

GT Mathematics Fourth Grade – 1st Six Weeks Calendar
Irving Independent School District

Essential Questions:

- Where can I find patterns in my environment?
- How do comparisons help me understand my surroundings?
- How do I use reasoning to connect what I'm learning in school to the outside world?
- What processes and tools can I use to solve problems?
- How do I communicate what I know to others?

TEKS Knowledge & Skills	Student Expectations The student is expected to...	TAAS Objective	TAKS Objective	Grade 3	Grade 4	Grade 5	Observable Behaviors The student will...	Resources and Activities
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Number, Operation & Quantitative Reasoning	<p>4.1 The student uses place value to represent whole numbers and decimals.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use the base-ten system to find the value of a number? ▪ How do you read and write large numbers? ▪ How do you make numbers larger and smaller? 	<p>A)use place value to read, write, compare, and order whole numbers through the millions place.</p>	1	1	✓ T	✓ T	✓ T	<ul style="list-style-type: none"> ▪ draw a place value chart through millions and put numbers in the appropriate box. ▪ identify value of numbers (through 9 digits) according to position, with and without place value chart. ▪ identify the value of the different places in a number. ▪ match a numeral with its name written in words and vice versa. ▪ read and write numbers (through 9 digits) to describe real life situations. ▪ select numbers that are greater than or less than given numbers. ▪ compare numbers using symbols (<, >, =) to describe the relationship between the numbers. ▪ sequence numbers in order from greatest to least or least to greatest. ▪ sequence the order of labels or words associated with numbers, such as the names of children in order from least to greatest based on their height. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.3 Lesson 2.4</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations and Functions p 14, "Big Blank Number Line" • Relations and Functions, p53, "Telling Phone Numbers" <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Number, Operation & Quantitative Reasoning	<p>4.1 The student uses place value to represent whole numbers and decimals.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use decimals? ▪ How is money like decimals? 	<p>B)use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete models.</p>	not tested	not tested	money	✓	✓	<ul style="list-style-type: none"> ▪ draw a place value chart including decimals and put numbers in the appropriate box. ▪ identify value of decimals using concrete models. ▪ match the digits of a decimal fraction to its name written in words. ▪ read and write decimals. ▪ select decimals that are greater than or less than given decimals. ▪ describe the relationship between two given numbers using symbols (<, >, =). ▪ sequence decimal fractions using concrete models in order from greatest to least or least to greatest. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.1B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.2, 2.4 Lesson 4.1 Lesson 4.2 Lesson 4.6 Lesson 4.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations and Functions, p 14, “Big Blank Number Line” <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Number. Operation & Quantitative Reasoning</p>	<p>4.2 The student describes and compares fractional parts of whole objects or sets of objects.</p> <p>Focus Question:</p> <ul style="list-style-type: none"> How do you represent fractions greater than one? 	<p>B)model fraction quantities greater than one [using concrete materials and] pictures.</p>		<p align="center">1</p>	<p align="center">✓ T less than one</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> use concrete models to create fractions less or greater than one. use pictorial models to create fractions less or greater than one. match models of fractions with the correct fractions. use concrete models to demonstrate how to make a whole out of fractional parts. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.2B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p>Number, Operation & Quantitative Reasoning</p>	<p>4.3 The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you know when to add and when to subtract? ▪ How can addition and subtraction help you solve problems? ▪ How can you model addition and subtraction of decimals using objects and pictures? 	<p>A)use addition and subtraction to solve problems involving whole numbers.</p>	<p>6 7 11</p>	<p>1</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<p align="center">whole numbers & decimals</p> <ul style="list-style-type: none"> ▪ write and solve problems. ▪ solve addition or subtraction problems using numbers written in tables or charts. ▪ solve addition or subtraction problems that contain money. ▪ select an appropriate strategy or combination of strategies to solve addition problems using whole numbers. ▪ select an appropriate strategy or combination of strategies to solve subtraction problems using whole numbers. ▪ perform multiple steps to solve problems that include one or more arithmetic operations. ▪ use inverse operations to check the accuracy of the solution. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.3A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.7 Lesson 2.9</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Number Concepts 45 “Zero Wins” • Number Concepts 46 “The Strange Number” • Relations and Functions 30 “Palindromes” <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Geometry & Spatial Reasoning</p>	<p>4.8 The student identifies and describes lines, shapes, and solids using formal geometric language.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> What is the difference between right, acute and obtuse angles? 	<p>A) identify right, acute, and obtuse angles.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> draw right, acute and obtuse angles. measure right, acute and obtuse angles. identify the attributes of right, acute and obtuse angles. identify right, acute and obtuse angles shown as part of complex figures. predict if an angle is right, acute or obtuse then measure to test the prediction. compare angles to determine if an angles is greater than, less than or the same as a given angle. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.8A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 1.3 Lesson 6.7, 6.8</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Geometry & Spatial Reasoning</p>	<p>4.8 The student identifies and describes lines, shapes, and solids using formal geometric language.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How are parallel and perpendicular lines different? 	<p>A) identify models of parallel and perpendicular lines.</p>	<p align="center">3</p>	<p align="center">3</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">identify these attributes in shapes</p> <ul style="list-style-type: none"> draw examples of parallel lines. draw examples of perpendicular lines. demonstrate the relationship between perpendicular lines and right angles. identify parallel and perpendicular lines shown as part of complex figures. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.8B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 1.2, 1.4 Lessons 6.7, 6.9, 6.10</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Geometry & Spatial Reasoning	<p>4.8 The student identifies and describes lines, shapes, and solids using formal geometric language.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> What attributes do you use to compare shapes and solids? 	<p>A)describe shapes and solids in terms of vertices, edges, and faces.</p>	<p>3</p>	<p>3</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> label vertices, edges and faces of shapes and solids. name the shape that fits a set of given attributes, such as fewer than 12 edges or 8 faces and 12 edges. identify shapes or solids shown individually or as part of complex figures. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.8C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 1.5 Lesson 6.7 Lessons 11.2, 11.3</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Probability & Statistics</p>	<p>4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><u>Focus Question:</u></p> <ul style="list-style-type: none"> How can you understand what a bar graph is telling you? 	<p>C) interpret bar graphs.</p>	<p>5 12</p>	<p>5</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> use data and create a bar graph. label the graph, including the data presented, such as the value of each bar. read information from a graph to answer question, such as combining information, separating information, comparing information or performing arithmetic operation with the information. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.13C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.8 Lesson 5.11 Lesson 8.1 Lessons 12.1, 12.2, 12.3</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Underlying Processes & Mathematical Tools</p>	<p>4.14 The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How can you explain your plan for solving the problem? ▪ Could you solve your problem in another way? ▪ Did your solution to the problem make sense? 	<p>A)identify the mathematics in everyday situations.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ determine which operation to use in a word problem. ▪ use everyday situations such as grocery store ad, newspapers, party planning, etc., to write and solve math problems. ▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc. ▪ identify and restate the question in own words to demonstrate understanding of the problem. ▪ implement a plan and communicate why it is an appropriate choice. ▪ solve problems in more than one way to evaluate for reasonableness. ▪ select an expression or number sentence that represents the problem situation or will solve the problem. ▪ solve problems requiring multiple steps. ▪ solve problems that have extraneous information. ▪ identify information that is needed to solve a problem. ▪ solve problem that may involve a range of numbers. ▪ use the inverse operation to check for accuracy of arithmetic. ▪ use available manipulatives, calculators, measurement tools, etc., to solve problems. ▪ describe the next step or a missing step that would be more appropriate. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.14A Assessment Connection 4.14B Assessment Connection 4.14C Assessment Connection 4.14D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr 4.14B Lesson 3.7 4.14C Lesson 3.7 4.14D Lessons 1.6, 1.7, 1.8 Lesson 3.6 Lesson 8.2</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
		<p>B)use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>		
		<p>C)select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>		
		<p>D)use tools such as real objects, manipulatives, and technology to solve problems.</p>	<p align="center">not tested</p>	<p align="center">not tested</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>		

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Underlying Processes & Mathematical Tools	4.15 The student communicates about Grade 4 mathematics using informal language.	A)explain and record observations using objects, words, pictures, numbers, and technology.	not tested	not tested	✓	✓	✓	<ul style="list-style-type: none"> ▪ explain verbally and in writing your understanding of the problem situation. ▪ illustrate word problems and explain strategies to solve the problem. ▪ identify words to describe mathematical concepts and actions. ▪ understand and demonstrate varied ways to express the same thing (such as, half past one and 1:30; quarter after 2 and 2:15, etc.). ▪ write and understand mathematical symbols such as \$, \$.00, +, -. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.15A Assessment Connection 4.15 B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr 4.15A Lessons 2.5 and 12.6 4.15B Lesson 5.8</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How could you teach someone to solve the problem? ▪ How could you teach others about your solution to his problem? 	B)relate informal language to mathematical language and symbols.	not tested	6	✓ T	✓ T	✓ T		

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<p align="center">Underlying Processes & Mathematical Tools</p>	<p>4.16 The student uses logical reasoning to make sense of his or her world.</p>	<p>A)make generalization from patterns or sets of examples and nonexamples.</p>		<p align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ identify similarities and differences in sets of examples ▪ group numbers or objects according to the commonalities and justify the groups ▪ draw conclusions from given data. ▪ explain reasonableness of an answer such as using addition to check subtraction, checking if your solution matches your estimate or using T-charts to recognize and continue patterns 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.16A Assessment Connection 4.16B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr</p> <p>4.16A Lessons 3.10, 3.11, 12.3</p> <p>4.16B Lessons 3.8, 3.9, 3.11, 12.3, 12.4, 12.5</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you decide what information you need/do not need to solve the problem? ▪ How do you prove that an answer is/is not reasonable? 	<p>B)justify why answer is reasonable and explain the solution process.</p>	<p align="center">not tested</p>	<p align="center">not tested</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>		

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Probability & Statistics	<p>5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do graphs help you understand information? ▪ How do the range and median help you interpret data? 	B)describe characteristics of data presented in tables and graphs including the shape and spread of the data and the middle number.	5	5			✓ T <ul style="list-style-type: none"> ▪ gather, organize, and display data so that it is easy to understand. ▪ determine the median (middle number) of data. ▪ determine the range (spread) of data. ▪ describe characteristics of the data in word form or in number form, such as how many more or how many less. ▪ interpret the data represented in a graph. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.13B</p> <p>Clarifying Lesson “Springy Legs”</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.6 Everyday Mathematics 5th gr Lesson 2.5</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Probability & Statistics	<p>5.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to:</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> How do you select the correct type of graph to interpret data? 	<p>C)graph a given set of data using an appropriate graphical representation such as a picture or line.</p>	<p>5</p>	<p>5</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> select the appropriate graph, (such as pictographs, bar, number-line, or broken-line graphs, Venn diagrams, or scatterplots) to represent data. create an appropriate graph from a given set of data. label graphs accurately, including title, x and y axis titles, values of lines or bars, and key). 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.13C</p> <p>Clarifying Lesson “Alphabet Frequency” “Springy Legs”</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 2.6 Everyday Mathematics 5th gr Lesson 6.3 Lesson 6.4 Lesson 12.7</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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