers

Successfully Implementing Problem-Based Learning in Classrooms Thomas Brush, John W. Saye, 2017-03-15 Problem based learning PBL represents a widely recommended best practice that facilitates both student engagement with challenging content and students ability to utilize that content in a more flexible manner to support problem solving This edited volume includes research that focuses on examples of successful models and strategies for facilitating preservice and practicing teachers in implementing PBL practices in their current and future classrooms in a variety of K 12 settings and in content areas ranging from the humanities to the STEM disciplines This collection grew out of a special issue of the Interdisciplinary Journal of Problem Based Learning It includes additional research and models of successful PBL implementation in K 12 teacher education and classroom settings

The Wiley Handbook of Problem-Based Learning Mahnaz Moallem, Woei Hung, Nada Dabbagh, 2019-04-23 The first book to offer an in depth exploration of the topic of problem based learning with contributions

from international experts The Wiley Handbook of Problem Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem based learning in one comprehensive volume With contributions from an international panel of leading scholars researchers practitioners and educational and training communities the handbook is an authoritative definitive and contemporary volume that clearly demonstrates the impact and scope of research based practice in problem based learning PBL After many years of its successful implementation in medical education curricula problem based learning is now being emphasized and practiced more widely in K 12 higher education and other professional fields The handbook provides timely and stimulating advice and reflection on the theory research and practice of PBL Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active collaborative experiential motivating and engaging This important resource Addresses the need for a comprehensive resource to problem based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory design and practice of problem based learning Includes guidelines for instructional designers and implementation and assessment strategies for practitioners Written for academics students and practitioners in education The Wiley Handbook of Problem Based Learning offers a key resource to the most recent information on the research and practice of problem based learning

Problem-Based Learning in K-8 Classrooms Ann Lambros, 2002-01-28 Using Problem Based Learning has changed the way I teach completely My children now learn more do more and have much more fun in the process I have more fun in the process too and once again can enjoy the things that attracted me to teaching in the first place I recommend that every K 8 teacher pick up this book and use it not just for what PBL can do for students but what it does for teachers Elizabeth Durling 20 year elementary school teacher Winston Salem North Carolina This student centered approach energizes busy teachers and quiet learners Problem Based Learning PBL is the powerful value added teaching and learning style that hundreds of schools across the country have successfully implemented in their classrooms By highlighting core concepts practical applications and sample PBL exercises in an easy to follow format this comprehensive quick reference manual empowers educators with the knowledge and strategies necessary to cultivate engaged proactive students while alleviating overburdened teachers The text vividly illustrates how PBL can enliven curriculum and lesson planning by encouraging students to play a more central role in their own learning process It provides a straightforward framework for efficiently and effectively teaching problem solving skills tapping children s interests and previous knowledge and making the curriculum relevant to students worlds of meaning Special features include Comprehensive definition of PBL and its benefits PBL planning matrixes and sample PBL instructional materials for easy integration into the classroom Real life success stories of teachers using PBL techniques Detailed PBL problem scenarios specific to each grade level with examples of how

student groups worked together to solve them Essential Readings in Problem-based Learning Andrew Elbert Walker, Heather Leary, Cindy E. Hmelo-Silver, Peggy A. Ertmer, 2015 This book surveys the state of problem based learning and assesses the impact of this innovative educational methodology on teaching and research effectiveness across a range of disciplines and in a variety of organizational contexts **The Leaders of Their Own Learning Companion** Ron Berger, Anne Vilen, Libby Woodfin, 2019-10-01 A New Companion to Leaders of Their Own Learning Puts Students in Charge of Their Learning and Growth Five years after the publication of Leaders of Their Own Learning EL Education is back with a new companion guide to help you tackle the common challenges of student engaged assessment This unique student centered approach to assessment equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them EL Education has more than 25 years of experience supporting school transformation through student engaged assessment With their new book The Leaders of Their Own Learning Companion they have harvested the best tools and wisdom from schools across the country to help you hone student led assessment practices in your classroom and school Identifies the common challenges of implementing each of the eight interrelated student engaged assessment practices from Leaders of Their Own Learning and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox The Leaders of Their Own Learning Companion is designed for teachers and leaders of all grade levels and no prior knowledge of the original Leaders of Their Own Learning is necessary to make the most of this book **Teaching Motivation for Student Engagement** Debra K. Meyer, Alyssa Emery, 2021-03-01 Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development As they learn about motivation and engagement teachers need conceptually rich yet easy to use frameworks At the same time teachers must understand that student engagement is not separate from development instructional decision making classroom management student relationships and assessment This volume on teaching teachers about motivation addresses these challenges The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories and tie theory and research to real world experiences that teachers are likely to encounter in their courses and classroom experiences Additionally each chapter is summarized with key take away practices A shared perspective across all the chapters in this volume on teaching teachers about motivation is walking the talk In every chapter readers will be provided with rich examples of how research on and principles of classroom motivation can be re conceptualized through a variety of college teaching strategies Teachers and future teachers learning about motivation need to experience explicit modeling practice and constructive feedback in their college courses and professional development in order to incorporate those into their own practice In addition a core assumption throughout this volume is the importance of understanding the situated nature of motivation and avoiding a one size fits all approach in the classroom Teachers need to

fully interrogate their instructional practices not only in terms of motivational principles but also for their cultural relevance equity and developmental appropriateness Just like P 12 students college students bring their histories as learners and beliefs about motivation to their formal study of motivation That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences Relatedly college instructors need to know their students and model differentiating their interactions to support each of them The authors in this volume have collectively decades of experience teaching at the college level and conducting research in motivation and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined In each chapter in this volume readers will learn how college instructors can demonstrate what effective motivationally supportive classrooms look sound and feel like

How to Use Problem-Based Learning in the Classroom Robert Delisle,1997-11-15 Engaging and motivating students especially the least motivated learners is a daily challenge But with the process of problem based learning PBL any teacher can create an exciting active classroom where students themselves eagerly build problem solving skills while learning the content necessary to apply them With problem based learning students work begins with an ill defined problem Key to this problem is how it explicitly links something important in students daily lives to the classroom This motivational feature is vital as students define the what where and how of resolving the problem situation Problem based learning may sound potentially chaotic and haphazard but it rests on the firm foundation of a teacher s work behind the scenes The teacher develops a problem long before students see it specifically choosing the skills and content the problem will emphasize and matching those to curriculum and standards Though a PBL problem will have no right answer the teacher structures the experience so that specific learning takes place as students generate the problem solving steps research issues and produce a final product The teacher guides without leading assists without directing Note This product listing is for the Adobe Acrobat PDF version of the book

Proceedings of the International Conference on Education, Humanities, Social Science (ICEHoS 2022) Prasetyo Hartanto,Joko Suprapmanto,2023-07-31 This is an open access book The International Conference on Education Humanities and Social Science ICEHoS is an activity in the form of an international conference by presenting new studies and research results in the fields of Education Humanities and Social Sciences The Elementary School Teacher Education Study Program is the organizer of this international conference ICEHoS is the second conference held by us and will be held virtually due to the COVID 19 Pandemic which has not shown a better situation The 2nd ICEHoS 2022 conference is expected to be able to bring together national and international scale researchers academics practitioners students and community and industry activists in our chosen fields Considering the COVID 19 pandemic which has impacted various lines especially research in this field the 2nd ICEHoS 2022 international conference has the main theme The future education in society 5 0 to build a strong learning connection

Handbook of Educational Psychology Lyn Corno,Eric M. Anderman,2015-07-06 The third edition of the Handbook of Educational Psychology is sponsored by Division

15 of the American Psychological Association In this volume thirty chapters address new developments in theory and research methods while honoring the legacy of the field's past A diverse group of recognized scholars within and outside the U S provide integrative reviews and critical syntheses of developments in the substantive areas of psychological inquiry in education functional processes for learning learner readiness and development building knowledge and subject matter expertise and the learning and task environment New chapters in this edition cover topics such as learning sciences research latent variable models data analytics neuropsychology relations between emotion motivation and volition EMOVO scientific literacy sociocultural perspectives on learning dialogic instruction and networked learning Expanded treatment has been given to relevant individual differences underlying processes and new research on subject matter acquisition The Handbook of Educational Psychology Third Edition provides an indispensable reference volume for scholars in education and the learning sciences broadly conceived as well as for teacher educators practicing teachers policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses in educational psychology human learning and motivation the learning sciences and psychological research methods in education and psychology

Problem-based learning and pedagogies of play Marietjie Havenga, Jako Olivier, Byron J. Bunt, 2023-08-22 The focus of this book is original research regarding the implementation of problem based learning and pedagogies of play as active approaches to foster self directed learning With the Fourth Industrial Revolution 4IR in mind educational institutions need to rethink teaching and learning for the future As such active engagement can be encouraged as evident in this book where problem based learning drives learning through real world problems while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL The following are addressed in the chapters an overview of problem based learning and pedagogy of play metaliteracy playful problem based learning tasks computational thinking in game based tasks and geometry solving puzzles applying LEGO using drama as the pedagogy of play and implementing educational robotics The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st century skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various engaging pedagogies

Navigating Problem-based Learning Samy Azer, 2008 This complete guide to problem based learning PBL in medicine and health professions explains the aims and essential elements of PBL and provides keys for successfully working in small groups

Problem-Based Learning for Math & Science Diane L. Ronis, 2008 Teachers looking for a concise guide to implementing problem based learning in math and science classrooms This book is for you Debra Gerdes Professional Development Leader Illinois Mathematics and Science Academy The purpose of problem based learning is to emphasize meaning making over fact collecting With this method Diane Ronis has written a book that is well equipped

to produce self motivated and independent lifelong learners Katie Morrow Technology Integration Specialist O Neill Public Schools NE Increase students skills and content retention in math and science What s the best way to create a real world instructional environment where students are involved in firsthand experiences and where important ideas are connected to meaningful life events that help deepen learners understanding Diane Ronis demonstrates how the problem based learning PBL method gives students the opportunity to actively explore and resolve authentic problem simulations and student identified problems in the community while strengthening their problem solving skills Updated throughout this second edition illustrates how to use the PBL inquiry process with Internet resources to create an integrated instructional environment and also provides Problem based learning activities relating to math and science in each chapter Projects that correlate to national science mathematics and technology standards Student handouts evaluation forms and all the information necessary for successful project completion Problem Based Learning for Math and Science Second Edition is the perfect resource for educators who want to expand their teaching repertoire and shift instruction from a teacher centered to a learner centered perspective

Problem-based Behavioral Science and Psychiatry Anthony Guerrero,Melissa Piasecki,2008-04-18 Students of behavioral science whether residents in psychiatry graduate students in psychology or clinical social work or third and fourth year medical students preparing for the USMLE Step 1 and 2 examinations need to understand patients behavior how to communicate effectively and how to recognize and deal with psychiatric disorders Problem based learning involves the detailed systematic study of real and fictitious patient cases Although more than sixty medical schools incorporate problem based learning in their curricula there are no current textbooks to support and guide this aspect of courses in behavioral sciences behavioral medicine or psychiatry This book presents simulated patient cases in psychiatry and behavioral science providing a real world context for students and graduates in these areas It introduces the topics described below through detailed case vignettes using a model of problem based learning called progressive disclosure Sample diagrams known as mechanistic case diagrams illustrate the neurobiological mechanisms underlying behavioral symptoms and show how behavioral and psychosocial factors impact on patient care

Problem-Based Learning in Teacher Education Margot Filipenko,Jo-Anne Naslund,2015-12-15 This book offers readers a comprehensive understanding of problem based learning PBL in teacher education Featuring the perspectives of experienced teacher educators it details the strengths of problem based learning pedagogy as well as identifies continuing challenges and future possibilities The book explains the goals content processes and strategies of a successful and longstanding problem based learning teacher education program at the University of British Columbia It features contributions from tutors faculty school administrators faculty advisors school advisors librarians and pre service teachers who share their perspectives about problem based learning as a robust and exciting approach for teaching and learning Overall the contributors to the book discuss the history of the program its implementation and future directions In the process readers discover the ways that

problem based learning has succeeded in preparing educators to teach diverse learners and acquire the professional dispositions necessary for teaching in today's multilingual multicultural classrooms

Problem-based Learning Peter Schwartz, Stewart Mennin, Graham Webb, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Proceedings of the 7th Annual International Seminar on Transformative Education and Educational Leadership, AISTEEL 2022, 20 September 2022, Medan, North Sumatera Province, Indonesia Bornok Sinaga, Rahmad Husein, Juniastel Rajagukguk, 2022-12-06

Proceedings of the 7th Annual International Seminar on Transformative Education and Educational Leadership AISTEEL 2022 contains several papers that have presented at the seminar with theme Technology and Innovation in Educational Transformation This seminar was held on 20 September 2022 and organized by Postgraduate School Universitas Negeri Medan and become a routine agenda annually The 7th AISTEEL was realized this year with various presenters lecturers researchers and students from universities both in and out of Indonesia The 7th AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan Indonesia Murdoch University Australia Curtin University Perth Australia University Malaya Malaysia Monash University Australia and Tampere University of Applied Sciences Finland In addition presenters of parallel sessions come from various Government and Private Universities Institutions Academy and Schools Some of them are those who have sat and will sit in the oral defence examination The plenary speakers have been present topics covering multi disciplines They have contributed many inspiring inputs on current trending educational research topics all over the world The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality and leadership There are 162 papers passed through rigorous reviews process and accepted by the committee All of papers reflect the conference scopes by follow Teachers Education Model in Future Education and Research Global Issue Transformative Learning and Educational Leadership Mathematics Science and Nursing Education Social Language and Cultural Education Vocational Education and Educational Technology Economics Business and Management Education Curriculum Research and Development Innovative Educational Practices and Effective Technology in the Classroom Educational Policy and Administration Education

Step Into STEAM, Grades PreK-5 Sarah B. Bush, Kristin L. Cook, 2024-10-18 Create innovative and equitable experiences that prepare your learners for the future STEAM education is crucial for preparing learners to meet the demands of a rapidly evolving world Not every learner is going to pursue a STEAM related career but each and every learner needs to be challenged with opportunities to transfer what they are learning in mathematics and science instruction to seek solutions to the complex problems of today and to meet our future world head on In this Second Edition of Step Into STEAM authors Sarah Bush and Kristin Cook guide and inspire PreK 5 educators through a seamless process of designing and implementing STEAM inquiries that align precisely to key mathematics and science content and practices all while meeting the demands of guiding assessments Going far beyond a collection of STEAM activities this book shows educators as well as school and district leaders how to build a

STEAM ecosystem that can measurably improve every learner's mathematics and science achievement as well as engagement, belonging, and interest. What truly sets this book apart is its masterful integration of problem-based inquiry as the foundation for STEAM instruction. This updated edition expands on the latest research in STEAM education across PreK-5 in various educational settings. Incorporates strategies grounded in Universal Design for Learning to engage all learners. Provides updated STEAM resources aligned to the Integrated STEM Practices. Embeds actionable tips throughout each chapter that educators can implement immediately in addition to suggestions for ongoing learning and growth for all. Offers an updated companion website with additional templates for brainstorming sessions or book studies, action plans, and checklists to help educators put their ideas into practice. This is an essential guide for educators looking to implement STEAM education in their classrooms and beyond. Step Into STEAM provides a comprehensive roadmap for cultivating the creativity, problem-solving abilities, resilience, and empathy that will empower the next generation of innovators, entrepreneurs, and global citizens. Make the most of your limited instructional time and become part of the Step Into STEAM journey.

Conference Proceedings. The Future of Education Pixel, 2015-07-01

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