

**GT Mathematics Fourth Grade – 4th 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?

<b>TEKS Knowledge &amp; Skills</b>	<b>Student Expectations</b> The student is expected to...	TAAS Objective	TAKS Objective	Grade 3	Grade 4	Grade 5	<b>Observable Behaviors</b> The student will...	<b>Resources and Activities</b>
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<b>Number, Operation &amp; Quantitative Reasoning</b>	<p>4.2 The student describes and compares fractional parts of whole objects or sets of objects.</p> <p><b>Focus Question:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How are decimals and fractions related?</b></li> </ul>						<ul style="list-style-type: none"> <li>▪ represent a decimal using base-ten blocks.</li> <li>▪ match models of decimals to fractions that name tenths and hundredths.</li> <li>▪ match a model of a fraction to a decimal.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.2D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lessons 7.8, 7.9, 7.10 Lessons 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</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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<p><b>Number, Operation &amp; Quantitative Reasoning</b></p>	<p>4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How do you know when to multiply and when to divide?</li> <li>▪ How can you model multiplication and division using pictures, words and number sentences?</li> <li>▪ How can multiplication and division help you solve problems?</li> </ul>	<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"> <li>▪ write and solve problems.</li> <li>▪ multiply numbers (2-digit by 2-digit).</li> <li>▪ select an appropriate strategy or combination of strategies to solve multiplication problems involving two-digit numbers.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.4D</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lesson 5,2., 5.5, 5.6, 5.7 Lesson 9.8</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Number, Operation &amp; Quantitative Reasoning</b></p>	<p>4.4 The student multiplies and divides to solve meaningful problems involving whole numbers.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How does rounding help you estimate the answer to a problem?</b></li> <li>▪ <b>How can you model multiplication and division using pictures, words and number sentences?</b></li> <li>▪ <b>How can multiplication and division help you solve problems?</b></li> </ul>	<p>E)use division to solve problems involving one-digit divisors.</p>	<p align="center">9 11</p>	<p align="center">1</p>	<p align="center">✓ T</p> <p align="center">models</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p> <p align="center">two-digit divisors</p>	<ul style="list-style-type: none"> <li>▪ write and solve problems.</li> <li>▪ divide numbers with single-digit divisors without remainders.</li> <li>▪ divide numbers with single-digit divisors with remainders.</li> <li>▪ select an appropriate strategy or combination of strategies to solve division problems using whole numbers.</li> <li>▪ estimate the quotient before calculating the answer.</li> <li>▪ compare the estimate and the answer for reasonableness.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.4E</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lesson 6.1, 6.2, 6.3, 6.4 Lesson 9.9</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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<p align="center"><b>Measurement</b></p>	<p>4.12 The student applies measurement concepts.</p> <p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>How are area and perimeter different?</b></li> <li>▪ <b>What algorithms could you use to find perimeter and area of a shape?</b></li> <li>▪ <b>What happens to the perimeter and are when the dimensions of the shape change?</b></li> <li>▪ <b>What strategies could you use to solve problems using perimeter, time, temperature and area?</b></li> </ul>	<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"> <li>▪ measure the perimeter of given shapes to solve problems.</li> <li>▪ calculate the perimeter of given shapes to solve problems.</li> <li>▪ measure the area of given shapes to solve problems.</li> <li>▪ calculate the area of given shapes to solve problems.</li> <li>▪ use pictorial representations to find the area of a given shape.</li> <li>▪ investigate the relationship between the perimeter and the area.</li> <li>▪ solve problems involving elapsed time.</li> <li>▪ solve problems involving calculating changes in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.12A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lessons 4.7, 4.8, 4.9 Lessons 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 Lwaaon 11.7</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<p align="center"><b>Probability &amp; Statistics</b></p>	<p>4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How can an organized list help you find all possible outcomes of an experiment?</b></li> <li>▪ <b>How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes?</b></li> </ul>	<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"> <li>▪ name all possible outcomes of an experiment, such as the sums two through twelve when rolling two dice.</li> <li>▪ display all possible outcomes of an experiment in the form of lists, tables or diagrams.</li> <li>▪ name one or more missing outcomes from a given set of possible outcomes.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.13A</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> 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"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p><b>Probability &amp; Statistics</b></p>	<p>4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How can an organized list help you find all possible outcomes of an experiment?</b></li> <li>▪ <b>How can pairs of numbers help you understand the relationship between a favorable outcome and all possible outcomes?</b></li> </ul>	<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>		5		> T	<p style="text-align: center;">fractions</p> <ul style="list-style-type: none"> <li>▪ use a pair of numbers to describe the favorable outcomes of an experiment.</li> <li>▪ conduct an experiment, gather data and use a pair of numbers to describe the outcomes.</li> <li>▪ use a pair of numbers to predict the outcome of an experiment, after conducting the first part of the experiment.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.13B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> 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"> <li>•</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<p align="center"><b>Probability &amp; Statistics</b></p>	<p>4.13 The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p><b>Focus Question:</b></p> <ul style="list-style-type: none"> <li>How can you understand what a bar graph is telling you?</li> </ul>	<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"> <li>use data and create a bar graph.</li> <li>label the graph, including the data presented, such as the value of each bar.</li> <li>read information from a graph to answer question, such as combining information, separating information, comparing information or performing arithmetic operation with the information.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.13C</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lesson 2.8, 5.11, 8.1, 12.1, 12.2, 12.3</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li>Relations</li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center"><b>Underlying Processes &amp; Mathematical Tools</b></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><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How can you explain your plan for solving the problem?</b></li> <li>▪ <b>Could you solve your problem in another way?</b></li> <li>▪ <b>Did your solution to the problem make sense?</b></li> </ul>	<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"> <li>▪ determine which operation to use in a word problem.</li> <li>▪ use everyday situations such as grocery store ad, newspapers, party planning, etc., to write and solve math problems.</li> <li>▪ collect samples of math situations to show math in everyday life, such as can labels, geometric patterns, etc.</li> <li>▪ identify and restate the question in own words to demonstrate understanding of the problem.</li> <li>▪ implement a plan and communicate why it is an appropriate choice.</li> <li>▪ solve problems in more than one way to evaluate for reasonableness.</li> <li>▪ select an expression or number sentence that represents the problem situation or will solve the problem.</li> <li>▪ solve problems requiring multiple steps.</li> <li>▪ solve problems that have extraneous information.</li> <li>▪ identify information that is needed to solve a problem.</li> <li>▪ solve problem that may involve a range of numbers.</li> <li>▪ use the inverse operation to check for accuracy of arithmetic.</li> <li>▪ use available manipulatives, calculators, measurement tools, etc., to solve problems.</li> <li>▪ describe the next step or a missing step that would be more appropriate.</li> </ul>	<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 4<sup>th</sup> gr 4.14B Lesson 3.7 4.14C Lesson 3.7 4.14D Lessons 1.6, 1.7, 1.8., 3.6, 8.2</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software Exemplars</u> "Return of Pandas" CD 1, (4.4) "Another Domino Dilemma" CD 1 (4.4) "Feverish Freddy" CD 2 (4.9) "Got Milk" CD 2 (4.4B) "Meddling with the Medals" CD 1 (4.4B)</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"><b>Underlying Processes &amp; Mathematical Tools</b></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"> <li>▪ explain verbally and in writing your understanding of the problem situation.</li> <li>▪ illustrate word problems and explain strategies to solve the problem.</li> <li>▪ identify words to describe mathematical concepts and actions.</li> <li>▪ 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.).</li> <li>▪ write and understand mathematical symbols such as \$, \$.00, +, -.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 4.15A Assessment Connection 4.15B</p> <p>Clarifying Activity:</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr 4.15A Lessons 2.5, 12.6 4.15B Lesson 5.8</p> <p><u>TexTeam Activities</u></p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
	<p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ How could you teach someone to solve the problem?</li> <li>▪ How could you teach others about your solution to his problem?</li> </ul>	<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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<p align="center"><b>Underlying Processes &amp; Mathematical Tools</b></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>		<p><u>Mathematics Toolkit</u> Assessment Connection 4.16A Assessment Connctions 4.16B</p> <p>Clarifying Activity:</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> <li></li> </ul>
	<p><b><u>Focus Questions:</u></b></p> <ul style="list-style-type: none"> <li>How do you decide what information you need/do not need to solve the problem?</li> <li>How do you prove that an answer is/is not reasonable?</li> </ul>	<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>	<ul style="list-style-type: none"> <li>identify similarities and differences in sets of examples</li> <li>group numbers or objects according to the commonalties and justify the groups</li> <li>draw conclusions from given data.</li> <li>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</li> </ul>	<p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr 4.16A Lessons 3.10, 3.11, 12.3</p> <p>4.16B Lesson 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"> <li></li> </ul> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>

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<p align="center"><b>Measurement</b></p>	<p>5.11 The student applies measurement concepts.</p> <p><b>Focus Questions:</b></p> <ul style="list-style-type: none"> <li>▪ <b>How do you use measurement in your everyday life?</b></li> <li>▪ <b>How can measurement help you solve problems?</b></li> </ul>	<p>A)measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.</p>	<p align="center">4 11</p>	<p align="center">4</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> <li>▪ measure using customary units to solve problems.</li> <li>▪ measure using metric units to solve problems.</li> <li>▪ measure to find the perimeter of a shape.</li> <li>▪ measure to find the area of a shape.</li> <li>▪ choose the appropriate units for measuring the weight of objects.</li> <li>▪ choose the appropriate units for measuring the capacity of objects</li> <li>▪ solve problems involving elapsed time.</li> <li>▪ solve problems involving calculating changes in temperature.</li> </ul>	<p><u>Mathematics Toolkit</u> Assessment Connection 5.11A</p> <p>Clarifying Lesson "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics 5<sup>th</sup> gr Lesson 4.3 Lesson 9.4 Lesson 9.5 Lesson 9.6 Lesson 9.7 Lesson 10.8 Lesson 10.9 Lesson 11.6 Lesson 11.7</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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<b>TEKS</b> Knowledge & Skills	<b>Student Expectations</b> The student is expected to...	TAAS Objective	TAKS Objective	Grade 3	Grade 4	Grade 5	<b>Observable Behaviors</b> The student will...	<b>Resources and Activities</b>
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7.1 b

■	A						■	<u>Mathematics Toolkit</u> Assessment Connection  Clarifying Lesson  <u>Textbook</u> Everyday Mathematics <u>TexTeam Activities</u>  <u>Other Resources</u> Target the Question  <u>Software</u> Exemplars
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<p><b>Number, Operation, &amp; Quantitative Reasoning</b></p>	<p>7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p>A) Represent multiplication and division situations involving fractions and decimals with concrete models, pictures, words, and numbers.</p>					<p align="center">.</p>	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connection 7.2A</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lessons</p> <p><u>TexTeam Activities</u></p> <p><u>Software Exemplars</u></p>
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<p align="center"><b>Number, Operation, &amp; Quantitative Reasoning</b></p>	<p>7.2 The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p>B) Use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.</p>					<p align="center">.</p>	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connection 7.2B</p> <p><u>Textbook</u> Everyday Mathematics 4<sup>th</sup> gr Lessons</p> <p><u>TexTeam Activities</u></p> <p><u>Software</u> Ex</p>
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✓ = Objectives taught  
T = Objectives tested on TAKS