

COURSE GUIDELINE

Green=Content (nouns); Yellow=Skills (verbs)

GRADE: 4th SUBJECT: Math TEACHER: K Hanson

| QTR. | STANDARD | RESOURCES | STRATEGIES | ASSESSMENTS |
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| 1-4 | <p>4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division.</p> <p>Bloom: Comprehension take a combination of numbers and symbols and represent it with a single number in addition, subtraction, multiplication, and division problems.</p> | Saxon Whiteboards | Instruction, flashcard games | Seat work, class discussion, tests |
| 1-4 | <p>4.A.1.2. Students are able to recognize and use the commutative property of addition and multiplication.</p> <p>Bloom: Application change the order of the numbers in an addition problem and get the same answer (commutative property). change the order of the numbers in a multiplication problem and get the same answer (commutative property).</p> | Saxon | Instruction, flashcard games | Seatwork, class discussion, tests |
| 1-4 | <p>4.A.1.3. Students are able to relate the concepts of addition, subtraction, multiplication, and division to one another.</p> <p>Bloom: Application make connections (relate concepts)</p> | Saxon | Instruction, flashcard games | Seatwork, class discussion, tests |

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| | <p>between addition and subtraction. make connections (relate concepts) between addition and multiplication. make connections (relate concepts) between addition and division. make connections (relate concepts) between subtraction and multiplication. make connections (relate concepts) between subtraction and division. make connections (relate concepts) between multiplication and division.</p> | | | |
| 2-4 | <p>4.A.2.1. Students are able to select appropriate relational symbols ($<$, $>$, $=$) to make number sentences true.</p> <p>Bloom: Comprehension place (select or choose) the correct symbol (greater than ($>$), less than ($<$), equal to ($=$)) in a number sentence (an expression using numbers and symbols) to make it true</p> | Saxon | Instruction | Seatwork, class discussion, tests |
| 2-4 | <p>4.A.2.2. Students are able to simplify a two-step equation using whole numbers.</p> <p>Bloom: Application find the unknown value in an equation that requires two steps to solve.</p> | Saxon | Instruction | Seatwork, class discussion, tests |
| 1-4 | <p>4.A.3.1. Students are able to write</p> | Saxon, CGI | Instruction, whiteboard, | Seatwork, class |

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| <p>3-4</p> | <p>and solve number sentences that represent one-step word problems using whole numbers.</p> <p>Bloom: Application write a number sentence that matches a one-step word problem with whole numbers (0,1,2,3,4,5...)</p> <p>find the correct answer to (solve) a number sentence in a one-step word problem with whole numbers (0,1,2,3,4,5...)</p> <p>4.A.4.1. Students are able to solve problems involving pattern identification and completion of patterns.</p> <p>Bloom: Application identify number and shape patterns (describe the rule used) and continue the pattern by showing what comes next.</p> | <p>Saxon, geoboards</p> | <p>flashcards, internet sites</p> <p>Instruction, CGI</p> | <p>discussion, tests</p> <p>Class discussion, tests</p> |
| <p>2-3</p> | <p>4.G.1.1. Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone.</p> <p>Bloom: Knowledge recognize (identify) a pentagon (polygon with five sides). recognize (identify) a hexagon (polygon with six sides). recognize (identify) an octagon (polygon with eight sides). recognize (identify) a pyramid (a solid that has a polygon for a base and whose other faces are triangles that share a common vertex). recognize (identify) a</p> | <p>Saxon, geoboards, shape-book</p> | <p>Instruction, CGI, hands-on</p> | <p>Class discussion, tests</p> |

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| | <p>rectangular prism (a prism with a rectangular base). recognize (identify) a cone (a three-dimensional shape in space that has a circular base and one vertex).</p> | | | |
| 1-2 | <p>4.G.1.2. Students are able to identify parallel, perpendicular, and intersecting lines. Bloom: Knowledge recognize (identify) parallel lines (lines that do not intersect). recognize (identify) perpendicular lines (two lines or line segments that intersect at right angles). recognize (identify) intersecting lines (lines that cross or meet).</p> | Saxon | Instruction, CGI, whiteboards | Class discussion, tests |
| 2 | <p>4.G.2.1. Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity. Bloom: Comprehension find likenesses/differences of (compare) two shapes and decide if they are the same shape and size (congruent). find likenesses/differences of (compare) two shapes and decide if they are the same shape but different size (similar). recognize similar and congruent shapes even if they have been turned or flipped.</p> | Saxon | Instruction, whiteboards, drawing paper, geoboards | Class discussion, tests on shapes |

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| 2 | <p>4.G.2.2. Students are able to identify a slide (translation) of a given figure.</p> <p>Bloom: Knowledge recognize (identify) a figure that has been moved from one position to another without flipping or turning as a slide (translation).</p> | Saxon | Instruction | Class discussion, tests |
| 2-4 | <p>4.M.1.1. Students are able to identify equivalent periods of time and solve problems.</p> <p>Bloom: Knowledge name (identify) equivalent periods of time (days in a year, minutes in an hour, hours in a day, months in a year....). solve problems using what I know about equivalent periods of time (days in a year, minutes in an hour, hours in a day, months in a year....).</p> | Saxon, CGI, internet sites | Instruction | Class discussion, tests |
| 3-4 | <p>4.M.1.2. Students are able to solve problems involving money including unit conversion.</p> <p>Bloom: Application find the answer (solve) to problems involving money. take money and change it from one form to another (unit conversion)</p> | Saxon, money games | Instruction, count money, money games | Class discussion, observation, tests |
| 3,4 | <p>4.M.1.3. Students are able to use scales of length, temperature, capacity, and weight.</p> <p>Bloom: Application know appropriate units</p> | Saxon | Instruction, measurement tools | Class discussion, tests, observation |

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| | <p>of measure (inches, feet, yards, miles) and measurement tools (rulers, tape measures, yard stick) for measuring length (how long something is; distance from one end to another.)</p> <p>know appropriate units of measure (degrees Fahrenheit) and measurement tools (thermometer) for measuring temperature (how hot or cold something is).</p> <p>know appropriate units of measure (cups, pints, quarts, gallons) and measurement tools (measuring cups; pint, quart, and gallon containers) for measuring capacity (internal volume of an object or container).</p> <p>know appropriate units of measure (ounces, pounds, tons) and measurement tools (scales) for measuring weight (how heavy something is).</p> | | | |
| 3,4 | <p>4.M.1.4. Students are able to measure length to the nearest quarter inch.</p> <p>Bloom: Comprehension measure how long something is (length; the distance from one end to another) to the nearest quarter inch.</p> | Saxon | Instruction, measuring tools | Class discussion, observation, tests |
| 4 | <p>4.N.1.1. Students are able to read, write, order, and compare numbers from .01 to 1,000,000.</p> <p>Bloom: Comprehension read numbers from .01 to 1,000,000 in standard, expanded, and word forms. write numbers from .01 to 1,000,000 in standard, expanded, and word forms. arrange (order) numbers from .01 to</p> | Saxon | Instruction, seatwork | Class discussion, observation, tests |

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| | <p>1,000,000 in order from smallest to largest</p> <p>tell (compare) how numbers from .01 to 1,000,000 are alike and different</p> | | | |
| 3,4 | <p>4.N.1.2. Students are able to find multiples of whole numbers through 12</p> <p>Bloom: Comprehension</p> <p>find multiples (the product of a quantity and a whole number) of 1-12.</p> | Saxon | Instruction, flashcards, internet sites | Class discussion, tests |
| 4 | <p>4.N.1.3. Students are able to use a number line to compare numerical value of fractions or mixed numbers (fourths, thirds, and halves).</p> <p>Bloom: Comprehension</p> <p>look at (use) a number line (a line marked with numbers to show placement of number) with fractions (when something (group, set, number) is divided in to equal part, each part is called a fraction. A fraction can be expressed as one number written above another (x/y.) and mixed numbers (number written as a whole number with a fraction) and tell how they are alike and different (compare).</p> | Saxon | Instruction, fraction bars | Class discussion, observation, manipulatives |
| 4 | <p>4.N.1.4. Students are able to interpret negative integers in temperature</p> <p>Bloom: Application</p> <p>use a thermometer to understand temperature changes below zero.</p> | Saxon | Instruction, temperature tools | Class discussion, observation, tests |

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| 3,4 | <p>4.N.2.1. Students are able to find the products of two-digit factors and quotient of two natural numbers using a one-digit divisor.</p> <p>Bloom: Application take a two digit number and multiply it by another two digit number to get an answer (find a product). find the answer to a division problem (quotient) that has a one digit non-zero divisor (the number by which a dividend is to be divided).</p> | Saxon | Instruction, flashcards | Class discussion, tests |
| 4 | <p>4.N.2.2. Students are able to add and subtract decimals with the same number of decimal places.</p> <p>Bloom: Application add decimals (a number in which any parts less than an integer are written after the decimal point) that have the same number of decimal places (the position of a number to the right of the decimal point). subtract decimals (a number in which any parts less than an integer are written after the decimal point) that have the same number of decimal places (the position of a number to the right of the decimal point).</p> | Saxon | Instruction, money, place value charts | Class discussion, tests |
| 4 | <p>4.N.3.1. Students are able to estimate sums and differences in</p> | Saxon | Instruction, money | Class discussion, tests |

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| | <p>whole numbers and money to determine if a given answer is reasonable.</p> <p>Bloom: Application find a number close to the exact value (estimate): 1) to decide if the sum or difference makes sense (is reasonable) when adding or subtracting two numbers. 2) to decide if the sum or difference makes sense (is reasonable) when adding or subtracting money.</p> | | | |
| 4 | <p>4.S.1.1. Students are able to interpret data from graphical representations and draw conclusions.</p> <p>Bloom: Application look at data (the numbers/facts in a study) on graphs and answer questions about the data. make sense of (interpret and draw conclusions) the information in different types of graphs.</p> | Saxon, CGI | Instruction, writing story problems | Class discussion, tests |
| 4 | <p>4.S.1.2. Given a small ordered data set of whole number data points (odd number of points), students are able to identify the median, mode, and range.</p> <p>Bloom: Application find (identify) the median (the middle number in an odd set of numbers) when given an odd set of numbers. find (identify) the mode (the number that</p> | Saxon | Instruction | Class discussion, tests |

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| | <p>occurs the most in an odd set of numbers) when given an odd set of numbers.</p> <p>find (identify) the range (the difference between the greatest number and the least number in an odd set of numbers) when given an odd set of numbers.</p> | | | |
| 4 | <p>4.S.2.1. Students are able to determine the probability of simple events limited to equally likely and not equally likely outcomes.</p> <p>Bloom: Comprehension decide if the chances of two or more events in a given situation are equally likely (the chances of each event happening are the same) or not equally likely (the chances of each event happening is not the same).</p> | Saxon, CGI, story problem book | Instruction, manipulatives | Class discussion, tests, CGI |