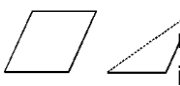
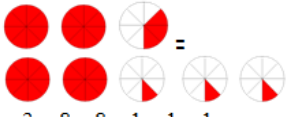

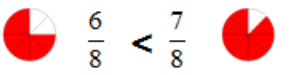


GRADE 4 Mathematics	Quarter 3 – Units 6, 7 & 8 Reported												
<b>Standards for Mathematical Practice</b>													
Makes sense of a problem and creates a plan to solve it	Based on teacher observations during math												
Perseveres in solving problems	Based on teacher observations during math												
Attends to detail using precise math words / symbols and works carefully and accurately	Based on teacher observations during math												
Explains his/her mathematical thinking orally and in written form to justify why the answer makes sense	Based on teacher observations during math												
<b>Operations and Algebraic Thinking – Basic Facts</b>													
Automatically recalls addition basic facts	See basic facts assessment data												
Automatically recalls subtraction basic facts													
Automatically recalls multiplication basic facts													
Automatically recalls division basic facts													
<b>Number and Operations in Base Ten</b>													
Represents and solves division problems and interprets remainders	<b>6b NBT.6 OA.3</b>	I can solve division number stories and interpret remainders.	<i>A jumbo box of cookies contains 60 cookies. Jill can fit 8 cookies on a plate. How many plates will she need to hold all the cookies?</i>  Number Sentence: $60 \div 8 = 7$ R4 so I must round up. Answer: 8 plates										
	<b>6c OA.3</b>	I can solve multi-step number stories involving whole numbers and all operations.	Brooklyn scored 2 points. Lilly scored 3 times as many points. How many points did the girls score in all?  $2 + (2 * 3) = P$ $2 + 6 = P$ $8 = P$ They scored 8 points in all.										
	<b>6a NBT.6</b>	I can divide a multi-digit number by a 1-digit divisor and express the remainder as a fraction.	$88 \div 7 = 12 \text{ R } 4$ $12 \frac{4}{7}$ <table style="display: inline-table; vertical-align: middle; margin-left: 20px;"> <tr><td style="border-right: 1px solid black; padding: 0 5px;">88</td><td style="padding: 0 5px;">11</td></tr> <tr><td style="border-right: 1px solid black; padding: 0 5px;">-77</td><td style="padding: 0 5px;">11</td></tr> <tr><td style="border-right: 1px solid black; padding: 0 5px;">11</td><td style="padding: 0 5px;">-7</td></tr> <tr><td style="border-right: 1px solid black; padding: 0 5px;">-7</td><td style="padding: 0 5px;">+1</td></tr> <tr><td style="border-right: 1px solid black; padding: 0 5px;">4</td><td style="padding: 0 5px;">12</td></tr> </table>	88	11	-77	11	11	-7	-7	+1	4	12
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**Number and Operations – Fractions**

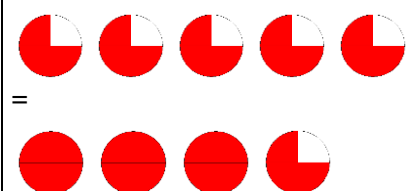
Orders and compares fractions, and builds fractions from unit fractions

<p><b>7a</b> <b>NF.3a</b></p>	<p>I can name fractions of regions or collections and find the whole.</p>	 <p>The rhombus is worth 1 whole. What is a triangle worth? <math>\frac{1}{2}</math></p>
<p><b>7b</b> <b>NF.3b</b></p>	<p>I can show more than one way to break apart a fraction into the sum of two or more fractions.</p>	$2\frac{3}{8} = 1 + 1 + \frac{3}{8}$  $2\frac{3}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
<p><b>7c</b> <b>NF.1</b></p>	<p>I can write equivalent fractions and draw a model to show why they are equal.</p>	$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ 
<p><b>7d</b> <b>NF.2</b></p>	<p>I can order and compare fractions with unlike denominators using <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> by thinking about benchmark fractions or creating equivalent fractions.</p>	$\frac{3}{4} < \frac{7}{8} \text{ because}$ 

Adds and subtracts fractions and mixed numbers with like denominators

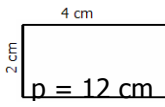

<p><b>7e</b> <b>NF.3d</b></p>	<p>I can add and subtract <u>fractions</u> with like denominators, including those in number stories.</p>	<p>Bob ran <math>\frac{5}{12}</math> mi. Kim ran <math>\frac{7}{12}</math> mi. How many miles in all?</p> $\frac{5}{12} + \frac{7}{12} = \frac{12}{12} = 1$
<p><b>7f</b> <b>NF.3c</b></p>	<p>I can add and subtract <u>mixed numbers</u> with like denominators, including those in number stories.</p>	$3\frac{5}{8} - 1\frac{1}{8} = 2\frac{4}{8} \rightarrow 2\frac{1}{2}$

Multiplies a whole number by a fraction

<p><b>8a</b> <b>NF.4</b></p>	<p>I can use multiples, a number line, or a visual model to multiply a fraction by a whole number, including those in number stories.</p>	<p>Each student needs <math>\frac{3}{4}</math> yard of string for a science project. If there are 5 students in each group, what is the shortest length of string the teacher can give each group?</p> <p>Group 1 2 3 4 5</p> <p>Multiples of <math>\frac{3}{4}</math>:</p> $\frac{3}{4}, \frac{6}{4}, \frac{9}{4}, \frac{12}{4}, \frac{15}{4}$ $\frac{15}{4} = 15 \times \frac{1}{4} = 3\frac{3}{4} \text{ or}$ $\frac{3}{4} \times 5 = \frac{3}{4} \times \frac{5}{1} = \frac{15}{4} = 3\frac{3}{4} \text{ yard}$ 
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**Measurement and Data**

Finds perimeter and area of rectangles

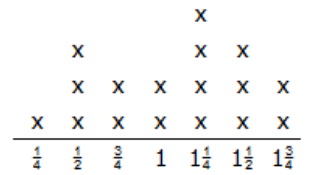
<p><b>8b</b> <b>MD.3</b></p>	<p>I can use a formula to calculate the perimeter of a rectangle, including those in number stories.</p>	 $p = l + w + l + w$ $p = 2 + 4 + 2 + 4$ $p = 12 \text{ cm}$ $p = (2 * l) + (2 * w)$ $p = (2 * 4) + (2 * 2)$ $p = 8 + 4$ $p = 12 \text{ cm}$ $p = 2 * (l + w)$ $p = 2 * (4 + 2)$ $p = 2 * 6$ $p = 12 \text{ cm}$
<p><b>8c</b> <b>MD.3</b> <b>OA.3</b></p>	<p>I can use a formula to calculate the area of a rectangle, or when the area is known, find a missing length or width, including those in number stories.</p>	 $A = l * w$ $A = 5 * 3$ $A = 15 \text{ cm}^2$ <p>The area of the volleyball court measures 200 yards<sup>2</sup>. If the length of the court is 20 yards, what is the width?</p> $A = l * w$ $200 = 20 * w$ $10 = w$

Represents and interprets data, including data with fractional measurements

**7g**  
**MD.4**

I can make a line plot of fractional measurements (to the  $\frac{1}{8}$  inch) and analyze the data using addition and subtraction of fractions.

Length of Insects in a Collection



What is the difference between the smallest and largest insect?

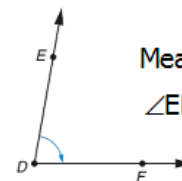
$$1\frac{3}{4} - \frac{1}{4} = 1\frac{2}{4} \rightarrow 1\frac{1}{2} \text{ in.}$$

Applies concepts of angles to measure, draw and solve problems

**6d**  
**G.1**  
**G.2**  
**MD.6**

I can identify, measure, and draw angles.

$\angle EDF$  is \_\_\_\_\_ (acute or obtuse).



Measure of

$\angle EDF$  is \_\_\_\_\_  $^\circ$ .

**6e**  
**MD.7**

I can find angle measurements by adding or subtracting angles, including those in number stories.



How many degrees has the minute hand moved since 1:00?

I added to find out that the minute hand has moved  $330^\circ$ .

$$1:00 - 1:30 = 180^\circ$$

$$1:30 - 1:45 = 90^\circ$$

$$1:45 - 1:55 = \underline{60^\circ}$$

$$330^\circ$$

This makes sense because every 5 min =  $30^\circ$  ( $360^\circ \div 12 = 30^\circ$ ). So  $360^\circ$  would be a full hour so  $360^\circ - 30^\circ = 330^\circ$ .