SCHOOL DISTRICT OF FORT•ATKINSON

<table>
<tr><th>GRADE 4 Mathematics</th><th>Quarter 2 – Units 3, 4 & 5 Reported</th></tr>
<tr><td>Standards for Mathematical Practice</td><td></td></tr>
<tr><td>Makes sense of a problem and creates a plan to solve it</td><td>Based on teacher observations during math</td></tr>
<tr><td>Perseveres in solving problems</td><td>Based on teacher observations during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td>Based on teacher observations during math</td></tr>
<tr><td>Explains his/her mathematical thinking orally and in written form to justify why the answer makes sense</td><td>Based on teacher observations during math</td></tr>
<tr><td>Operations and Algebraic Thinking – Basic Facts</td><td></td></tr>
<tr><td>Automatically recalls addition basic facts.</td><td rowspan="4">See basic facts assessment data</td></tr>
<tr><td>Automatically recalls subtraction basic facts.</td></tr>
<tr><td>Automatically recalls multiplication basic facts.</td></tr>
<tr><td>Automatically recalls division basic facts.</td></tr>
<tr><td>Number and Operations in Base Ten</td><td></td></tr>
<tr><td>Understands factors, multiples, prime and composite numbers</td><td>
<table>
<tr><td>3c
OA.4</td><td>I can find factor pairs and write a list of factors for any number up to 100.</td><td>
<table>
<tr><th colspan="2">FACTORS OF 24</th><th colspan="2">FACTORS OF 36</th></tr>
<tr><td>1</td><td>24</td><td>1</td><td>36</td></tr>
<tr><td>2</td><td>12</td><td>2</td><td>18</td></tr>
<tr><td>3</td><td>8</td><td>3</td><td>12</td></tr>
<tr><td>4</td><td>6</td><td>4</td><td>9</td></tr>
<tr><td colspan="2"></td><td colspan="2">6</td></tr>
</table>
</td></tr>
<tr><td>3d
OA.4</td><td>I can determine whether a whole number up to 100 is prime or composite.</td><td>Is 19 prime or composite?
19 is prime because it only has two factors, 1 and 19.
Is 16 prime or composite?
16 is composite because it has more than two factors: 1, 2, 4, 8, & 16.</td></tr>
<tr><td>3e
OA.4</td><td>I can write multiples of single digit numbers, determine whether a given number is a multiple of a 1-digit number, and prove that a whole number is a multiple of each of its factors.</td><td>Factors of 6: 1, 2, 3, 6
Multiples: 1, 2, 3, 4, 5, 6, 7, 8 …
2, 4, 6, 8, 10, 12, 14…
3, 6, 9, 12, 15, 18, 21…
6, 12, 18, 24, 30, 36….
Is 27 a multiple of 5? No
Is 56 a multiple of 7? Yes
7 x 8 = 56</td></tr>
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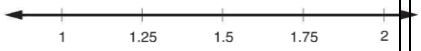
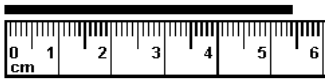
Reads, writes, compares and rounds numbers within 1,000,000

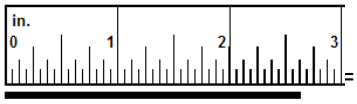
5e NBT.1 OA.3	I can use my basic fact knowledge to solve extended multiplication facts.	7 * 3 = 21 7 * ____ = 210 _____ * 30 = 2,100
5i NBT.2	I can compare multi-digit whole numbers using <, >, or =.	219,507 ___ 209,999 7,321,364 ___ 5,321,463
5j NBT.3	I can round whole numbers up to the millions place.	Round to the nearest ten-thousand. 4,568,893 → 4,570,000

Represents and solves multi-digit multiplication problems

5g NBT.5	I can multiply a 1-digit number by a 2, 3, or 4-digit factor (3,612 x 5) or a 2-digit factor by a multiple of 10 (36 x 40) and show and explain my thinking.	136 * 4 4 [100] = 400 4 [30] = 120 4 [6] = + 24 544 36 * 40 40 [30]= 1200 40 [6] = +240 1440
5h NBT.5	I can multiply two 2-digit numbers (ex: 83 * 49) and show and explain my thinking.	83 * 49 40 * 80 = 3,200 40 * 3 = 120 9 * 80 = 720 9 * 3 = + 27 4067 80 + 3 40 + 9 3,200 | 120 720 | 27

<table>
<tr><th colspan="2">Number and Operations – Fractions</th><th></th><th></th></tr>
<tr><td rowspan="6">Reads, writes, represents and compares decimals</td><td>4b
NF.7</td><td>I can read and write decimals to the hundredths place.</td><td>0.7 = seven-tenths
0.07 = seven-hundredths</td></tr>
<tr><td>4c
NF.7</td><td>I can identify place values and express the value of the digits to the hundredths place.</td><td>0.26
The value of 2 is two-tenths = 0.2</td></tr>
<tr><td>4e
NF.6</td><td>I can locate decimals on a number line.</td><td> 

Find 1.45 on the number line.</td></tr>
<tr><td>4f
NF.6</td><td>I can write numbers between 2 whole numbers.</td><td>Write a number between
1.25 and 1.5 <u>1.37</u></td></tr>
<tr><td>4g
NF.7</td><td>I can order decimals and compare their size using <,>, or =.</td><td>6.34 <u><</u> 6.8
6.34 has more digits, but it is between 6.3 and 6.4. 6.8 = 6.80. So 6.80 is greater than 6.34 because it is made up of 6 + 80 hundredths instead of only 6 + 34 hundredths. It is also closer to 7.
Write the numbers in order from smallest to largest:
1.6, 0.002, 1.09, 0.7, 0.07 ➔
0.002, 0.07, 0.7, 1.09, 1.6</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="2">Measurement and Data</td><td colspan="2"></td></tr>
<tr><td>Solves problems involving elapsed time</td><td>3g
MD.2</td><td>I can calculate elapsed time.</td><td> 
Write the time that is 1 hour 15 min. later.
<u>3:09</u>
<u>1:54</u></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td rowspan="2">Draws/measures line segments to the nearest 1/8th inch or millimeter</td><td>4d
MD.1</td><td>I can measure and draw line segments to the nearest mm.</td><td> 

5.4 cm
54 mm</td></tr>
<tr><td>5a
MD.1</td><td>I can measure lines to the nearest $\frac{1}{8}$ in.</td><td> 

= $2\frac{5}{8}$ in.</td></tr>
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