

GT Mathematics Fourth Grade –5th 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 2	Grade 3	Grade 4	Observable Behaviors The student will...	Resources and Activities
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Geometry & Spatial Reasoning	4.8 The student identifies and describes lines, shapes and using formal geometric language.	C. describe shapes and solids in terms of vertices, edges, and faces.	3	3	>	>	>	<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></p> <p>Assessment Connections 4.1A</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u></p> <p>Everyday Mathematics 4th Gr Lessons 11.2, 11.3</p> <p><u>Other Resources</u></p> <p>Target the Question</p> <p><u>Software</u></p>
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Measurement	<p>4.11 The student selects and uses appropriate weight and capacity,</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> • What measurement tools and vocabulary do you use to measure weight and capacity? • What objects are about an ounce, pound, gram? • How can measurement help you solve problems? <p>What problem solving strategies could you use to solve problems using weight and capacity?</p>	<p>A. Estimate [and measure] weight using standard units including ounces, pounds, grams, and kilograms.</p>	<p>4</p>	<p>4</p>	<p>✓ T</p>	<p>✓ T</p>	<ul style="list-style-type: none"> ▪ Measure and record weight of objects in ounces, pounds, grams and kilograms to the nearest whole unit ▪ Select unit of weight based on the size of the item ▪ Select an object that best matches a given weight ▪ Compare and explain the relationship between given units of weight ▪ Solve problems that involve weight 	<p><u>Mathematics Toolkit</u> Assessment Connection 4.11A</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Everyday Mathematics 4th Gr Lessons 11.1</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Measurement	<p>4.11 The student selects and uses appropriate weight and capacity,</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> • What measurement tools and vocabulary do you use to measure weight and capacity? • What objects are about an ounce, pound, gram? • How can measurement help you solve problems? • What problem solving strategies could you use to solve problems using weight and capacity? 	<p>b. estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.</p>	<p align="center">4</p>	<p align="center">4</p>		<p align="center">✓ T</p>	<p align="center">✓ T</p>	<ul style="list-style-type: none"> ▪ Measure and record capacity of objects in milliliters, liters, cups, pints, quarts and gallons to the nearest whole unit ▪ Select unit of capacity based on the size of the item ▪ Select an object that best matches a given capacity ▪ Compare and explain the relationship between given units of capacity ▪ Solve problems that involve capacity 	<p><u>Mathematics Toolkit</u></p> <p>Assessment Connections 4.11B</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Everyday Mathematics 4th Gr Lessons 11.7</p> <p><u>Other Resources</u></p> <p>Target the Question</p> <p><u>Software</u> Exemplar</p>
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Measurement	<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>✓ T</p>	<p>✓ T</p>	<p>✓ 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>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Everyday Mathematics 4th Gr Lessons 11.7</p> <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>		6	✓ T	✓ T	✓ T	<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 4.1A</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></p> <p><u>Exemplars</u></p> <p>Planely A Problem, CDII, 4.14A Superbowl Sunday, 4.13A, CDII Taco Spread, 4.2A CDII Great Pizza Dilemma, 4.2A, CDI Deluxe Birthday Cake 4.2A, CDI Harvest Dinner, 4.2A, CDI</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>		6	✓ T	✓ T	✓ T		
		<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>		6	✓ T	✓ T	✓ T		
		<p>d) use tools such as real objects, manipulatives, and technology to solve problems.</p>	not tested	not tested	✓	✓	✓		

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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>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 align="center">6</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<p align="center">✓ T</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>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 4.1A</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>
	<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>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">Geometry and Spatial Reasoning</p>	<p>5.7 The student generates geometric definitions using critical attributes.</p> <p><u>Focus Questions:</u></p> <ul style="list-style-type: none"> ▪ What formal language do you use to describe shapes and solids? ▪ What attributes do you use to identify and define shapes and solids? ▪ What attributes do you use to compare shapes and solids? 	<p>b. use critical attributes to define geometric shapes and solids.</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"> ▪ name polygons such as squares, rectangles, hexagons, triangles, octagons, etc. ▪ name polyhedra such as cubes, pyramids, prisms. ▪ name other shapes and solids such as circles, spheres, cones, cylinders. ▪ identify shapes or solids using their attributes (line, line segments, angles, faces, edges, vertices). ▪ group shapes or solids by like attributes. ▪ identify a shape or solid that does not have a critical attribute (non-example). 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.7B</p> <p>Clarifying Lesson "Testing for Tessellations"</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lessons 11.2, 11.3</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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Measurement	<p>5.10 The student selects and uses appropriate units and procedures to measure volume.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you measure the volume of a solid? 	<p>a) measure volume using [concrete] models of cubic units.</p>		4			<p align="center">✓ T</p> <ul style="list-style-type: none"> ▪ use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume. ▪ use a number and a unit to record the measurement. ▪ select the appropriate units of measure based on the size of the item. use cubic units, such as centimeter cubes or inch cubes, to fill objects to determine volume. ▪ use a number and a unit to record the measurement. ▪ select the appropriate units of measure based on the size of the item. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.10A</p> <p>Clarifying Lesson</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 11.4, 11.5</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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Measurement	5.11 The student applies measurement concepts. Focus Questions: <ul style="list-style-type: none"> ▪ How do you use measurement in your everyday life? ▪ How can measurement help you solve problems? 	a) measure to solve problems involving length (including perimeter), weight, capacity, time, temperature, and area.	4 11	4		> T	< T	< T	<ul style="list-style-type: none"> ▪ measure using customary units to solve problems. ▪ measure using metric units to solve problems. ▪ measure to find the perimeter of a shape. ▪ measure to find the area of a shape. ▪ choose the appropriate units for measuring the weight of objects. ▪ choose the appropriate units for measuring the capacity of objects ▪ solve problems involving elapsed time. ▪ solve problems involving calculating changes in temperature. 	<p><u>Mathematics Toolkit</u> Assessment Connection 5.11A</p> <p>Clarifying Lesson "Springy Legs"</p> <p><u>Textbook</u> Everyday Mathematics 4th gr Lesson 11.6</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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