

**GT Mathematics Fourth Grade –6th 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	4.9 The student connects transformations to congruence and symmetry. Focus Questions: <ul style="list-style-type: none"> ▪ How can you show transformations using concrete models? 	A. demonstrate translations, reflections, and rotations using concrete models.	Not tested	Not tested		>	> T abstract	<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. 	<u>Mathematics Toolkit</u> Assessment Connections 4.9 A <u>Clarifying Activity</u> <u>TexTeam Activities</u> • <u>Textbook</u> Everyday Mathematics 4 th grade Lessons 10.1, 10.2, 10.3 <u>Other Resources</u> Target the Question <u>Software</u> Exemplars
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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 4.1A</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 10.4, 10.5, 10.6</p> <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 transformations of shapes help you identify congruency and symmetry? 	<p>C. use reflections to verify that a shape has symmetry.</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 reflections of given shapes to determine if the shapes are symmetrical. 	<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>Textbook</u> Everyday Mathematics 4th Gr Lessons 10.1, 10.2, 10.3</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>Focus Questions:</p> <ul style="list-style-type: none"> ▪ What measurement tools and vocabulary do you use to measure weight and capacity? ▪ What containers hold about a milliliter, liter, cup, pint, quart and gallon? ▪ 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>4</p>	<p>4</p>		<p>✓ T</p>	<p>✓ 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> Assessment Connection 4.1A</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 gt Lesson 11.7</p> <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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Measurement	<p>4.12 The student applies measurement concepts.</p> <p>Focus Questions:</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 align="center">4 11</p>	<p align="center">4</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 4.1A</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 gt Lesson 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">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 4.1A</p> <p>Clarifying Activity:</p> <p><u>TextTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Lessons 12.1, 12.2, 12.3</p> <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>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>	<p align="center">fractions</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>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Lessons 12.1, 12.2, 12.3</p> <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 4.1A</p> <p>Clarifying Activity:</p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • Relations <p><u>Textbook</u> Lessons 12.1, 12.2, 12.3</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>Exemplars Blue Print 4.14A CD1 More for the Money 4.14 A CD 1 Playground Comm 4.12 CD 1 Carpet Caper 4.14 A CD 1 Post Office Display 4.11B CD 1 Miss Guy's Puppy Problem 4.12 CD 1</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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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, +, -. 	Textbook Everyday Mathematics 4 th gr Lesson 12.6
	<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? 	b) relate informal language to mathematical language and symbols.		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 4.1A</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 4.16 B Lessons 12.3, 12.4, 12.5</p> <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>5.8 The student models transformations.</p>	<p>A. Sketch the results of translations, rotations, and reflections</p>						<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <u>Textbook</u> Everyday Mathematics 4th gr Lessons 10.1, 10.2, 10.3, 10.4, 10.5 <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p align="center">Measurement</p>	<p>5.10 The student selects and uses appropriate units and procedures to measure volume.</p> <p><u>Focus Questions:</u></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>		<p align="center">4</p>		<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</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>5.11 The student applies measurement concepts.</p> <p>Focus Questions:</p> <ul style="list-style-type: none"> ▪ How do you use measurement in your everyday life? ▪ How can measurement help you solve problems? 	<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">no weight, no capacity</p>	<p align="center">✓ T</p>	<p align="center">✓ T</p>	<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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<p>Underlying Processes and Mathematical Tools</p>	<p>6.13 The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>B. Validate his/her conclusions using mathematical properties and relationships.</p>						<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <u>Textbook</u> Everyday Mathematics 4th gr Lesson 12.3 <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</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 2</p>	<p align="center">Grade 3</p>	<p align="center">Grade 4</p>	<p align="center">Observable Behaviors The student will...</p>	<p align="center">Resources and Activities</p>
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<p align="center">Probability and Statistics</p>	<p>6.10 The student uses statistical representations to analyze data</p>	<p>D. solve problems by collecting, organizing, displaying and interpreting data.</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <u>Textbook</u> Everyday Mathematics 4th gr Lessons 12.1, 12.2 <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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✓ = Objectives taught T = Objectives tested on TAKS * Optional lesson

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<p align="center">Probability and Statistics</p>	<p>7.11 The student understands that the way a set of data is displayed influences its interpretation.</p>	<p>B. Make inferences and convincing arguments based on an analysis of given or collected data</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <u>Textbook</u> Everyday Mathematics 4th gr Lessons 12.4, 12.5 <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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<p>Number, Operation and Quantitative Reasoning</p>	<p>6.1 The student represents and uses rational numbers in a variety of equivalent forms.</p>	<p>C. Use integers to represent real-life situations</p>					<p align="center">▪</p>	<p><u>Mathematics Toolkit</u> Assessment Connections</p> <p><u>Clarifying Activity</u></p> <p><u>TexTeam Activities</u></p> <ul style="list-style-type: none"> • <u>Textbook</u> Everyday Mathematics 4th gr Lesson 10.6 <p><u>Other Resources</u> Target the Question</p> <p><u>Software</u> Exemplars</p>
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