

**GT Mathematics Fourth Grade – 2nd Six Weeks Calendar
Irving Independent School District**

<p align="center">TEKS Knowledge & Skills</p>	<p align="center">Student Expectations The student is expected to...</p>	<p align="center">TAAS Objective</p>	<p align="center">TAKS Objective</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center">Grade 5</p>	<p align="center">Observable Behaviors The student will...</p>	<p align="center">Resources and Activities</p>
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<p>Number, Operation & Quantitative Reasoning</p>	<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>	<p>not tested</p>	<p>not tested</p>	<p>money</p>	<p>></p>	<p>></p>	<p>></p> <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 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 Exemplars</u></p> <ul style="list-style-type: none"> "Got Milk?" CD II (4.1B)
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<p align="center">Number, Operation & Quantitative Reasoning</p>	<p>4.3 The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.</p> <p><u>Focus Questions:</u></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>B)add and subtract decimals to the hundredths place [using concrete] and pictorial models.</p>	<p>6 7</p>	<p>1</p>		<p>✓ T</p>	<p>✓ T</p>	<p>abstract</p> <ul style="list-style-type: none"> ▪ add decimals using concrete and pictorial models. ▪ subtract decimals using concrete and pictorial models. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.3B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 4.4 Lesson 4.5</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>
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✓ = Objectives taught
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<p align="center">Number, Operation & Quantitative Reasoning</p>	<p>4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How can models help you understand factors and products? 	<p>A)model factors and products using arrays and area models.</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">✓</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> build an array that represents given multiplication facts. write multiplication number sentences to represent given arrays. explain the relationship between factors of a number and the shape of the array. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.4A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 5.5 Lesson 5.6 Lesson 5.7</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> Number Concepts 25 "Let's Make Arrays" <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>4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How can models help you understand factors? 	<p>C)recall and apply multiplication [and division] facts through 12 x 12.</p>	<p>8</p>	<p>1</p>	<p>✓</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ solve problems that use the basic multiplication facts. ▪ create and solve problems to match a given multiplication fact. ▪ select an appropriate strategy or combination of strategies to solve multiplication problems. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.4C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 3.1, 3.2, 3.3 Lesson 5.1</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations and Function 34 “Multiplication Table Patterns” • Relations and Function 55 “Plaids” <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>4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you know when to multiply and when to divide? ▪ How can you model multiplication and division using pictures, words and number sentences? ▪ How can multiplication and division help you solve problems? 	<p>D)use multiplication to solve problems involving two-digit numbers.</p>	<p>8 11</p>	<p>1</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ write and solve problems. ▪ multiply numbers (2-digit by 2-digit). ▪ select an appropriate strategy or combination of strategies to solve multiplication problems involving two-digit numbers. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.4D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 5.2, 5.5, 5.6, 5.7 Lesson 9.8</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 Exemplars</u></p> <ul style="list-style-type: none"> ▪ "Valentine's Day Cards" CDII (4.4D) ▪ "A Stinky Situation" CD II (4.4D) ▪ "Starring the Washington Monument" CDII (4.4D)
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					> T	> T	> T		
Number, Operation & Quantitative Reasoning	<p>4.5 The student estimates to determine reasonable results.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you round a number to the nearest thousand? ▪ How do you use rounding to estimate products and quotients? ▪ How can you decide if your answer is reasonable? 	<p>A)round whole numbers to the nearest ten, hundred, or thousands to approximate reasonable results in problem situations.</p>	<p>10 13</p>	<p>1</p>	> T	> T	> T	<ul style="list-style-type: none"> ▪ round a number (up to 6-digits) to a given place. ▪ identify “friendly” numbers to use as compatible numbers. ▪ solve problems by rounding numbers or using compatible numbers when appropriate before performing any computations. ▪ round numbers to the highest place value of the smallest number used in computation when solving addition and subtraction problems. ▪ round numbers to the highest place value of each number when solving multiplication and division problems. ▪ find the estimated answer that fits within a range of numbers. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.5A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 5.3, 5.10</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>
					to thousands	decimals			

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<p>Number, Operation & Quantitative Reasoning</p>	<p>4.5 The student estimates to determine reasonable results.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you round a number to the nearest thousand? ▪ How do you use rounding to estimate products and quotients? ▪ How can you decide if your answer is reasonable? 	<p>B)estimate a product or quotient beyond basic facts.</p>	<p>10 13</p>	<p>1</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ round numbers before performing any computations using appropriate rounding rules. ▪ round numbers to the highest place value of each number to solve multiplication problems. ▪ round numbers to the highest place value of each number to solve division problems. ▪ find the estimated answer that fits within a range of numbers. ▪ compare the estimate and the answer for reasonableness. ▪ identify “friendly” numbers to use as compatible numbers. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.5B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 4.3 Lesson 5.4</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>4.10 The student recognizes the connection between numbers and points on a number line.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you find a number on a number line? ▪ Where are decimals located in a number in relation to whole numbers? 	<p>A)locate and name points on a number line using whole numbers, decimals such as tenths.</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"> ▪ complete a partially labeled number line. ▪ place whole numbers and decimals on partially labeled number lines. ▪ determine the intervals on a labeled or partially labeled number line. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.10A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 4.10</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>
					<p align="center">whole numbers and halves</p>			

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<p align="center">Measurement</p>	<p>4.12 The student applies measurement concepts.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How are area and perimeter different? ▪ What algorithms could you use to find perimeter and area of a shape? ▪ What happens to the perimeter and are when the dimensions of the shape change? ▪ What strategies could you use to solve problems using perimeter, time, temperature and area? 	<p>A)measure to solve problems involving length, including perimeter, time, temperature, and area.</p>	<p>4 11</p>	<p>4</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ measure the perimeter of given shapes to solve problems. ▪ calculate the perimeter of given shapes to solve problems. ▪ measure the area of given shapes to solve problems. ▪ calculate the area of given shapes to solve problems. ▪ use pictorial representations to find the area of a given shape. ▪ investigate the relationship between the perimeter and the area. ▪ solve problems involving elapsed time. ▪ solve problems involving calculating changes in temperature. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.12A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 4.7, 4.8, 4.9 Lessons 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 Lesson 11.7</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 Questions:</u></p> <ul style="list-style-type: none"> ▪ How can an organized list help you find all possible outcomes of an experiment? ▪ How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes? 	<p>A)list all possible outcomes of a probability experiment such as tossing a coin.</p>	<p>5</p>	<p>5</p>	<p>more/less likely</p>	<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</p> <ul style="list-style-type: none"> ▪ name all possible outcomes of an experiment, such as the sums two through twelve when rolling two dice. ▪ display all possible outcomes of an experiment in the form of lists, tables or diagrams. ▪ name one or more missing outcomes from a given set of possible outcomes. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.13A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 5.11 Lessons 7.11, 7.12. Lesson 8.1 Lesson 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">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>
					<p>✓ T</p>	<p>✓ T</p>	<p>✓ T</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 Grandfather's Tang's CD 1 4.8 A,B,C Stained Glass Surprise, CDI, 4.8 Sandbox for Geoffrey, CDI, 4.8 Presents, CDI 4.3A What's the Problem, CDI, 4.3A Valentine Candy Challenge, CDI, 4.13C</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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<p align="center">Underlying Processes & Mathematical Tools</p>	<p>4.15 The student communicates about Grade 4 mathematics using informal language.</p>	<p>A)explain and record observations using objects, words, pictures, numbers, and technology.</p>	<p>not tested</p>	<p>not tested</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>	<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>Focus Questions:</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? 	<p>B)relate informal language to mathematical language and symbols.</p>	<p>not tested</p>	<p>6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>		

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				✓ T	✓ T	✓ T		
Underlying Processes & Mathematical Tools 4.16 The student uses logical reasoning to make sense of his or her world. <u>Focus Questions:</u> <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? 	A)make generalization from patterns or sets of examples and nonexamples.		6	✓ T	✓ T	✓ T	<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 	<u>Mathematics Toolkit</u> Assessment Connection 4.16A Assessment Connection 4.16B Clarifying Activity: <u>Textbook</u> Everyday Mathematics 4 th gr 4.16A Lessons 3.10, 3.11, 12.3 4.16B Lessons 3.8, 3.9, 3.11, 12.3, 12.4, 12.5 <u>TexTeam Activities</u> • <u>Other Resources</u> Target the Question Software Exemplars
	B)justify why answer is reasonable and explain the solution process.	not tested	not tested	✓	✓	✓		

✓ = Objectives taught
T = Objectives tested on TAKS

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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>5.1 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 put numbers in order from largest to smallest or least to greatest? ▪ How do you make numbers larger or smaller? 	<p>B) place value to read, write, compare, and order decimals through the thousandths place.</p>	<p align="center">1</p>	<p align="center">1</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ match a digit in a number with its place value. ▪ match a number with its name written in words. ▪ select decimals that are greater than given decimals. ▪ select decimals that are less than given decimals. ▪ sequence decimals in a list in order from greatest to least and least to greatest. ▪ sequence the labels associated with numbers in order from least to greatest and greatest to least. ▪ identify decimals on a number line. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.1 B</p> <p><u>Textbook</u> Everyday Mathematics Lesson 2.2</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Number Concepts p 11 “Exchange with Base Ten Blocks” • Relations and Functions p 14 “Big Blank Number Line” <p><u>Other Resources</u> Target the Question</p> <p><u>Software Exemplars</u></p> <p>a</p>
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 T = Objectives tested on TAKS

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<p align="center">TEKS Knowledge & Skills</p>	<p align="center">Student Expectations The student is expected to...</p>	<p align="center">TAAS Objective</p>	<p align="center">TAKS Objective</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center">Grade 5</p>	<p align="center">Observable Behaviors The student will...</p>	<p align="center">Resources and Activities</p>
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<p>Patterns, Relationships, & Algebraic Thinking</p>	<p>4 6 The student uses patterns in multiplication, and division. .</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do patterns help you in multiplication? 	<p>C) use patterns to multiply by 10 and 100</p>		<p align="center">2</p>	<p align="center">Concrete and pictorial</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ Extend basic multiplication facts to multiplying by 10. ▪ Extend basic multiplication facts to multiplying by 100. 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.6C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 5.9</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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