4th Grade Math Learning Targets

Algebra:

4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division. - Comprehension

- I can say the order of operations. (4.A.1.1)
  Order of operations = first do what is in parenthesis, then do multiplication and division from left to right, then do addition and subtraction from left to right
- I can explain how an equation and an expression are different.
- I can use the order of operations to simplify an expression without a variable. (4.A.1.1)
- I can identify a variable in an expression. (4.A.1.1)
- I can define what variable means. (4.A.1.1)
- I can use the order of operations to simplify an expression with a variable. (4.A.1.1)

4.A.1.2. Students are able to recognize and use the commutative property of addition and multiplication. - Application

- I can define the commutative property. (4.A.1.2)
- I can use the commutative property in addition problems and get the same answer. (4.A.1.2)
- I can use the commutative property in multiplication problems and get the same answers. (4.A.1.2)

4.A.1.3. Students are able to relate the concepts of addition, subtraction, multiplication, and division to one another. - Application

- I can solve a multiplication word problem with repeated addition. (4.A.1.3)
- I can solve a multiplication word problem with division. (4.A.1.3)
  - I can solve a multiplication word problem with repeated subtraction. Example: 12 x 5 = 60 – 12 – 12 – 12 – 12 – 12
- I can solve a division word problem with repeated subtraction. (4.A.1.3)
- I can solve a division word problem with multiplication. (4.A.1.3)
  - I can solve a division word problem with repeated addition. Example: 60/12 = 12 + 12 + 12 + 12 + 12

4.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to make number sentences true. - Comprehension

- I can place the correct symbol >, <, or = in a number sentence to make it true. (4.A.2.1)

4.A.2.2. Students are able to simplify a two-step equation using whole numbers. - Application

- I can find the value of a variable in an equation (with two steps). (4.A.2.2)

4.A.3.1. Students are able to write and solve number sentences that represent one-step word problems using whole numbers. - Application

- I can define a whole number. (4.A.3.1)
- I can write a number sentence to solve a word problem (whole numbers / one step). (4.A.3.1)
- I can solve a word problem using a number sentence I created (whole numbers / one step). (4.A.3.1)

4.A.4.1. Students are able to solve problems involving pattern identification and completion of patterns. - Application

- I can describe a number pattern. (4.A.4.1)
- I can continue a number pattern. (4.A.4.1)
- I can describe a shape pattern. (4.A.4.1)
- I can continue a shape pattern. (4.A.4.1)

Geometry:

4.G.1.1. Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone. - Knowledge

- I can define a plane figure. (4.G.1.1)
- I can label a pentagon, a hexagon, and an octagon. (4.G.1.1)
- I can list the properties of a pentagon, a hexagon, and an octagon. (4.G.1.1)
- I can define a solid figure. (4.G.1.1)
- I can label a pyramid, a rectangular prism, and a cone. (4.G.1.1)
- I can list the properties of a pyramid, a rectangular prism, and a cone. (4.G.1.1)

4.G.1.2. Students are able to identify parallel, perpendicular, and intersecting lines. - Knowledge

- I can name a line using the correct symbol. (4.G.1.2)
- I can identify parallel lines. (4.G.1.2)
- I can identify perpendicular lines. (4.G.1.2)
- I can identify intersecting lines. (4.G.1.2)

4.G.2.1. Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity. - Comprehension

- I can describe how two shapes are alike. (4.G.2.1)
- I can describe how two shapes are different. (4.G.2.1)
- I can define congruent. (4.G.2.1)
- I can tell if two shapes are congruent. (4.G.2.1)
- I can define similar. (4.G.2.1)
- I can tell if two shapes are similar. (4.G.2.1)

4.G.2.2. Students are able to identify a slide (translation) of a given figure. - Knowledge

- I can define slide. (4.G.2.2)
- I can recognize a figure that has been moved from one position to another as a slide (4.G.2.2)

Measurement:

Time:

4.M.1.1. Students are able to identify equivalent periods of time and solve problems. - Knowledge

- I can name periods of time that are equal. (4.M.1.1)
- I can solve problems using equal periods of time. (4.M.1.1)

Money:

4.M.1.2. Students are able to solve problems involving money including unit conversion. - Application

- I can solve problems by adding money. (4.M.1.2)
- I can solve problems by subtracting money. (4.M.1.2)
- I can solve problems by multiplying money. (4.M.1.2)
- I can solve problems by dividing money. (4.M.1.2)
- I can change money from coins to bills and bills to coins. (4.M.1.2)
- I can make change. (4.M.1.2)

US Customary:

4.M.1.3. Students are able to use scales of length, temperature, capacity, and weight. - Application

- I can list the tools that measure length. (4.M.1.3)
- I can use the best tool to measure length. (4.M.1.3)
- I can list the tool that measures temperature. (4.M.1.3)
- I can use a tool to measure temperature. (4.M.1.3)
- I can list the tools that measure capacity. (4.M.1.3)
- I can use the best tool to measure capacity. (4.M.1.3)
- I can list the tools that measure weight. (4.M.1.3)
- I can use the best tool to measure weight. (4.M.1.3)

4.M.1.4. Students are able to measure length to the nearest quarter inch. - Comprehension

- I can measure length to the nearest quarter-inch. (4.M.1.4)

Number Sense:

4.N.1.1. Students are able to read, write, order, and compare numbers from .01 to 1,000,000. - Comprehension

- I can define whole number. (4.N.1.1)
- I can define decimal. (4.N.1.1)
- I can define standard form. (4.N.1.1)
- I can define expanded form. (4.N.1.1)
- I can define word form. (4.N.1.1)
- I can read numbers from .01 to 1,000,000. (4.N.1.1)
- I can write numbers from .01 to 1,000,000. (4.N.1.1)
- I can order numbers from .01 to 1,000,000. (4.N.1.1)
- I can compare numbers from .01 to 1,000,000. (4.N.1.1)

4.N.1.2. Students are able to find multiples of whole numbers through 12. - Comprehension

- I can define what a multiple is. (4.N.1.2)
- I can find the multiples of numbers 11-12. (4.N.1.2)

4.N.1.3. Students are able to use a number line to compare numerical value of fractions or mixed numbers (fourths, thirds, and halves). - Comprehension

- I can tell what a fraction is (fourths, thirds, and halves). (4.N.1.3)
    - I can tell what an improper fraction is.
    - I can tell what a proper fraction is.
- I can find a fraction on a number line (fourths, thirds, and halves). (4.N.1.3)
- I can use a number line to compare two fractions. (fourths, thirds, and halves). (4.N.1.3)
- I can tell what a mixed number is. (fourths, thirds, and halves). (4.N.1.3)
- I can find a mixed number on a number line (fourths, thirds, and halves). (4.N.1.3)
- I can use a number line to compare two mixed numbers. (fourths, thirds, and halves). (4.N.1.3)

4.N.1.4 Students are able to interpret negative integers in temperature. - Application

- I can read a thermometer. (4.N.1.4)
- I can read a negative integer. (4.N.1.4)
- I can show a negative integer on a thermometer. (4.N.1.4)
- I can solve problems with changes in negative temperatures. (4.N.1.4)

4.N.2.1 Students are able to find the products of two-digit factors and quotient of two natural numbers using a one-digit divisor. - Application

- I can define factor. (4.N.2.1)
- I can define product. (4.N.2.1)
- I can define divisor. (4.N.2.1)
- I can define dividend. (4.N.2.1)
- I can define quotient. (4.N.2.1)
- I can multiply a two digit number by a two digit number.
- I can divide a number by a one digit divisor.

- I can show I know multiplication facts through the twelves.
- I can show I know division facts through the twelves.

4.N.2.2 Students are able to add and subtract decimals with the same number of decimal places. - Application

- I can add two decimals together (with the same number of decimal places). (4.N.2.2)
- I can subtract one decimal from another decimal (with the same number of decimal places. (4.N.2.2)

4.N.3.1 Students are able to estimate sums and differences in whole numbers and money to determine if a given answer is reasonable. - Application

- I can define estimate. (4.N.3.1)
- I can tell the difference between estimating and rounding. (4.N.3.1)
- I can estimate to solve addition problems. (4.N.3.1)
- I can estimate to solve subtraction problems. (4.N.3.1)

Statistics and Probability:

4.S.1.1 Students are able to interpret data from graphical representations and draw conclusions. - Application

- I can define data. (4.S.1.1)
- I can answer questions about line graphs. (4.S.1.1)
- I can answer questions about bar graphs. (4.S.1.1)
- I can answer questions about pictographs. (4.S.1.1)
- I can answer questions about line plots. (4.S.1.1)

4.S.1.2 Given a small ordered data set of whole number data points (odd number of points), students are able to identify the median, mode, and range. - Knowledge

- I can define median. (4.S.1.2)
- I can define mode. (4.S.1.2)
- I can define range. (4.S.1.2)
- I can find the median of a set of data. (4.S.1.2)
- I can find the mode of a set of data. (4.S.1.2)
- I can find the range of a set of data. (4.S.1.2)

4.S.2.1 Students are able to determine the probability of simple events limited to equally likely and not equally likely outcomes. - Comprehension

- I can tell if an event is more likely to happen. (4.S.2.1)
- I can tell if an event is less likely to happen. (4.S.2.1)
- I can tell if an event is equally likely to happen. (4.S.2.1)
- I can tell if an event is impossible. (4.S.2.1)
- I can tell if an event is certain. (4.S.2.1)

*** Where should place value go?
*** What about the base ten system?