

GT Mathematics Fourth Grade – 3rd 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>4.2 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 equivalent fractions? | <p>A)generate equivalent fractions using [concrete and] pictorial models.</p> | 1 | 1 | ↘ | ↘ T | ↘ T | <ul style="list-style-type: none"> ▪ use concrete models to create equivalent fractions. ▪ use pictorial models to create equivalent fractions. ▪ draw pictures of fractions that represent equivalent fractions. ▪ select a pair of models that are shaded to show equivalent fractions. ▪ select a model that is shaded to show a fraction that is equivalent to a given fraction or to the shaded portion of another model. ▪ select an equivalent fraction when given a fraction. ▪ select an expression or equation showing the relationship between the shaded portions of two equivalent fraction models. ▪ identify fractions that are not equivalent to a given pictorial representation. ▪ identify patterns in a list of equivalent fractions. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.2A</p> <p>Clarifying Activity:</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <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>4.2 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>C)compare and order fractions using [concrete and] pictorial models.</p> | <p align="center">1</p> | <p align="center">1</p> | <p align="center">T</p> | <p align="center">T</p> | <p align="center">T</p> | <p align="center">abstract/problem solving</p> <ul style="list-style-type: none"> use concrete models to compare fractions quantities less and greater than one. use concrete models to order fractions of quantities less and greater than one. use pictorial models to compare fractions of quantities less and greater than one. use pictorial models to order fractions quantities less and greater than one. compare two fractions to find which one is greater using symbols (<, >, =) to describe the relationship. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.2C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gt Lesson 7.6, 7.7</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>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 are decimals and fractions related? | <p>D) relate decimals to fraction that name tenths and hundredths using models.</p> | <p align="center">1</p> | <p align="center">1</p> | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <p align="center">thousands</p> <ul style="list-style-type: none"> represent a decimal using base-ten blocks. match models of decimals to fractions that name tenths and hundredths. match a model of a fraction to a decimal. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.2D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gt Lessons 7.8, 7.9, 7.10, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</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>a)</p> | | | <p align="center">basic facts</p> | | | <p align="center">▪</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 does rounding help you estimate the answer to a problem? ▪ How can you model multiplication and division using pictures, words and number sentences? ▪ How can multiplication and division help you solve problems? | <p>E) use division to solve problems involving one-digit divisors.</p> | <p>9 11</p> | <p>1</p> | <p>✓ T</p> <p align="center">models</p> | <p>✓ T</p> | <p>✓ T</p> <p align="center">two-digit divisors</p> | <ul style="list-style-type: none"> ▪ write and solve problems. ▪ divide numbers with single-digit divisors without remainders. ▪ divide numbers with single-digit divisors with remainders. ▪ select an appropriate strategy or combination of strategies to solve division problems using whole numbers. ▪ estimate the quotient before calculating the answer. ▪ compare the estimate and the answer for reasonableness. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.4E</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 6.1, 6.2, 6.3, 6.4, 9.9</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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| <p align="center">Patterns, Relationships & Algebraic Thinking</p> | <p>4.7 The student uses organizational structures to analyze and describe patterns and relationships.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How are sets of ordered pairs related? ▪ Where can you find related-number patterns? | <p>A)describe the relationship between two sets of related data such as ordered pairs in a table.</p> | <p align="center">2</p> | <p align="center">2</p> | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <ul style="list-style-type: none"> ▪ complete missing information and/or extend given information on tables. ▪ explain the relationship of number pairs in tables based on real-life situations. ▪ write a number sentence to represent the relationship between sets of related data. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.7A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 6.5</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations and Functions, p 8, “Fancy Flights of Four” • Relations and Functions, p. 16, “Geometric Numbers” • Relations and Functions, p. 51, “Am I Related to Myself?” <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 is the difference between right, acute and obtuse angles? | <p>A) identify right, acute, and obtuse angles.</p> | 3 | 3 | | ✓ T | ✓ T | <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, 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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| 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"> How are parallel and perpendicular lines different? | B)identify models of parallel and perpendicular lines. | 3 | 3 | | ✓ | T | <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, 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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| <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>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What attributes do you use to compare shapes and solids? | <p>C)describe shapes and solids in terms of vertices, edges, and faces.</p> | <p align="center">3</p> | <p align="center">3</p> | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <p align="center">✓ 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, 6.7, 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">Geometry & Spatial Reasoning</p> | <p>4.9 The student connects transformations to congruence and symmetry.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How can you show transformations using concrete models? | <p>A) demonstrate translations, reflections, and rotations using concrete models.</p> | <p>not tested</p> | <p>not tested</p> | <p align="center">✓</p> | <p align="center">T</p> | <ul style="list-style-type: none"> use concrete models to create designs and show translation of the designs. use concrete models to create designs and show reflections of the designs. use concrete models to create designs and show rotations of the designs. match concrete representation of a transformation with its name. select the set of models that demonstrates a given transformation. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.9A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 6.7, 10.1, 10.2. 10.3</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 align="center">abstract</p> | | | | | | | |

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| <p align="center">Geometry & Spatial Reasoning</p> | <p>4.9 The student connects transformations to congruence and symmetry.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> How can transformations of shapes help you identify congruency and symmetry? | <p>B)use translations, reflections, and rotations to verify that two shapes are congruent.</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"> use translations of given shapes to determine if the shapes are congruent. use reflections of given shapes to determine if the shapes are congruent. use rotations of given shapes to determine if the shapes are congruent. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.9B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 6.6, 10.4, 10.5, 10.6</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>✓ 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, 7.11, 7.12, 8.1, 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>Focus Questions:</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>B)use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin.</p> | | <p align="center">5</p> | <p align="center">✓ T</p> | <p align="center">✓ T</p> | <ul style="list-style-type: none"> ▪ use a pair of numbers to describe the favorable outcomes of an experiment. ▪ conduct an experiment, gather data and use a pair of numbers to describe the outcomes. ▪ use a pair of numbers to predict the outcome of an experiment, after conducting the first part of the experiment. | <p><u>Mathematics Toolkit</u> Assessment Connection 4.1A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 5.1, 7.11, 7.12, 8.1, 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 4.14 C Assessment Connection 4.14 D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr 4.14 B Lesson 3.7 4.14 C Lesson 3.7 4.14 D Lesson 1.6, 1.7, 1.8, 3.6, 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 Exemplars</u></p> <ul style="list-style-type: none"> • “Equal Snacks” CDI (4.6A) • “M & M Cookie Combos” CD II, (4.16A) • “I Did-A-Read”, CDI (4.5) • “Filling the Pool”, CDI (4.12) • “Two Inch Squares” CD I, (4.12) |
| | | <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> | | |

✓ = Objectives taught
T = Objectives tested on TAKS

GT Mathematics Fourth Grade – 3rd Six Weeks Calendar
Irving Independent School District

| 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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| Underlying Processes & Mathematical Tools | <p>4.15 The student communicates about Grade 4 mathematics using informal language.</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? | 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 4.15B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4th gr 4.15A Lessons 2.5, 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> |
| | b) relate informal language to mathematical language and symbols. | not tested | 6 | ✓ T | ✓ T | ✓ T | | | |

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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 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>Focus Questions:</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>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 4.16A Lessons 3.10, 3.11, 12.3 4.14B 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 Exemplars</u></p> <ul style="list-style-type: none"> • • |
| | <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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| <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>5.2 The student uses fractions in problem-solving situations.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How can you tell if two different fractions are the same size? | <p>A)generate equivalent fractions.</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"> ▪ use models to create examples of equivalent fractions. ▪ draw pictures of objects or fractions that represent equivalent fractions. ▪ select fractions that are not equivalent to given fractions. ▪ write fractions in simplest form. | <p><u>Mathematics Toolkit</u> Assessment Connection 5.2A</p> <p>Clarifying Lesson: "Alphabet Frequency"</p> <p><u>Textbook</u> Everyday Mathematics 4th grade Lesson 7.6, 7.7</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Number Concepts p 47 "Completing the Square" • Number Concepts p 64 "Fraction Expedition" • Number Concepts p 67 "Build a Whole" • Relationships and Functions p 11 "Fractions with Playing Cards" <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p> |
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| <p align="center">Geometry and Spatial Reasoning</p> | <p>5.9 The student recognizes the connection between ordered pairs of numbers and locations of points on a plane.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ How do you locate points on a grid? | <p>A)locate and name points on a coordinate grid using ordered pairs of whole numbers.</p> | <p align="center">3</p> | <p align="center">3</p> | | | <p align="center">T ✓</p> <ul style="list-style-type: none"> ▪ identify the x and y axis of a coordinate grid. ▪ identify the numbers in an ordered pair (which represents the x axis and the y axis?). ▪ match a point in the first quadrant of a coordinate grid with its ordered pair. | <p><u>Mathematics Toolkit</u> Assessment Connection 5.9A</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 6.5</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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