


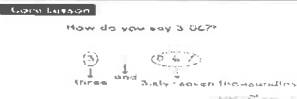
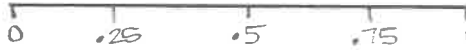

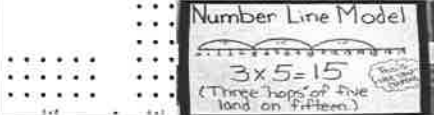

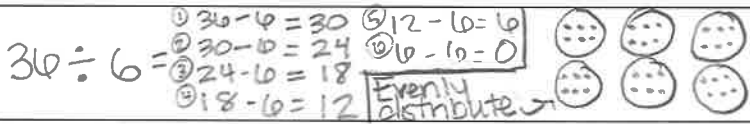



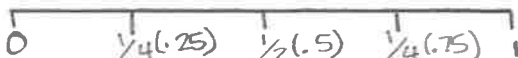
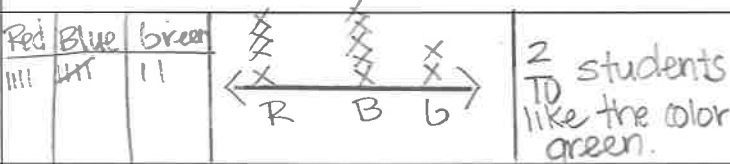
Decimals 9/22-9/26	4.NF.6	11. I can explain and show what a decimal is, using models and place value charts.	  	
		12. I can read and write decimals in expanded form.	$20+4+.90+.05=24.95$	
		13. I can read and write decimals in number name form		
		14. I can place decimals on a number line.		
Comparing Decimals 9/22-9/26	4.NF.7	15. I can explain how a decimal compares to another decimal.	$.25$ is $>$ $.2$ because $.2$ is equal to $.20$.	
		16. I can explain and write decimals that are equivalents to each other.	$.20$ is equal to $.2$	
		17. I can compare two decimals using $<$, $>$, and $=$.	$.2 > .19$, $.34 < .50$ & $.20 = .2$	
		18. I can compare and record two decimals and use models to prove the comparisons.		
Multiplication 9/29-10/10	4.NBT.5	19. I can explain what "decompose" means.	Breaking into smaller parts.	
		20. I can multiply a 4-digit number by a 1-digit number.	$\begin{array}{r} 2768 \\ \times 2 \\ \hline \end{array}$	
		21. I can multiply a 2-digit number by a 2-digit number.	$\begin{array}{r} 34 \\ \times 13 \\ \hline \end{array}$	
		22. I can model multiplication using models.		
	4.OA.1	23. I can identify that any 2 factors and their products can be read as a comparison.	$4 \times 2 = 8$ 4 and 2 are the factors given. The product is 8.	
		24. I can explain the difference between two multiplication equations in a fact family.	5×7 is: 5 groups with 7 in each group or 7 groups with 5 in each group.	
		25. I can explain the commutative property of a multiplication equation.	Factors can be multiplied in any order to receive the same product. $34 \times 45 =$, is the same as $45 \times 34 =$	
	Factors & Multiples	4.OA.4	26. I can explain what a "product" and a "factor" are.	$\begin{array}{ccc} 6 & \times & 4 & = & 24 \\ \text{Factors} & & \text{Product} & & \end{array}$





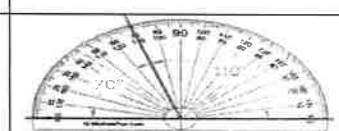

10/20-10/23		27.I can list all factor pairs for whole numbers 1-100.	<p>Ex: List factors pairs of 12</p> <p>Factors of 12</p> <p>(1,12)(2,6)(3,4)</p>
		28.I can explain the difference between a prime and composite number.	Prime numbers have exactly two factors- 1 and itself. Composite numbers have more than 2 factors.
		29.I can identify if a given number is prime or composite.	Ex: Is 3 a prime or composite number? Prime because it has only 2 factors-1 and 3
		30.I can explain what multiples are.	Increasing by the same number. A factor of a multiplication problem.
		31.I can list multiples for whole numbers 2-9.	Ex: List 4 multiples of 3: 3,6,9,12
Word Problems/ Problem Tasks & Multi-step Word Problems/ Problem Tasks 10/13-10/15	4.OA.2	32.I can identify the unknown with a symbol.	$n \times 12 = 24$
		32.I can read a word problem and prove what operation I need to use to solve it.	Sarah has four friends. Each friend brought five games. How many games do they have in all? Multiplication-each friend brought 5, how many in all
		33.I can create an equation for a word problem using variables.	See above problem $4 \times 5 = n$
	4.OA.3	34.I can show a multiplicative comparison using models.	<p>Stan has three times the amount of stars that Sarah has. Sarah has 2 stars, how many stars does Stan have. (Use pictures to solve)</p>
		35.I can solve multi-step word problems.	Shawn has 36 pieces of candy. His mom brings home 6 more pieces. If his little sister sneaks in and eats 12 pieces of candy, how many will he have in all? $(36+6=42)$ $(42-12=30)$ He will have 30 pieces in all.
		36.I can create and solve equations for multi-step word problems using variables.	See above problem: $36+6+n-12=n$





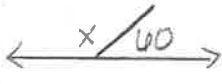

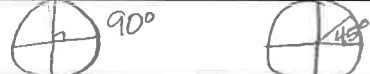

Term 2	Concept	Core Standard	"I Can" Statements	Examples
Operations of Algebraic Thinking	Patterns 10/27-11/4	4. OA.5	1.I can complete a given pattern.	1, 3, 5, 7, 9, __, __, __
			2.I can identify and state the rule of a given pattern.	1, 4, 7,10, 13, 16 Add 3 to the given number
			3.I can create a number or shape pattern that follows a rule.	Start with the number 6 and finish the pattern of multiplying by 2. 6, 12, 24, 48,...
			4.I can complete a given pattern using models.	
	Division 11/5-11/21	4.NBT.6	5.I can solve a division equation using basic facts fluently.	$6/3 = 2$
			6.I can use repeated subtraction and sharing as a strategy to solve a division equation.	$36 \div 6 =$ 
			7.I can explain the difference between the measurement and partitive property.	Measurement- I have 10 apples. If I put 2 apples in each basket how many baskets can I fill? Partitive-I have 10 apples. I want to give them to 5 friends. How many apples does each friend get?
			8.I can explain what "decompose" means and show how to use it in division.	Decompose means to break apart.
			9.I can explain the difference between a "quotient" and a "remainder".	Problem: I have 13 cookies. I am going to give them to 3 friends. How many will each friend get? Quotient: How many cookies the friends get (4) Remainder: How many are left (1)
			10.I can create a multiplication/division fact family.	Given 3, 7, 21 $3 \times 7 = 21$ $7 \times 3 = 21$ $21 / 7 = 3$ $21 / 3 = 7$

Numbers and Operations – Fractions	Equivalent Fractions 12/1-12/12	4.NF.2	11.I can explain what an equivalent fraction is.	Two fractions that are the same size, but have different numbers of pieces.
			12.I can explain what the identity property of multiplication is and show how it is used to create equivalent fractions.	Anything multiplied by 1 is the same number or the same amount. $\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$
			13.I can recognize and create equivalent fractions using pictures and models.	
Numbers and Fractions	Decimal Notation for Fractions 12/15-12/19	4.NF.6	14.I can explain how a decimal compares to a fraction.	Decimals and fractions are both parts of a whole.
			15.I can write a decimal in fraction form.	.25 is twenty-five hundredths, 25/100 is twenty-five hundredths.
			16.I can write decimals and their equivalent fractions.	.25=25/100, .2 = 2/10
Numbers and Operations- Fractions	Adding & Subtracting Fractions	4.NF.3	17.I can add and subtract fractions with like denominators.	$\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ $\frac{6}{8} - \frac{5}{8} = \frac{1}{8}$
			18.I can explain what a mixed number is.	A mixed number is a whole number and a fraction.
			19.I can explain and show what a unit fraction is.	A unit fraction is where the numerator is one and the denominator is a whole integer. 1/2, 1/3, 1/4 and so on.
			20.I can decompose fractions in multiple ways.	$\frac{5}{6} = (\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6})$
			21.I can add and subtract mixed numbers with like denominators in different ways.	$\frac{5}{6} + \frac{2}{6} = 1 \frac{1}{6}$
			22.I can solve word problems with fractions with like denominators.	I have 1/4 of a Kit Kat. Jill has 2/4 of a Kit Kat. How much do we have all together?
			23.I can show how to add and subtract fractions with like denominators using models.	
			24.I can show how to decompose fractions using models.	

Term 3	Concept	Core Standard	"I Can" Statements	Examples
Numbers and Operations-Fractions	Comparing Fractions 1/20-1/23	4.NF.2	1.I can explain what a fraction is.	A fraction is part of a whole.
			2.I can identify a "benchmark" fraction.	$\frac{1}{2}, \frac{1}{4}, \frac{3}{4}$
			3.I can compare two fractions with like denominators using $<$, $>$, or $=$.	$\frac{1}{4} < \frac{3}{4}, \frac{1}{3} = \frac{3}{9}, \frac{5}{6} > \frac{1}{6}$
			4.I can show a comparison of fractions with like denominators from the same whole, using models.	
	Multiplying Fractions 1/26-1/29	4.NF.4	5.I can write and solve an equation multiplying a whole number by a unit fraction.	$4 \times \frac{1}{12} = \frac{4}{12}$
			6.I can explain and use the Associative Property of Multiplication.	Different grouping results in the same product.
			7.I can solve word problems multiplying whole numbers and unit fractions using models.	I found 4 packages of Oreos. Each package was only $\frac{1}{12}$ full. What fraction of Oreos do I have?
	Adding Fractions With Unlike Denominators 1/30-2/6	4.NF.5	8.I can represent multiplication of whole numbers by unit fractions using models.	$1 \times \frac{1}{2} = \square \times \square = \frac{1}{2} \square$
			9.I can explain why common denominators are needed to add fractions.	Must have the same sized portions in order to add.
			10.I can add fractions with unlike denominators.	$\frac{1 \times 2}{3 \times 2} + \frac{1}{6} = \frac{2}{6} + \frac{1}{6} = \frac{3}{6}$ or $\frac{1 \times 2}{3 \times 2} + \frac{1}{6} = \frac{3}{6}$
Measurement & Data	4.MD.1	11.I can add fractions with unlike denominators using models.	$\frac{1}{2} \square + \frac{1}{6} \square = \frac{3}{6} \square + \frac{1}{6} \square = \frac{4}{6}$	
		12.I can explain the difference between standard and metric units of measurements.	Standard is what we use in the U.S. (in., ft., etc) Metric is what other countries use (cm., m., etc)	
			13.I can explain using models how units of measurement compare to one	Use rulers, scales and measuring cups to compare.

Measurement & Data	Standard & Metric Units of Measurement & Solve Problems Using Measurements 2/9-2/13		another.	
			14.I can find, create and record equivalent measurements using models.	Use rulers, scales, and measuring cups to create equal measurements.
			15.I can identify the units of measurement within the standard system.	Inches, feet, yards, miles, cups, pints quart, gallon, ounce, pound, ton
		4.MD.2	16.I can use models to solve word problems about measurement units, money and time. 17.I can correctly place simple fractions and decimals on a number line.	Use rulers, scales, measuring cups, clocks and money to solve story problems. 
	Area & Perimeter 2/17-2/20	4.MD.3	18.I can explain the difference between perimeter and area.	P=Outside edge (all sides added together) A=Inside space (length times width)
			19.I can use a model to show perimeter and area.	P=2+2+3+3 A=2 x 3
			20.I can use models to create a formula to find perimeter and area.	P=2L + 2W A=L x W
			21.I can find perimeter and area using addition, multiplication or formulas.	P=2L + 2W A=L x W
	Line Plots 2/23-2/27	4.MD.4	22.I can create and explain a line plot using whole numbers and fractions.	
			23. I can use a line plot to solve word problems.	Using the line plot above tell how many students like the colors blue and green.
24.I can use a line plot to solve fraction equations.			Using the line plot above, what fraction of students like the colors green and red?	

			25. I can use models to create a line plot to solve word problems.	Create a line plot (like the above example) using models such as: blocks, coins, tarn etc.	
			26. I can use models to create a line plot to solve fraction equations.	Same as above	
Geometry	Lines, Angles, and Classify Shapes Using Lines and Angles. 3/2-3/6		27. I can identify and draw points, line segments, rays and angles.	<ul style="list-style-type: none"> • Point • → Ray 	
			28. I can identify and draw right, acute, and obtuse angles.		
			29. I can identify and draw perpendicular and parallel lines.		
			30. I can describe how right, obtuse, acute angles and perpendicular and parallel lines fit into two-dimensional figures.		
			31. I can use models, manipulatives, and pictures to create points, lines, line segments, rays angles.	Create points, lines, line segments, rays and angles with yarn, string etc.	
	Angle Measurements	4.MD.6		32. I can use a protractor to measure angles.	
				33. I can identify benchmark angles.	$0^\circ, 90^\circ, 180^\circ, 270^\circ, 360^\circ$
				34. I can compare benchmark angles to other angles.	$0^\circ < 45^\circ, 180^\circ > 79^\circ, 270^\circ = 270^\circ$
				35. I can use comparisons to determine reasonable angle measurements.	 <p>A - 89° I know it's 89° B - 200° because it's close C - 210° to 90° ↕</p>
				36. I can represent degrees using the following symbol. ($^\circ$)	76°

Term 4	Concept	Core Standard	"I Can" Statements	Examples
	Geometric Measurement	4.MD.7 4.G.1	1. I can explain that the total angle measurement is the sum of its parts.	 <p>Total angle = 180 because $45^\circ + 45^\circ + 90^\circ = 180^\circ$</p>
			2. I can add angles together to find the sum of both angles.	 <p>Total = 105°</p>
			3. I can identify and justify the operation required to find unknown angles from a diagram, real-life problem or mathematical.	 <p>$180^\circ - 45^\circ = x$ $x = 135^\circ$ Straight line = 180°</p>
			4. I can use models, manipulatives, diagrams and equations to show additive angle measurement.	 <p>$60^\circ + 45^\circ = x$ Use a protractor for angle measurements</p>
			5. I can use models to create equations with an unknown value to find out the total measure of an angle.	 <p>$x + 60^\circ = 180^\circ$ or $180^\circ - 60^\circ = x$ $x = 120^\circ$</p>
	Circles	4.MD.5	6. I can explain different angles and identify their parts.	<p>Acute angle is between 0°-90° Right angle = 90° Obtuse angle is between 90°-180°</p>
			7. I can explain what a circle is using math vocabulary (like degrees).	<p>A circle is a 2D shape with no corners. It measures 360°.</p>
			8. I can describe the relationship between angles and circles using math vocabulary.	<p>Angles are a section of a circle, measured in degrees.</p>
			9. I can use a model to show different types of angles.	
			10. I can use models to show degrees in a circle.	 <p>Use a protractor</p>
			11. I can use models to show how to measure angles in degrees.	 <p>Use a protractor</p>