

4th Grade Math Curriculum

Month	Content	Skills	Assessments	Standards
August/May	Problem solving strategies	<p>Solve various word problems using the 8 problem solving strategies. From Sue O'Connell</p> <p>Using what you learned explain the process used to solve the word problems.</p>	<p>Give oral and written explanation on how the students solved the problem.</p> <p>3 district assessments</p>	<p>Algebra</p> <p>4.A.3.1. Students are able to write and solve number sentences that represent one-step word problems using whole numbers. (Application)</p> <p>4.A.4.1. Students are able to solve problems involving pattern identification and completion of patterns. (Application)</p> <p>4.A.2.2. Students are able to simplify a two-step equation using whole numbers. (Application)</p>
August/September	Place Value (Chapter 1—page 2—21)	<p>Discuss (Read) and write numbers through a million.</p> <p>Use logical reasoning to solve problems.</p> <p>Relate one million to hundreds and thousands.</p> <p>Make change.</p>	Chapter Test: Students identify place value of whole numbers through millions.	<p>Number Sense:</p> <p>4.N.1.1. Students are able to read, write, order, and compare numbers from .01 to 1,000,000. (Comprehension)</p>

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September	Compare, order, and round whole numbers and Money. (Chapter 2—pages 22—45)	<p>Compare and order numbers up to nine digits.</p> <p>Count and compare amounts of money.</p> <p>Count on to make change.</p> <p>Round numbers and money amounts.</p>	<p>Daily worksheets review.</p> <p>Chapter test: Students compare, order, and rounding whole numbers and money. Also, make change.</p>	<p>Number Sense 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)</p> <p>Measurements 4.M.1.2. Students are able to solve problems involving money including unit conversion. (Application)</p> <p>Algebra 4.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to make number sentences true. (Comprehension)</p>
October (2—weeks)	Adding and subtraction of whole numbers. (Chapter 3 pages 58-81)	<p>Using properties of addition and subtraction rules to add and subtract numbers through hundred thousands.</p> <p>Round numbers to estimate sums and</p>	<p>Daily worksheet review.</p> <p>Chapter test: Students solve problems, using skills and strategies to find sums and differences through a hundred thousands.</p>	<p>Algebra 4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division. (Comprehension)</p> <p>4.A.1.2. Students are able</p>

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		<p>differences.</p> <p>Determine if an estimate or an exact answer is needed to solve a problem.</p>		<p>to recognize and use the commutative property of addition and multiplication. (Application)</p> <p>4.A.1.3. Students are able to relate the concepts of addition, subtraction, multiplication, and division to one another. (Application)</p>
October (2 weeks)	<p>Multiplication and Division Basic Facts. (Chapter 4 pages 82—106)</p>	<p>Use multiples of whole numbers through 12.</p> <p>Recognize and use multiplication and division properties and rules and fact families.</p> <p>Divide and solve problems with remainders.</p>	<p>Daily worksheet review</p> <p>Chapter test: Use multiplication and division properties and rules through 12.</p>	<p>Algebra</p> <p>4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division. (Comprehension)</p> <p>4.A.1.2. Students are able to recognize and use the commutative property of addition and multiplication. (Application)</p> <p>4.A.1.3. Students are able</p>

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				<p>to relate the concepts of addition, subtraction, multiplication, and division to one another. (Application)</p> <p>Number Sense 4.N.1.2. Students are able to find multiples of whole numbers through 12. (Comprehension)</p>
November	Algebraic reasoning (Chapter 5 pages 108-131)	Use, write, and compare order of operations, variables, expressions, equations, and functions.	<p>Daily worksheets</p> <p>Chapter test</p>	<p>Algebra 4..A.2.1. Students are able to select appropriate relational symbols (<,>=) to make number sentences true. (Comprehension)</p> <p>4.A.2.2. Students are able to simplify a two-step equation using whole numbers. (Application)</p> <p>4.A.3.1 Students are able to write and solve number sentences that represent one-step word problems using whole numbers.</p>

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				(Application) 4.A.4.1 Students are able to solve problems involving pattern identification and completion of patterns. (Application)
November	Multiply by one digit numbers (Chapter 6—page 144—169)	Using basic facts and patterns to multiply up to five digit factors. Estimate products by rounding factors.	Daily worksheet review. Chapter test: Multiplying up to five digit numbers by one digit numbers finding and estimating products.	Number Sense 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) 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)
December	Multiplying by two digit numbers. (Chapter 7—pages 170—190)	Use basic facts and patterns to multiply up to five digit factors by two digit factors. Estimate products by rounding factors.	Daily worksheet review. Chapter test: Multiplying up to five digit numbers by two	Number Sense 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)

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			digit numbers finding and estimating products.	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)
January	Chapter 9 Divide by one digit Divisors. Page 226—249)	Solve three-, four-, and five-digit dividends with two, three, and four digit quotients. Solve money problems. Solve problems by working backwards.	Daily worksheet review. Chapter test: Dividing three, four, five digit dividends with quotients also, divide money.	Algebra 4.A.1.1. Students are able to simplify whole number expressions involving addition, subtraction, multiplication, and division. (Comprehension) 4.A.3.1. Students are able to write and solve number sentences that represent one-step word problems using whole numbers. (Application) Measurement 4.M.1.2. Students are able to solve problems involving money including unit conversion. (Application)

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				Number Sense 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)
January	Chapter 10 Number Theory and Averages (page 262-267 only)	Solve and find an average with a set of numbers. Show factors and multiples of a number. Identify composite and prime numbers.	Daily worksheet review. Chapter test: Find and identify factors and multiples, prime, and composite numbers. Average a set of numbers.	Statistics and Probability 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) Number Sense: 4.N.1.2. Students are able to find multiples of whole numbers through 12. (Comprehension)
February	Chapter 12 Customary and Metric Measurements (page 304-331)	Estimate, measure, compare, and convert customary units of length, capacity, and weight. Estimate, measure,	Daily worksheet review. Chapter test: Measure customary and metric length. Choose and	Measurement 4.M.1.3. Students are able to use scales of length, temperature, capacity, and weight. (Application)

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		<p>compare, and convert metric units of length, capacity, and mass.</p> <p>Choose the most appropriate unit of measure of an object.</p>	<p>convert capacity, weight, and length.</p>	<p>4.M.1.4. Students are able to measure length to the nearest quarter inch. (Comprehension)</p>
February	Chapter 13 Time and Temperature (page—332—353)	<p>Read and write time to the second.</p> <p>Show elapsed time, using calendars and clocks.</p> <p>Read, write, and compare temperature in degrees Fahrenheit and Celsius.</p> <p>Use positive and negative numbers to indicate temperatures above and below zero.</p>	<p>Daily worksheet review.</p> <p>Chapter test: Determine elapsed time using clocks and calendars. Measure temperatures to include negative integers. Solve problems using skills and strategies.</p>	<p>Algebra 4.A.3.1. Students are able to write and solve number sentences that represent one-step word problems using whole numbers. (Application)</p> <p>Measurement 4.M.1.1. Students are able to identify equivalent periods of time and solve problems. (Knowledge)</p> <p>4.M.1.3. Students are able to use scales of length, temperature, capacity, and weight. (Application)</p> <p>Number Sense 4.N.1.4. Students are able to interpret negative integers in temperature.</p>

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				(Application)
March	Collect and Analyze Data (Chapter 14 pages 354--373)	<p>Select and arrange survey data.</p> <p>Organize Data into a table.</p> <p>Find the Mean, Mode, Median Range of a set of data.</p> <p>Make a line plot to recognize data.</p> <p>Read and make Stem and Leaf Plot.</p>	<p>Daily worksheet review on data collecting and Plots.</p> <p>Chapter test on analyzing data and plots.</p>	<p>Statistics and Probability 4.S.1.1. Students are able to interpret data from graphical representations and draw conclusions. (Application).</p> <p>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)</p>
March	Graph Data (Chapter 15—page 374—393)	<p>Make a double bar graph</p> <p>Use a circle graph to solve problems</p> <p>Retrieve information from a graph.</p> <p>Read and make a line graph</p>	<p>Daily worksheets review</p> <p>Chapter test: Students decide which graph is most appropriate to display given data.</p>	Needed for Stanford Test

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March	Geometry—Plane Figures (Chapters 16—402A—427)	<p>Identify geometric figures: such as points, lines, line segments, parallel, intersecting, and perpendicular.</p> <p>Classify and measure rays and angles.</p> <p>Classify and identify polygons, quadrilaterals, triangles and circles.</p> <p>Use patterns to solve problems.</p> <p>Define geometric terms.</p>	<p>Daily worksheet review</p> <p>Chapter test: Name and describe points, lines, rays, angles, geometric figures as well as making patterns.</p>	<p>Algebra</p> <p>4.A.4.1. Students are able to solve problems involving pattern identification and completion of patterns. (Application)</p> <p>Geometry</p> <p>4.G.1.1. Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone. (Knowledge)</p> <p>4.G.1.2. Students are able to identify parallel, perpendicular, and intersecting lines. (Knowledge)</p> <p>4.G.2.1 Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity. (Comprehension)</p>

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April	Congruent figures and line of Symmetry. (Chapter 17 pages 429-449)	<p>Identify congruent figures.</p> <p>Identify and predict results of rotation, reflection, and translation—(slide)</p> <p>Identify figures with line of symmetry.</p>	<p>Daily worksheet review</p> <p>Chapter test: Identify congruent figures, rotations, reflections, and translations. Solve problems using skills and strategies.</p>	<p>Geometry</p> <p>4.G.2.1. Students are able to compare geometric figures using size, shape, orientation, congruence, and similarity. (Comprehension)</p> <p>4.G.2.2. Students are able to identify a slide (translation) of a given figure. (Knowledge)</p>
April	Perimeter, Area, and Volume. (Chapter 18—page 450—475)	<p>Find perimeter and area</p> <p>Use formulas to find perimeter and area of squares and rectangles</p> <p>Identify solid geometric figures</p> <p>Find the volume of a rectangular solid.</p>	<p>Daily worksheet review.</p> <p>Chapter test: Identify solid figures. Find perimeter, area, and volume.</p>	<p>Geometry</p> <p>4.G.1.1. Students are able to identify the following plane and solid figures: pentagon, hexagon, octagon, pyramid, rectangular prism, and cone. (Knowledge)</p>
April	Chapter 19 Understanding Fractions (Pages 488-513)	<p>Read, write, and identify fractions and mixed numbers.</p> <p>Find equivalent fractions; write fractions in simplest form.</p>	<p>Daily worksheet review</p> <p>Chapter test: Write a fraction and identify to decide if fractions are equivalent. Write fractions in simplest</p>	<p>Algebra</p> <p>4.A.2.1. Students are able to select appropriate relational symbols (<, >, =) to make number sentences true. (Comprehension)</p>

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		<p>Compare and order fractions.</p> <p>Make a fractional part of a number.</p> <p>Make a picture to solve a problem.</p>	<p>form. Write improper fractions and compare and order.</p>	<p>Number Sense 4.N.1.3. Students are able to use a number line to compare numerical value of fractions or mixed numbers (fourths, halves, and thirds). (Comprehension)</p>
May	Chapter 20 Adding and Subtract Fractions. (With like denominators.) (Page 516-521)	Add and subtract fractions and mixed numbers with like denominators.	Daily worksheet review.	Need for Stanford Testing
May	Chapter 22 Explore addition and subtraction of decimals. Page 572—579)	Solve by adding or subtracting numbers to the thousandths.	Daily worksheet review.	<p>Number Sense 4.N.1.1. Students are able to read, write, order, and compare numbers from .01 to 1,000,000. (Comprehension)</p> <p>4.N.2.2. Students are able to add and subtract decimals with the same number of decimal places. (Application)</p>

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May	Chapter 23 Probability (Page 594-613)	<p>Describe the probability of an event; identify outcomes.</p> <p>Make predictions.</p> <p>Use grids and three diagrams to find the probability of outcomes.</p> <p>Use an organized list to solve a problem.</p>	<p>Daily worksheet review.</p> <p>Chapter test: Use probability to make predictions that describe the possible outcomes.</p>	<p>Statistics and Probability 4.S.2.1. Students are able to determine the probability of simple events limited to equally likely and not equally likely outcomes. (Comprehension)</p>
May	Chapter 24 Algebra and Graphing. (Page 614—633) (Lessons 1,2, and 5)	<p>Identify, locate, and graph ordered pairs on a coordinate plane.</p>	<p>Daily worksheet review.</p> <p>Chapter test: 1-8 and 19&20.</p>	<p>Needed for SAT.</p>