

Grade 4 Mathematics

Unit: Fractions

Strand: Fraction Parts

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											

District Objective

Identify parts of a whole and a given set (including $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$).

Bloom's Knowledge

Quarter 1

No. Days 2

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

III. Number Operations and Computation

C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).

NCTM Standard
Pg. 148

Text Correlation

Lessons: 1, 17, 107

Rating

3

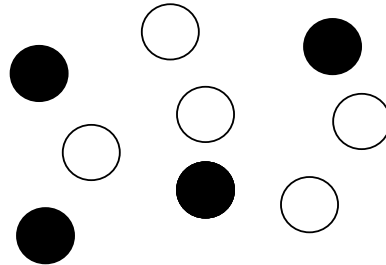
Additional Resources

About Teaching Mathematics by Marilyn Burns, pg. 223
Fractions - Building Rectangles & Fraction Riddles Activities

Assessment

1. What fraction of the circle is shaded?
Reduce your answer to lowest terms.

2. Jordan is playing marbles. Some of the marbles are black and some are white.



- A. $\frac{2}{5}$
- B. $\frac{3}{5}$
- C. $\frac{3}{4}$
- D. $\frac{1}{3}$

What fraction of Jordan's marbles are black?

Answer _____

What fraction of Jordan's marbles are white?

Answer _____

Grade 4 Mathematics															
Unit: Data Interpretation									Strand: Graphing						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Read and interpret information presented in graphs.												Bloom's Application		Quarter 1	
														No. Days 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).														NCTM Standard Pg. 176	
Text Correlation Lessons: 2, 3, 10, 30, 40, 44						Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pgs. 75-78 Probability and Statistics: Process the Graphs and Ideas for Graphs Activities							
Assessment The graphs below show the heights and lengths of 4 dinosaurs.															
<p>Which dinosaur was about 4 meters in height and 8 meters in length?</p> <p>A. Brachiosaurus B. Stegosaurus C. Triceratops D. Tyrannosaurus</p>															

Grade 4 Mathematics															
Unit: Data Interpretation										Strand: Pictographs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Identify, analyze, compare, and add or subtract amounts read from pictographs.												Bloom's Analysis		Quarter 1	
														No. Days 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).														NCTM Standard Pg. 176	
Text Correlation Lessons: 2, 50, 51					Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pgs. 75-78 <u>Mathematics A Way of Thinking</u> , pgs. 221-235 <u>Math Games for Kids Using Cards & Dice</u> , pgs. 88-89 Addition Graphing Activity								
Assessment The graph shows how many cars were washed each hour by the soccer team.															
<p>1. How many cars did the team wash from 1:00 to 3:00?</p> <p>A. 3 B. 7 C. 15 D. 35</p> <p>2. If the team charged \$3 to wash each car, how much did they earn from 4:00 to 5:00?</p> <p>A. \$12 B. \$15 C. \$20 D. \$60</p>															

Grade 4 Mathematics															
Unit: Data Interpretation									Strand: Graphing						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
I	E	E	E	E	E	E	E	M							
District Objective Create graphs to display data..												Bloom's Knowledge		Quarter 1	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).													NCTM Standard Pg. 176		
Text Correlation Lessons: 2, 3, 10, 30, 40, 44					Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pgs. 75-78 Problem-Solving Activities								
<p>Assessment Ms. Bookman made a graph of the books checked out of the library during the month of August.</p> <p>How many more novels were checked out than mysteries?</p> <p>A. 3 novels B. 1 novel C. 2 novels D. 4 novels</p>															

Grade 4 Mathematics															
Unit: Problem Solving								Strand: Strategies							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	M							
District Objective Use a variety of strategies to solve problems.												Bloom's Application		Quarter 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 4	
PASS Process Objective The student will...														NCTM Standard Pgs. 182, 188, 206	
I. Problem Solving A. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).															
Text Correlation Lessons: 4, 10, 22, 43, 59, 69, 71						Rating 3		Additional Resources <u>Mathematics Games for Fun and Practice</u> by Alan Barson, pgs. 66-69 Five-Up and Blocked Activities							
Assessment Amy has 45 cents. She wants to buy 12 apples that cost 5 cents each. How much more money does she need?															
A. 10 cents B. 15 cents C. 20 cents D. 25 cents															

Grade 4 Mathematics																															
Unit: Algebraic Concepts										Strand: Multiple-step Problems																					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal																
			I	E	E	M																									
District Objective Determine whether word problems depicting real-world scenarios require addition, subtraction, and/or multiplication to be solved (numbers are less than 100 and decimals are no smaller than hundredths).											Bloom's Synthesis		Quarter 1																		
													No. Days 2																		
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT																															
PASS Objective The student will...													NCTM Standard Pgs. 158, 182, 188																		
Text Correlation Lessons: 4, 22, 43, 69, 80						Rating 2		Additional Resources <u>Math By All Means: Multiplication</u> by Marilyn Burns, pg. 130 <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 135 Problem-Solving Activities																							
Assessment 1. Last weekend Susan sold lemonade in front of her house. She sold 5 glasses on Friday, 15 glasses on Saturday, and 8 glasses on Sunday. How many glasses of lemonade did she sell during the 3 days? A. 18 B. 21 C. 28 D. 33																2. There are 17 tables in the school library. How many chairs will be needed for a meeting if 6 students sit at each table? A. 102 B. 68 C. 62 D. 27															

Grade 4 Mathematics															
Unit: Whole Numbers								Strand: Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
District Objective Read, write, rename, model, compare, classify and order whole numbers up to six digits.												Bloom's Synthesis		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 4	
PASS Objective The student will...														NCTM Standard Pg. 148	
II. Number Sense B. Read, write, rename, model, compare, and order whole numbers through 6 digits (e.g., base-10 blocks, number lines, pictures of shaded regions of two- or three-dimensional figures).															
Text Correlation Lessons: 4, 5, 6, 8, 11, 13, 15, 20, 24, 26, 31, 42, 43, 52, 56, 64, 95, 137, 140						Rating 3		Additional Resources <u>Math Games for Kids Using 30-Sided Dice</u> by Joanne Currah, pg. 23 Hi Lo Freeze Activity							
Assessment															
1. Which number is equal to three hundred four thousand, two hundred twelve?								2. Which group of numbers is in order from least to greatest?							
A. 300,402,012				B. 3,004,212				C. 342,012				D. 304,212			
A. 8,985				B. 9,501				C. 9,854				D. 8,985			
9,099				9,501				9,099				9,854			
9,501				9,854				8,985				9,099			
9,854				9,501				9,099				8,985			
9,854				9,501				9,099				9,854			

Grade 4 Mathematics															
Unit: Whole Numbers										Strand: Addition					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Add two and three numbers with multiple digits (regrouping when required).												Bloom's Knowledge		Quarter 1	
														No. Days 7	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will...														NCTM Standard Pg. 148	
Text Correlation Lessons: 5, 6, 8, 9, 11, 16, 38, 39, 40, 66, 80						Rating 3		Additional Resources Activity Guide for Middle Grade Series (Saxon), pg. 20 Addition with Exchange Activity							
Assessment Pablo added 112 and 159 on his calculator. Which is a reasonable total? A. 47 B. 147 C. 171 D. 271															

Grade 4 Mathematics															
Unit: Algebraic Concepts										Strand: Expressions					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Evaluate simple expressions.												Bloom's Application		Quarter 1	
														No. Days 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will...														NCTM Standard Pg. 148	
I. Patterns C. Evaluate simple expressions (e.g., if $a = 3$, $b = 2$, and $c = 1$, what is $a + b = c$?).															
Text Correlation Lessons: 5, 25, 28, 38						Rating 2		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pgs. 198-202 Teaching Arithmetic: Independent Activities							
Assessment															
1. $5 + 9 = \square + 5$															
$\square + 4 = 4 + 3$															
$5 \times 6 = \square \times 5$															
$\square \times 8 = 8 \times 4$															
2. What number makes this number sentence true? $\square \times 5 = 55$															
A. 5 C. 10 B. 9 D. 11															

Grade 4 Mathematics															
Unit: Measurement										Strand: Time					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Calculate elapsed time by using addition and subtraction.												Bloom's Application		Quarter 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Objective The student will... V. Measurement C. Solve application problems involving time and temperature (e.g., elapsed time).														NCTM Standard Pg. 170	
Text Correlation Lessons: 7, 33, 35, 44						Rating 2		Additional Resources <u>Measurement Investigations</u> by Tamara J. Drean, pgs. 55-57 Time Activity Sequence							
Assessment															
1. What time will it be 2 hours after noon? 2. What time will it be 7 hours after midnight?															
A. 2:00 A.M.								A. 7:00 A.M.							
B. 3:00 A.M.								B. 5:00 P.M.							
C. 3:00 P.M.								C. 7:00 P.M.							
D. 2:00 P.M.								D. 5:00 A.M.							

Grade 4 Mathematics															
Unit: Data Interpretation										Strand: Tables/Charts					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	M							
District Objective Read, interpret, and construct tables and charts.												Bloom's Comprehension		Quarter 1	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 5	
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).													NCTM Standard Pg. 176		
Text Correlation Lessons: 12, 40					Rating 3		Additional Resources <u>Math Games for Kids: Using Cards and Dice</u> , pgs. 88-89 Mixed-Operation Graphing Activity								
Assessment Mr. Johnston made a graph of the number of kites he sold in July.															
How many more green kites than pink kites were sold?															
A. 5 kites B. 15 kites C. 25 kites D. 20 kites															

Grade 4 Mathematics																											
Unit: Data Interpretation								Strand: Tables/Charts																			
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal												
		I	E	E	E	E	E	M																			
District Objective Determine the correct calculation, apply the pertinent information, draw conclusions, and make inferences from information presented in charts to solve a real world problem.												Bloom's Analysis		Quarter 1 No. Days 3													
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT																											
PASS Objective The student will... VI. Data Analysis C. Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write computation questions or problems).														NCTM Standard Pg. 176													
Text Correlation Lessons: 12, 40, 44						Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns <u>Mathematics A Way of Thinking</u> , pgs. 221-235 <u>Math By All Means: Probability</u> , by Marilyn Burns High or Low Activity (see objective 55 for needed materials)																			
Assessment This table is a price list: <table style="width: 100%; border: none;"> <tr> <td>sneakers</td> <td>\$13.00</td> <td>pants</td> <td>\$10.00</td> </tr> <tr> <td>sweaters</td> <td>\$14.00</td> <td>hats</td> <td>\$ 6.00</td> </tr> <tr> <td>t-shirts</td> <td>\$ 7.00</td> <td>jackets</td> <td>\$22.00</td> </tr> </table> If Jim bought a hat and a t-shirt, how much would he spend? A. \$20 B. \$13 C. \$16 D. \$ 6																sneakers	\$13.00	pants	\$10.00	sweaters	\$14.00	hats	\$ 6.00	t-shirts	\$ 7.00	jackets	\$22.00
sneakers	\$13.00	pants	\$10.00																								
sweaters	\$14.00	hats	\$ 6.00																								
t-shirts	\$ 7.00	jackets	\$22.00																								

Grade 4 Mathematics															
Unit: Measurement								Strand: Money							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Compare amounts of money and determine the difference.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... V. Measurement B. Select an appropriate metric unit of measure to solve application problems involving length, perimeter, area, weight, time, money, and temperature.												NCTM Standard Pg. 170			
Text Correlation Lessons: 12, 13, 31, 38, 55, 62, 65, 66, 95						Rating 2		Additional Resources Activity Guide for Middle Grade Series (Saxon), pgs. 18-19, 20-29 Using Money to Add Activity 10							
Assessment 1. Nadine has 327 pennies in her penny collection. Which group of \$1 bills and coins has the same value as 327 pennies? 2. Kalyn found 5 pennies, 4 dimes, and 1 quarter on her way home from school. How much money did Kayln find? A. \$0.72 B. \$0.70 C. \$1.07 D. \$0.27 3. Letty had 5 quarters, 2 dimes, 1 nickel, and 2 pennies. Her sister gave her 45 cents. How much money does Letty have now? A. \$1.07 B. \$0.55 C. \$1.52 D. \$1.97															

Grade 4 Mathematics

Unit: Measurement

Strand: Reading Scales

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										

District Objective

Read scales of length, temperature, weight or capacity.

Bloom's
Application

Quarter
2

ITBS
 SAT9
 PASS
 CRT

No. Days
1

PASS Objective

The student will...

NCTM
Standard
Pg. 164

Text Correlation

Lessons: 30, 40, 44,
77, 78

Rating

2

Additional Resources

Math Made Simple by Frank Schaffer, pgs. 71-72
Every Graph Tells a Story Activity (have students make up their own scales)

Assessment

1. What is the average daily temperature in Fort Jackson in September?

- A. 76° B. 78° C. 81° D. 88°

Grade 4 Mathematics															
Unit: Data Interpretation										Strand: Circle Graphs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Identify amounts shown in a circle graph.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).														NCTM Standard Pg. 176	
Text Correlation None					Rating 3			Additional Resources <u>Math Games for Kids Using Cards and Dice</u> , pg. 87 M & M Activity- use Internet for details Making a Circle Graph Utility							
Assessment															
1. Which graph shows that 1/4 of the cars were red and 2/4 were green? A. Graph A B. Graph B C. Graph C D. Graph D 2. Which graph shows that 1/4 of the cars were blue, 1/4 were green, and 1/2 were red? A. Graph A B. Graph B C. Graph C D. Graph D															

Grade 4 Mathematics															
Unit: Geometry										Strand: Two-Dimensional Shapes					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	M										
District Objective Identify a circle and its parts: radius, circumference, diameter, and chord.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... IV. Geometry and Spatial Sense C. Describe, compare, classify, and construct two- and three-dimensional figures (e.g., name three-dimensional shapes found in the classroom, predict results of combining, subdividing, and changing shapes by folding paper, dissecting tiling, and rearranging pieces of solids).														NCTM Standard Pg. 164	
Text Correlation Lessons: 17, 18, 19, 20					Rating 3		Additional Resources <u>Geometry</u> by Janice VanCleave, pgs. 75-80 Never-ending Line Activity Spreaders Activity								
Assessment Which circle illustrates a diameter?															

Grade 4 Mathematics															
Unit: Data Interpretation										Strand: Circle Graphs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	E	M								
District Objective Determine percents when given fractional amounts on a circle graph.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... VI. Data Analysis A. Read, interpret, and construct tables and graphs (e.g., bar, pictograph, line plots).												NCTM Standard Pg. 176			
Text Correlation None				Rating 3		Additional Resources <u>Math Games for Kids Using Cards and Dice</u> M & M Activity: use Internet for details Circle Graphs Activities									
Assessment For questions 1 and 2, choose the graph that matches the data on cars in 4 lots.															
<p>1. Which graph shows that 25% of the cars were red and 50% were green?</p> <p>2. Which graph shows that 25% of the cars were blue, 25% were green, and 50% were red?</p>															
A. Graph A				B. Graph B				A. Graph A				B. Graph B			
C. Graph C				C. Graph D				C. Graph C				D. Graph D			

Grade 4 Mathematics															
Unit: Measurement										Strand: Length					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
District Objective Identify the appropriate estimation in customary and metric length, with regard to unit, scale, and size of a real-life object.												Bloom's Comprehension		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... V. Measurement A. Establish benchmarks for metric units and estimate the measures of a variety of objects (e.g., weight: a raisin is about 2 grams, length: width of a finger is about 1 centimeter).														NCTM Standard Pg. 170	
Text Correlation Lessons: 18, 21, 27, 30, 37, 60, 68, 134					Rating 2			Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 52 Making a Metric Ruler, Practicing Measuring, and An Extension into Language Activities							
Assessment 1. How long? <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p>A. 3 units</p> <p>B. 6 units</p> <p>C. 4 units</p> <p>D. 5 units</p> </div> <div style="width: 45%;"> <p>2. How long?</p> <p>A. 5 units</p> <p>B. 6 units</p> <p>C. 7 units</p> <p>D. 8 units</p> </div> </div>															

Grade 4 Mathematics																
Unit: Algebraic Concepts										Strand: Algorithms						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
			I	E	E	M										
District Objective Create multiplication and division algorithms.												Bloom's Synthesis		Quarter 2		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 5			
PASS Objective The student will... III. Number Operations and Computation C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).													NCTM Standard Pgs. 148, 158			
Text Correlation Lessons: 21, 22, 25, 29, 34, 36, 48, 54, 69, 72, 74, 75, 76, 79, 81, 88, 92, 93, 94, 99, 102, 108, 113, 114, 122, 126, 130, 131, 137						Rating 3		Additional Resources <u>Math by All Means: Multiplication</u> by Marilyn Burns, Grade 3 How Long? How Many? Activity								
Assessment 1. Mrs. Lucio's fourth-grade class set up chairs for the school play. They made 22 rows and put 14 chairs in each row. How many chairs were there in all? A. 308 B. 208 C. 110 D. 36																2. A science activity requires students to be in groups of 4. There are 28 students in Ms. Henderson's class. How many groups will there be? A. 6 B. 7 C. 24 D. 31

Grade 4 Mathematics

Unit: Numeration

Strand: Patterns

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	E	M						

District Objective

Use patterns to explain mathematical topics (numbers and geometric shapes).

Bloom's
Application

Quarter
2

No. Days
1

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

III. Number Operations and Computation

A. Develop fluency with single-digit multiplication facts and their related division facts.

**NCTM
Standard**
Pg. 148

Text Correlation

Lessons: 21, 25, 28,
29, 74, 75

Rating

3

Additional Resources

Math By All Means: Multiplication, Grade 3
Math By All Means: Division, Grade 3-4
 Circle & Stars Activity

Assessment

Complete the number sentence.

63 9 = 7

- A. +
- B. -
- C. ×
- D. ÷

Grade 4 Mathematics															
Unit: Mathematics Processes								Strand: Mathematical Concepts							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	E	E	M						
District Objective Formulate predications and come to conclusions about mathematical concepts.												Bloom's Synthesis		Quarter 2	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...														NCTM Standard Pg. 148	
III. Number Operations and Computation C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).															
Text Correlation Lessons: 21, 22, 25, 28, 29, 34, 75, 76				Rating 3		Additional Resources <u>Math By All Means: Multiplication</u> , Grade 3 by Marilyn Burns, pg. 28-33, 129 More Circles and Stars Activity (see objective 22)									
Assessment In Rodric's garden there are 6 rows of tomato plants, with 18 plants in each row. Which number sentence could be used to find how many tomato plants there are in all? A. $6 \times 18 = \square$ B. $18 \div \square = 6$ C. $\square + 6 = 18$ D. $18 - 6 = \square$															

Grade 4 Mathematics															
Unit: Number Theory										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	M							M			
District Objective Identify place value for numbers up to 1,000,000,000.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 2		
PASS Objective The student will... II. Number Sense A. Use knowledge of place value to model, describe, and record whole numbers and decimals to tenths and hundredths (e.g., place value mats and counters, money, base-10 blocks to play a trading game, number lines, calculators, computers).														NCTM Standard Pg. 148	
Text Correlation Lesson: 24					Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 173-182 Digit Place, pg. 178 <u>Mathematics Games for Fun & Practice</u> Digit Place, Stars, Fill the Cube, Five Tower Game, and Number Puzzle Activities								
Assessment 1. What does the digit 7 mean in 176,485? 2. What is the value of the 6 in question one? A. 7 tens A. 6,000 B. 7 thousands B. 600 C. 7 ten thousands C. 60,000 D. 7 ten millions D. 600,000															

Grade 4 Mathematics

Unit: Measurement

Strand: Area of a Square

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										

District Objective

Determine and compare the area of squares, given the dimensions of a side.

Bloom's

Comprehension

Quarter
2

No. Days
1

● ITBS ● SAT9 ● PASS ○ CRT

PASS Objective

The student will...

V. Measurement

B. Select an appropriate metric unit of measure to solve application problems involving length, perimeter, area, weight, time, money, and temperature.

**NCTM
Standard**
Pg. 170

Text Correlation

Lessons: 30, 487

Rating

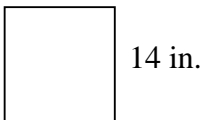
3

Additional Resources

Activity Guide for Middle Grades Series (Saxon), pg. 84
Floor Area Activity

Assessment

Find the area of the following figure.



14 in.

- A. 14 square inches
- B. 28 square inches
- C. 196 square inches
- D. 56 square inches

Grade 4 Mathematics															
Unit: Numeration										Strand: Computing/Estimating					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
District Objective Use various estimation methods to simplify computations.												Bloom's Application		Quarter 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Objective The student will... III. Number Operations and Computation D. Apply a variety of estimation and mental math techniques to simplify computations (e.g., add or subtract by 10s or multiply by 100).													NCTM Standard Pg. 148		
Text Correlation Lessons: 32, 37, 40, 73, 77, 135					Rating 3		Additional Resource Activity Guide for Middle Grade Series (Saxon), pg. 56-61 <u>Math Games for Kids</u> <u>Special Dice</u> by Joanne Currah, pg. 77 Guesstimate Those Products Activity								
Assessment 1. On a field trip to the park, 92 students went hiking on 2 different trails. There were 58 students who hiked on the first trail. Which is the best estimate of how many students hiked on the other trail? A. 20 B. 30 C. 40 D. 50															

Grade 4 Mathematics															
Unit: Whole Numbers										Strand: Multiply Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Multiply a whole number with two, three, or more digits by a one-digit number.												Bloom's Knowledge		Quarter 2	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 10	
PASS Objective The student will... III. Number Operations and Computation A. Develop fluency with single-digit multiplication facts and their related division facts. B. Use multiplication and division facts to compute related problems (e.g., 30 x 5, 300 x 5, 3 x 50). C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).												NCTM Standard Pgs. 148, 158, 200			
Text Correlation Lessons: 34, 36, 48, 54, 74, 87, 99, 126								Rating 3		Additional Resources <u>Math By All Means: Multiplication</u> by Marilyn Burns <u>Math Games for Kids Using Cards and Dice</u> , pg. 67 Deluxe "Mult" Snap and Twenty Times Activities					
Assessment Mr. Cottner delivers 96 newspapers every day. If he does this 7 days a week, how many newspapers does he deliver each week? A. 672 B. 643 C. 632 D. 602															

Grade 4 Mathematics															
Unit: Problem Solving										Strand: Irrelevant/Necessary Information					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Distinguish between irrelevant and necessary information in problem solving.												Bloom's Analysis		Quarter 2	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Process Objective The student will... I. Problem Solving E. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).														NCTM Standard Pgs. 182, 188, 194, 206	
Text Correlation Lessons: 43, 59, 69					Rating 3		Additional Resources Addition Stories from Motivating Students to Better Achievement in Mathematics, pg. 43 Addition Stories Activity								
Assessment Adara’s mother bought her some school supplies. She bought 2 notebooks for \$5, a box of pens for \$4, a dictionary for \$9, and a package of markers. What other information is needed to find the total cost of the school supplies, not including tax? A. The number of markers in the package B. The cost of the package of markers C. The number of pens in the box D. The cost of each pen															

Grade 4 Mathematics															
Unit: Problem Solving										Strand: Solution					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	M									
District Objective Verify and interpret results based on the original problem.												Bloom's Synthesis		Quarter 2	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... I. Problem Solving D. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).														NCTM Standard Pgs. 182, 188, 194, 206	
Text Correlation Lessons: 43, 59, 62, 66, 69						Rating 3		Additional Resources <u>Just for the Fun of It!</u> AIMS Total Count-Ability, pgs. 1-3							
Assessment Matt was grouping the children into basketball teams. There were 74 children who signed up to play basketball. Matt wanted no more than 6 children on each team. Matt divided 74 by 6 and got 12. Altogether, he figured he was going to have 12 teams. Did Matt solve the problem correctly? A. Yes, because 74 divided by 6 equals 12. Therefore Matt can place all the children into 12 teams. B. No, because 74 divided by 6 equals 13. Therefore Matt can have a total of 13 teams. C. No, because 74 divided by 6 equals 12 with a remainder of 2. Therefore, not everyone will be placed on a team if each team has only 6 players.															

Grade 4 Mathematics															
Unit: Whole Numbers										Strand: Associative Property					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Identify expressions representing the associative property.												Bloom's Knowledge		Quarter 3 No. Days 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will...												NCTM Standard Pg. 158			
Text Correlation None				Rating 3		Additional Resources <u>Addison-Wesley Pink Books</u> , pgs. 6 & 7									
Assessment Find $3 + (2 + 5)$. A. 12 B. 13 C. 10 D. 11															

Grade 4 Mathematics															
Unit: Whole Numbers								Strand: Problem Solving							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Find the difference between two given amounts.												Bloom's Application		Quarter 3	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT														No. Days 3	
PASS Objective The student will...														NCTM Standard Pgs. 148, 158, 182, 200, 206	
Text Correlation Lessons: 58, 62, 65, 66, 80						Rating 3		Additional Resources <u>Math Games for Kids Using Special Dice</u> by Joanne Currah, pg. 55 Subtraction Shakedown Activity							
Assessment Terry had 2 pieces of ribbon. One was 52 centimeters, and the other was 119 centimeters. What was the difference in the lengths of the 2 pieces of ribbon? A. 57 cm B. 67 cm C. 134 cm D. 171 cm															

Grade 4 Mathematics															
Unit: Problem Solving									Strand: Strategies						
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	E	E	E	M						
District Objective Apply mathematical strategies in order to obtain solutions to problems in the real world.												Bloom's Application		Quarter 3	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Process Objective The student will... IV. Connections D. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a time line to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe the pizza slices).													NCTM Standard Pgs. 182, 200, 206		
Text Correlation Lessons: 59, 62, 66, 69, 80, 84, 85, 93						Rating 3		Additional Resources Just For The Fun of It: AIMS Heads 'n' Tails Activity							
Assessment Fran sold 62 candy bars for her soccer team. Brian sold 3 times as many candy bars as Fran. Which number sentence could be used to find the number of candy bars Brian sold?															
A. $62 + 3 = \square$ B. $\square - 62 = 3$ C. $62 \div \square = 3$ D. $62 \times 3 = \square$															

Grade 4 Mathematics															
Unit: Measurement								Strand: Perimeter/Area/Volume							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	E	M								
District Objective Construct and compare a variety of shapes with a given length, area, or volume.												Bloom's Application		Quarter 3	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 2	
PASS Objective The student will... V. Measurement B. Select an appropriate metric unit of measure to solve application problems involving length, perimeter, area, weight, time, money, and temperature.												NCTM Standard Pg. 170			
Text Correlation Lessons: 61, 130, 131							Rating 3		Additional Resources <u>Math By All Means: Geometry</u> , Grades 3-4, pgs. 104-110 Covering Boxes Activity						
Assessment If you draw a rectangle with 20 square units, which is correct?															

Grade 4 Mathematics															
Unit: Geometry/Spatial Sense										Strand: Symmetry					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Identify lines of symmetry.												Bloom's Knowledge		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... IV. Geometry and Spatial Sense C. Describe, compare, classify and construct two- and three-dimensional figures (e.g., name three-dimensional shapes found in classroom, predict results of combining, subdividing, and changing shapes by folding paper, dissecting, tiling, and rearranging pieces of solids).														NCTM Standard Pg. 164	
Text Correlation Lesson: 45				Rating 2		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 84 Addison-Wesley Mathematics Symmetry (Objective 10-7) Activity									
Assessment Which picture illustrates a line of symmetry?															
1.				2.				3.							

Grade 4 Mathematics															
Unit: Geometry								Strand: Figures: Attributes/Classify							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	M											
District Objective Compare and classify characteristics of two- and three-dimensional figures.												Bloom's Analysis		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... IV. Geometry and Spatial Sense C. Describe, compare, classify, and construct two- and three-dimensional figures (e.g., name three-dimensional shapes found in the classroom, predict results of combining, subdividing, and changing shapes by folding paper, dissecting, tiling, and rearranging pieces of solids).														NCTM Standard Pg. 164	
Text Correlation Lessons: 63, 70, 86, 90, 91, 123, 124					Rating 2		Additional Resources A Week with AIMS Big Ideas in Geometry Geometric Solids Three-Dimensional Materials								
Assessment															
<p>1.</p> <p>Joshua planned a treasure hunt for the young children. Two objects that the children are to find are shaped like a sphere and a cylinder. Which pair of objects is shaped like a sphere and a cylinder?</p> <p>A. a coin and a baseball B. a volleyball and a soda can C. a baseball and a closed square box D. a brownie and a pickle jar</p> <p>2. Caitlin and her friends drew the following figure in a play area. How many squares can find in the figure they drew?</p>															

Grade 4 Mathematics															
Unit: Geometry								Strand: Transformation							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	E	E	E		M					
District Objective Explain the effects of translations, reflections, and rotations on two-dimensional and three-dimensional objects.												Bloom's Comprehension		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... IV. Geometry and Spatial Sense D. Describe the effects on two- and three-dimensional objects when they slide (translate), flip (reflect), and turn (rotate).														NCTM Standard Pg. 164	
Text Correlation Lessons: None				Rating 3		Additional Resources NCTM Standards - Geometry, pgs. 18-20 Slides, Flips, and Turns Activity									
Assessment Identify each pair of figures as a translation or rotation.															

Grade 4 Mathematics															
Unit: Geometry										Strand: Angles					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Classify and make comparisons of angles less than or equal to 90 degrees.											Bloom's Analysis		Quarter 3		
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 1		
PASS Objective The student will... IV. Geometry and Spatial Sense B. Compare angles equal or less than 90 degrees (e.g., use right angles to determine the approximate size of other angles; make a variety of angles using flexible straws and compare).													NCTM Standard Pg. 164		
Text Correlation Lessons: 63, 64, 70, 109, 111, 112, 128					Rating 3		Additional Resources <u>Geometry for Every Kid</u> , pgs. 11-21 NCTM Addenda Series - Geometry, pgs. 32-39 Exploring Right Angles Activity								
Assessment Which figure has only three right angles?															
<input type="radio"/> A. 1 <input type="radio"/> B. 2 <input type="radio"/> C. 3															

Grade 4 Mathematics															
Unit: Geometry										Strand: Lines					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Identify and construct parallel, perpendicular, and intersecting lines using concrete models.												Bloom's Application		Quarter 3	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 3	
PASS Objective The student will... IV. Geometry and Spatial Sense A. Identify, draw, and construct models of intersecting lines, parallel lines, and perpendicular lines (e.g., use spaghetti, straws, toothpicks).												NCTM Standard Pg. 164			
Text Correlation Lesson: 64				Rating 2		Additional Resources <u>Geometry</u> by Janice VanCleave, pg. 22-24, 25-27 Identifying Intersecting and Parallel Lines Activity									
Assessment 1. Which set of line segments is parallel? A. A B. B C. C D. D															
2. Which pair of these line segments is perpendicular? A. A B. B C. C D. D															

Grade 4 Mathematics

Unit: Fractions

Strand: Equivalent Fractions

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									

District Objective

Identify and apply concrete models, diagrams, and pictures of fraction and decimal models to compare and order equivalent fractions and decimals.

Bloom's Application

Quarter 3

No. Days 1

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

III. Number Operations and Computation

F. Demonstrate equivalent fractions using physical models and pictures of fraction models.

NCTM Standard Pg. 148

Text Correlation

Lessons: 67, 98

Rating

3

Additional Resources

Fabulous Fractions - AIMS Activity, pgs. 7-19
Black Wholes and Bright Parts Activity

Assessment

The models are shaded to show 2 equivalent fractions.

Which of the fractions below is equal to $1/3$?

- A. $1/6$ B. $2/6$ C. $2/5$ D. $2/4$

Grade 4 Mathematics															
Unit: Problem Solving								Strand: Problems							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Formulate problems from everyday and mathematical situations.												Bloom's Synthesis		Quarter 3	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 4	
PASS Process Objective The student will... I. Problem Solving B. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).														NCTM Standard Pgs. 182, 200, 206	
Text Correlation Lessons: 69, 138				Rating 3		Additional Resources Literature: <u>Each Orange Has 8 Slices & And The Doorbell Rang</u> <u>Ideas from the Arithmetic Teacher</u> , Grades 4-6, Intermediate School, pgs. 125-126 Planning a Garden Activity									
Assessment Jeff has 56 photos that he wants to put in an album. He wants to put 8 photos on each page. Which number sentence could be used to find the number of pages that he will need? A. $56 + 8 = \square$ B. $56 - 8 = \square$ C. $56 \times 8 = \square$ D. $56 \div 8 = \square$															

Grade 4 Mathematics															
Unit: Fractions and Decimals										Strand: Place Value					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
District Objective Identify the place value of a digit in a decimal fraction.												Bloom's Knowledge		Quarter 3	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... II. Number Sense E. Apply estimation skills when adding and subtracting fractions with like denominators and decimals of the same place value.														NCTM Standard Pg. 148	
Text Correlation Lessons: 119, 121, 125						Rating 4		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns <u>Funny and Fabulous Fraction Stories</u> by Dan Greenberg, pgs. 68-69 A Geometric Perspective on Decimals Activity							
Assessment 1. Choose a decimal for the amount: nine and one tenth A. 1.9 B. 19 C. 91 D. 9.1 2. Choose a decimal for the amount: two and five hundredths A. 0.25 B. 2.50 C. 2.05 D. 5.02															

Grade 4 Mathematics															
Unit: Mathematics Processes								Strand: Connections							
K	1	2	3	4	5	6	7	Pre-Alg	Alg I	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
		I	E	E	E	E	E	M							
District Objective Identify and use relationships among various mathematical topics.												Bloom's Application		Quarter 3	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Process Objective The student will... IV. Connections C. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, $\frac{1}{2}$ can be written as .5 and 50%).														NCTM Standard Pg. 148	
Text Correlation Lesson: 72						Rating 3		Additional Resources <u>Math By All Means: Multiplication</u> by Marilyn Burns, Grade 3, pgs. 34-40 and Candy Box Research Activity, pgs. 60-63,							
Assessment Jamel places his stamps in several groups. Which expression cannot be used to find the total number of stamps? A. $4 + 4 + 4$ B. 4×3 C. 3×4 D. $3 + 3 + 3$															

Grade 4 Mathematics															
Unit: Whole Numbers										Strand: Divide Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	M										
District Objective Divide one, two, three, or more digits by 1 digit in both horizontal and long division formats (including remainders).												Bloom's Knowledge		Quarter 3 No. Days 15	
● ITBS ● SAT9 ● PASS ○ CRT															
PASS Objective The student will... III. Number Operations and Computation A. Develop fluency with single-digit multiplication facts and their related division facts. B. Use multiplication and division facts to compute related problems (e.g., 30×5 , 300×5 , 3×50). C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).														NCTM Standard Pgs. 148, 158, 200	
Text Correlation Lessons: 72, 74, 75, 76, 81, 88, 92, 93, 114								Rating 3		Additional Resources <u>Math By All Means: Division</u> by Marilyn Burns <u>Mathematics A Way of Thinking</u> , pgs. 51-60, 133-149 Leftovers with Any Number Activity					
Assessment $56 \div 6 = \square$ A. 7 R4 B. 8 C. 9 D. 9 R2															

Grade 4 Mathematics															
Unit: Whole Numbers								Strand: Division Story Problems							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Solve real world problems involving division (1-2 digits divided by 1 digit).												Bloom's Application		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 3	
PASS Process Objective The student will...														NCTM Standard Pgs. 148, 158, 182, 200, 206	
I. Problem Solving B. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?). C. Develop, test, and apply strategies to solve a variety of routine and nonroutine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).															
Text Correlation Lessons: 76, 88, 93, 114, 126				Rating 3		Additional Resources <u>Math By All Means: Division</u> by Marilyn Burns, pgs. 157-184 Hungry Ants Activity									
Assessment Mr. Cantrell is planning a spaghetti dinner for 18 people. He thinks he will need 1 pound of uncooked spaghetti for 5 people. How many pounds of uncooked spaghetti should he buy? A. 3 lb B. 4 lb C. 6 lb D. 8 lb															

Grade 4 Mathematics															
Unit: Measurement								Strand: Temperature							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	M											
District Objective Solve problems involving temperature.												Bloom's Application		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... V. Measurement C. Solve application problems involving time and temperature (e.g., elapsed time).														NCTM Standard Pg. 170	
Text Correlation Lessons: 77, 78					Rating 3		Additional Resources AIMS - Middle Grade D17-30 World Wide Highs Activities								
Assessment For which picture does the thermometer show the most likely temperature?															

Grade 4 Mathematics															
Unit: Geometry										Strand: Two-Dimensional Shapes					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	M											
District Objective Describe the possible resulting figures when two-dimensional figures are combined or split.												Bloom's Analysis		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... IV. Geometry and Spatial Sense D. Describe the effects on two- and three-dimensional objects when they slide (translate), flip (reflect), and turn (rotate).														NCTM Standard Pg. 164	
Text Correlation Lessons: 90, 91, 123, 124					Rating 4		Additional Resources <u>Grandfather Tang's Story</u> by Ann Tomburg <u>Mathematics A Way of Thinking</u> , pgs. 275-280 <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 83 Tangram Puzzle Activities								
Assessment Which space figure can be made from this pattern?															
A. rectangular prism B. cylinder C. cone D. cube															

Grade 4 Mathematics															
Unit: Geometry and Spatial								Strand: Coordinate Locations							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	E	E	M							
District Objective Identify coordinate locations.												Bloom's Knowledge		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will...												NCTM Standard Pg. 164			
Text Correlation None				Rating 3		Additional Resources Exploring Algebra Activity									
<p>Assessment</p> <p>1. The number pair (3,3) locates the corner of what streets?</p> <p>2. The number pair (1,1) locates the corner of what streets?</p> <p>Use the map to answer the questions.</p> <p>Martin always starts at the corner of First Street and Spruce Street.</p>															

Grade 4 Mathematics															
Unit: Whole Numbers										Strand: Multiply Whole Numbers					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
District Objective Multiply a whole number with two, three, or more digits by two digits.												Bloom's Knowledge		Quarter 4 No. Days 15	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation A. Develop fluency with single-digit multiplication facts and their related division facts. B. Use multiplication and division facts to compute related problems (e.g., 30×5 , 300×5 , 3×50). C. Develop multiplication and division algorithms (e.g., use physical materials, show multiplication as repeated addition, as a geometric array, as the inverse of division, ask students to explain why certain steps in an algorithm work).														NCTM Standard Pgs. 148, 158, 200	
Text Correlation Lessons: 99, 108, 113, 130, 131, 132, 135, 137						Rating 3		Additional Resources <u>Mathematics A Way of Thinking</u> , pgs. 115-131 <u>Math Games for Kids Using Cards and Dice</u> , pg. 75 aseball "Three" Activity							
Assessment $\begin{array}{r} 228 \\ \times 43 \\ \hline \end{array}$ <input type="radio"/> A. 10,804 <input type="radio"/> B. 9,804 <input type="radio"/> C. 9,704 <input type="radio"/> D. 9,484															

Grade 4 Mathematics															
Unit: Data Interpretation										Strand: Line Graphs					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
		I	E	E	M										
District Objective Interpret and compare values of data from circle/pie and line, and bar graphs, including identifying values from the graph and determining whether addition or subtraction is needed to find an answer.												Bloom's Analysis		Quarter 4 No. Days 6	
<input checked="" type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... VI. Data Analysis C. Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write computation questions or problems).														NCTM Standard Pg. 176	
Text Correlation Lesson: 105					Rating 3		Additional Resources Activity Guide for Middle Grade Series (Saxon), pgs. 8-9 Weather Report and Forecast Temperature Graph Activity								
Assessment For a science project, Candice poured soda into a glass. Once the foam was gone, she counted the bubbles that popped on the top of the soda. She recorded the number of pops each minute for 8 minutes and made the graph below to show the results.															
How many bubbles altogether popped during the first 3 time periods of the experiment? A. 15 B. 42 C. 53 D. 63															

Grade 4 Mathematics															
Unit: Functions										Strand: Patterns					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										
District Objective Apply patterns to develop elementary function ideas.												Bloom's Application		Quarter 4	
<input type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT												No. Days 1			
PASS Objective The student will...												NCTM Standard Pg. 158			
I. Patterns B. Use patterns to develop elementary function concepts (e.g., use calculators and computers to explore patterns, use function machines and “t-tables” to demonstrate “what is the rule?”).															
Text Correlation Lesson: 106				Rating 2		Additional Resources <u>Math By All Means: Multiplication</u> by Marilyn Burns, pg. 134 Calculator Patterns Activity									
Assessment Look at this keying sequence on a calculator.															
<p>What number is missing in this keying sequence?</p> <p>A. 0</p> <p>B. 7</p> <p>C. 40</p>															

Grade 4 Mathematics															
Unit: Probability/Statistics										Strand: Probability: Investigate/Chance					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Investigate the likelihood or “chance” of events occurring in familiar situations by applying simple probability.												Bloom’s Analysis		Quarter 4 No. Days 2	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... VI. Data Analysis D. Use simple probability to investigate the likelihood or “chance” of events occurring in familiar contexts (e.g., how likely is rain today when the weather forecast indicates a 60% chance?) and in experiments (e.g., how likely is it that someone in the class whose name begins with S will be chosen?). E. Investigate and record probabilities by experimenting with devices that generate random outcomes (e.g., coins, number cubes, spinners).														NCTM Standard Pg. 176	
Text Correlation Lessons: 110, 120						Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pgs. 61-75 <u>Math By All Means: Probability</u> by Marilyn Burns The 1-2-3 Spinner Experiment							
Assessment If you spin an arrow 20 times on this spinner, on which color do you think the arrow will most likely land? <p style="text-align: center;">A. red B. blue C. green</p>															

Grade 4 Mathematics															
Unit: Probability/Statistics										Strand: Probability					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
	I	E	E	E	E	M									
District Objective Investigate and record probabilities by experimenting with devices that generate random outcomes (e.g., coins, numbers, cubes, spinners).												Bloom's Analysis		Quarter 4 No. Days 1	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... VI. Data Analysis E. Investigate and record probabilities by experimenting with devices that generate random outcomes (e.g., coins, number cubes, spinners).												NCTM Standard Pg. 176			
Text Correlation Lessons: 100, 120						Rating 3		Additional Resources <u>About Teaching Mathematics</u> by Marilyn Burns, pg. 64 <u>Math By All Means: Probability</u> by Marilyn Burns, Grades 3-4 Tiles in the Bag Activity Roll Two Dice Activity Tiles in Three Bags Activity							
Assessment The three numbers of Lauren's bicycle lock combination are 2, 5, and 9. Unfortunately, Lauren can't remember the correct order of these numbers. List all possible combinations for Lauren's lock.															
_____ _____ _____															

Grade 4 Mathematics															
Unit: Whole Numbers								Strand: Add/Subtract Whole Numbers							
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	E	M								
District Objective Add, subtract, and compare whole numbers and use the correct order of operations when necessary.												Bloom's Comprehension		Quarter 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT														No. Days 1	
PASS Objective The student will... II. Number Sense B. Read, write, rename, model, compare, and order whole numbers through 6 digits (e.g., base-10 blocks, number lines, pictures of shaded regions of two- or three-dimensional figures).														NCTM Standard Pg. 148	
Text Correlation Lesson: 116				Rating 3		Additional Resources Ideas from the Arithmetic Teacher, pg. 13 Put in the Signs Activity									
Assessment															
1. $3 \times 15 - 3 \div 3$				2. $2 \times (13 - 3) \div 10$											
A. 12				A. 30											
B. 14				B. 20											
C. 42				C. 3											
D. 44				D. 2											

Grade 4 Mathematics															
Unit: Numeration										Strand: Rounding					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
				I	E	M									
District Objective Round whole numbers to the nearest ten, hundred, thousand, or ten-thousand to estimate the outcome of a given equation.												Bloom's Comprehension		Quarter 4	
														No. Days 4	
<input checked="" type="radio"/> ITBS <input type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT															
PASS Objective The student will... III. Number Operations and Computation D. Apply a variety of estimation and mental math techniques to simplify computations (e.g., add or subtract by 10s or multiply by 100).														NCTM Standard Pg. 148	
Text Correlation Lesson: 118					Rating 3			Additional Resources <u>Math Games for Kids Using Cards and Dice</u> <u>Ideas from the Arithmetic Teacher</u> , Grades 4-6, pgs. 26-32 Estimate It Activity							
Assessment What is 27,189 rounded to the nearest thousand? A. 27,000 B. 27,100 C. 28,000 D. 27,190															

Grade 4 Mathematics															
Unit: Geometry										Strand: Three-Dimensional Solids					
K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	E	M									
District Objective Describe and construct three-dimensional solids.												Bloom's Application		Quarter 4	
<input type="radio"/> ITBS <input checked="" type="radio"/> SAT9 <input checked="" type="radio"/> PASS <input type="radio"/> CRT													No. Days 2		
PASS Objective The student will... IV. Geometry and Spatial Sense C. Describe, compare, classify, and construct two- and three-dimensional figures (e.g., name three-dimensional shapes found in the classroom, predict results of combining, subdividing, and changing shapes by folding paper, dissecting, tiling, and rearranging pieces of solids).													NCTM Standard Pg. 164		
Text Correlation Lessons: 123, 124					Rating 2		Additional Resources AIMS - Net Sense Activity								
Assessment While watching the parade, Chen Lu's brother saw that the performer dropped a pyramid. What is the number of the pyramid? A. 5 B. 3 C. 4 D. 2															

Grade 4 Mathematics

Unit: Whole Numbers

Strand: Multiplication Story Problems

K	1	2	3	4	5	6	7	Pre- Alg	Alg I	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
			I	E	M										

District Objective

Determine that multiplication is necessary to solve a given real- life problem.

**Bloom's
Knowledge**

**Quarter
4**

**No. Days
1**

ITBS
 SAT9
 PASS
 CRT

PASS Objective

The student will...

**NCTM
Standard**

Pgs. 148, 158,
182, 200, 206

Text Correlation

Lessons: 126, 130,
131, 135, 147, 138

Rating

3

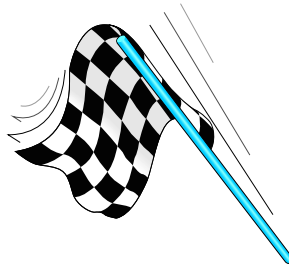
Additional Resources

Math By All Means: Multiplication by Marilyn Burns, pgs. 20-27, 64-69
Billy Wins a Shopping Spree Activity

Assessment

Use the table to answer the question.

SECTION	TICKET PRICE
Field Level	\$24
Plaza Level	\$20
Club Level	\$20
Lounge Level	\$16
Grandstand	\$8



Nathan bought 3 field level tickets and 4 grandstand tickets.
How much money did he spend on tickets?

- A. \$104 C. \$120 B. \$32 D. \$39